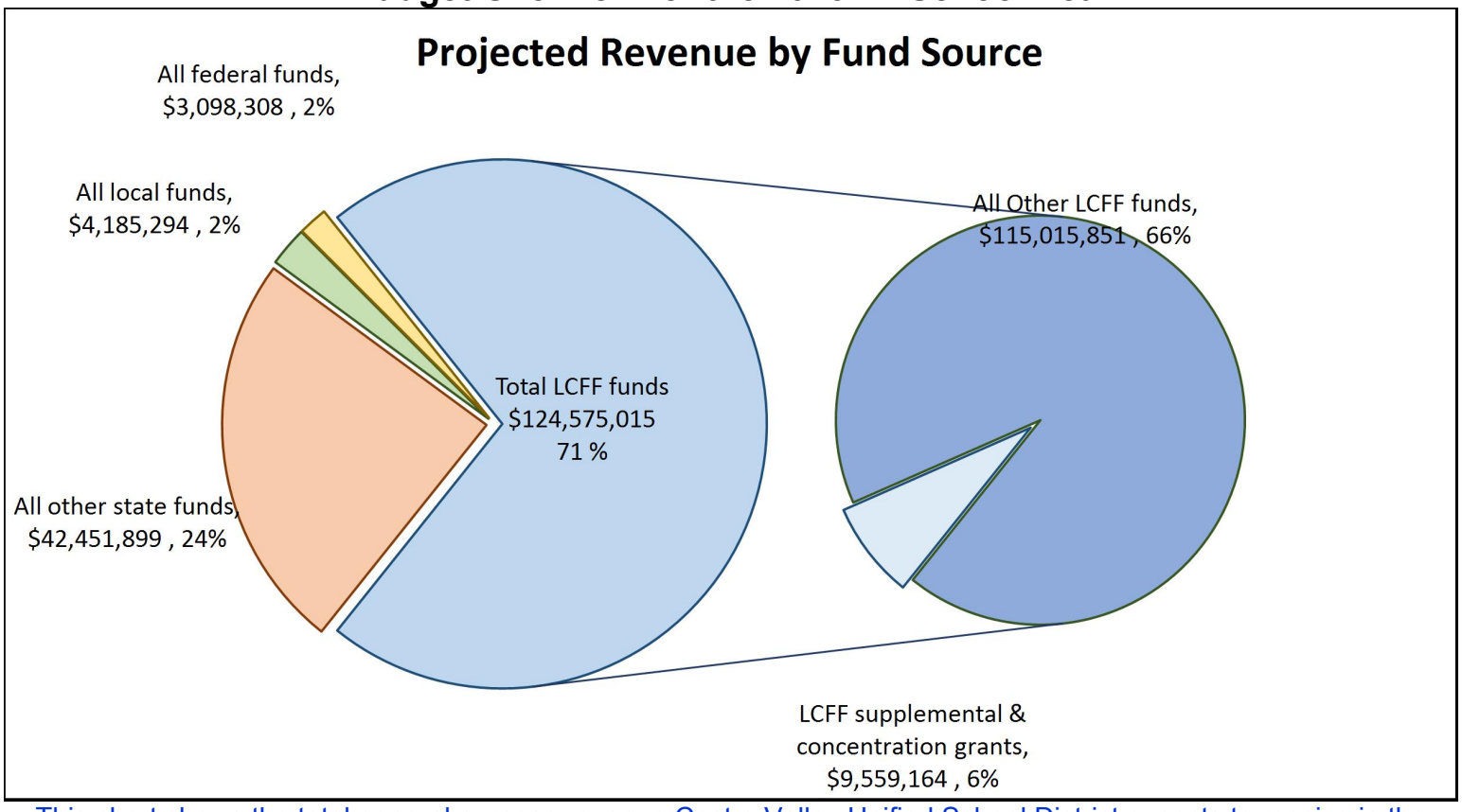
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Castro Valley Unified School District
CDS Code: 01-61150-0000000
School Year: 2026-27
LEA contact information:
Nic McMaster
Assistant Superintendent Educational Services
nmcmaster@cv.k12.ca.us
510-537-3000 ext 1271

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

Budget Overview for the 2026-27 School Year

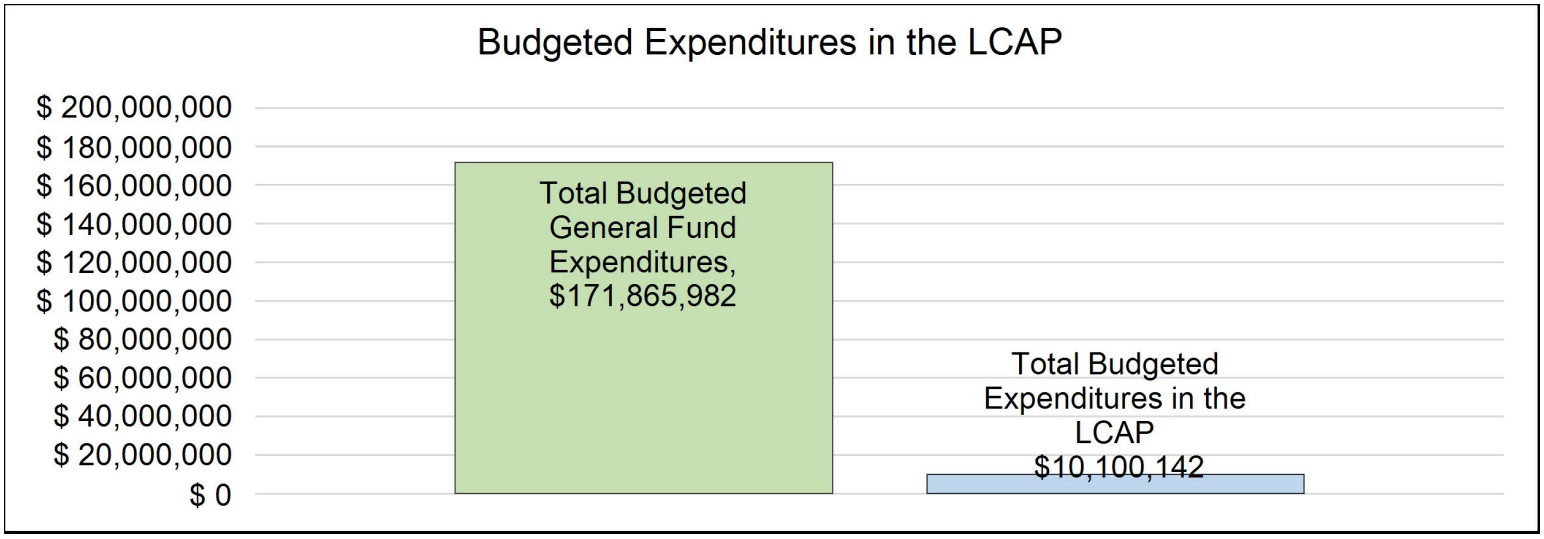


This chart shows the total general purpose revenue Castro Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Castro Valley Unified School District is $174,310,516, of which $124,575,015 is Local Control Funding Formula (LCFF), $42,451,899 is other state funds, $4,185,294 is local funds, and $3,098,308 is federal funds. Of the $124,575,015 in LCFF Funds, $9,559,164 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Castro Valley Unified School District plans to spend $171,865,982 for the 2026-27 school year. Of that amount, $10,100,142 is tied to actions/services in the LCAP and $161,765,840 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

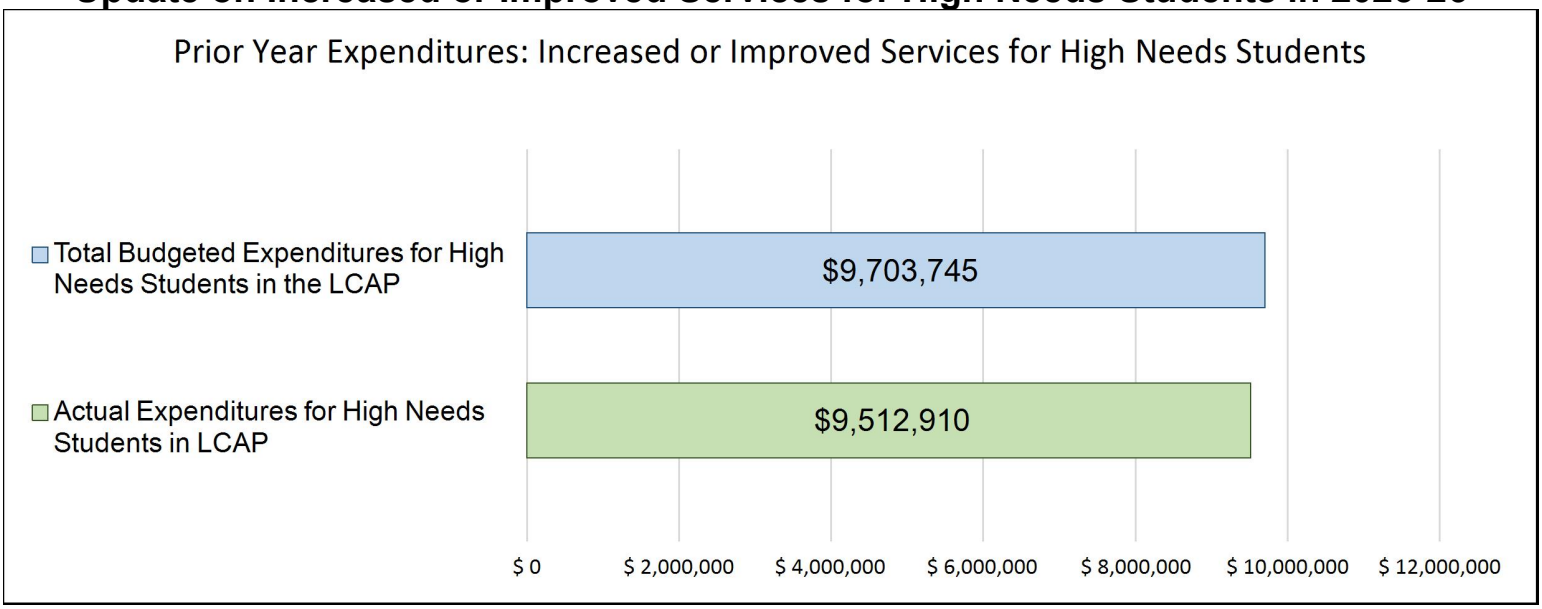
Expenditures not included in the LCAP are salaries and benefits of employees not funded by Supplemental funds including grants such as the Expanded Learning Opportunities Program (ELOP), Educator Effectiveness Block Grant, Special Education as well as Special Education Local Plan Area (SELPA), debt service payments, Routine Restricted Maintenance and Deferred Maintenance.

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

In 2026-27, Castro Valley Unified School District is projecting it will receive $9,559,164 based on the enrollment of Foster Youth, English learner, and low-income students. Castro Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Castro Valley Unified School District plans to spend $9,559,164 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Castro Valley 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 Castro Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Castro Valley Unified School District's LCAP budgeted $9,703,745 for planned actions to increase or improve services for high needs students. Castro Valley Unified School District actually spent $9,512,910 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $190,835 had the following impact on Castro Valley Unified School District's ability to increase or improve services for high needs students:

Castro Valley Unified School District (CVUSD) has diligently worked to offer comprehensive support for high needs students. Our efforts have been particularly concentrated in the provision of direct counseling and wraparound services to students and their families, with a specific focus on our English Learners, Foster Youth, and unhoused students.

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
Castro Valley Unified School District	Nic McMaster Assistant Superintendent Educational Services	nmcmaster@cv.k12.ca.us 510-537-3000 ext 1271

Plan Summary [2026-27]

General Information

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

Castro Valley Unified School District (CVUSD) serves 9,709 students in grades Preschool through Adult Education in 16 schools: one preschool campus serving both State Preschool program children and children with special needs; nine elementary schools; two middle schools; one traditional high school with a full college-preparatory and Career Technical Education curriculum; one continuation high school; a virtual academy for students in grades 9 - 12; and an adult school that offers a wide variety of career-oriented and personal growth classes in addition to programs for adults who are English Learners, those with disabilities and a parent co-op preschool. CVUSD boasts an overall district adjusted cohort graduation rate (ACGR) of 96.0%.

Our families represent a diverse cultural, language, and socio-economic background:
2025-2026 Demographics from Aeries:
31.54% Asian
17.41% White
24.34% Hispanic/Latino
15.89% Two or More Races
3.96% African American
2.72% Filipino
0.37% Pacific Islander
0.13% American Indian or Alaskan Native
38.6% Unduplicated Students (English Learners (EL), Economically Disadvantaged (SED), Foster Youth) (3736 of 9687 students- from

CALPADS 1.17 report)
38.08% Socio-Economically Disadvantaged (SED)
18.24% Reclassified Fluent English Proficient (RFEP - Prior English Learner students who are now proficient in English)
10.26% English Learners (EL - Students speaking a second language and not yet proficient in English)
7.29% Initially Fluent English Proficient (IFEP - Students who were proficient in English when they first enrolled in school but speak a second language at home)

For several years, the percentage of students whose families speak a language other than English has increased. In the 2025-26 school year, 35.79% of our students spoke a second language in the home (EL, RFEP, and IFEP students combined), the most predominant world languages were Spanish and Cantonese, and 64 languages were represented. As a district, 10.26% of our students were English Learners. In the 2024-2025 school year, 36.73% of our students spoke a second language in the home (EL, RFEP, and IFEP students combined), the most predominant world languages were Spanish and Cantonese, and 57 languages were represented. As a district,10.03% of our students were English Learners.

We are extremely proud of the rich diversity that our students and their families represent and we are committed as a district to creating a welcoming culture at all sites and working toward the success of ALL of our students. We are committed to providing a rigorous and equitable education to ALL of our students, providing enrichment and support as necessary to ensure their success. Our District Strategic Directions, which were created through extensive and inclusive input from many educational partner groups in our community, reflect this commitment to equity, and include our Vision, Mission, and Promise to our students, our staff, our resources and our core values. The complete CVUSD Strategic Directions can be found at: https://www.cv.k12.ca.us/strategic-directions

CVUSD is committed to the success of all students regardless of their national origin, ethnicity, religion, physical or mental ability, sexual orientation, gender, gender identity or expression or economic status.

Redwood Continuation School was designated as an Equity Multiplier school for the 2024-25 school year, was not identified for the 2025-26 school year, but has been identified for the 2026-27 school year.

In CVUSD, we believe that:

- Student success is the responsibility of all.
- We nurture the gifts and talents of all students.
- Our schools are safe spaces for all.
- Our commitment to equity ensures that our educational system is responsive to all students regardless of personal and social circumstances.
- All students, families, and staff are valued and treated with respect and dignity.
- ALL means ALL.

CVUSD's Local Control and Accountability Plan (LCAP) focuses exclusively on supplemental expenditures because these funds are specifically allocated to support targeted student groups, such as low-income students, English learners, and foster youth. The rationale is to ensure that these vulnerable populations receive the necessary additional resources to address their unique educational challenges and close achievement gaps. By concentrating on supplemental expenditures, the LCAP provides a transparent and accountable framework for

how these funds are utilized, ensuring they directly benefit the intended students. This targeted approach aligns with the principles of equity and inclusivity, aiming to provide every student with the opportunity to succeed.

Reflections: Annual Performance

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

AREAS OF PROGRESS, SUCCESS and SENSE OF BELONGING

MTSS - MULTI-TIERED SYSTEM OF SUPPORTS
The district's sustained investment in building a comprehensive Multi-Tiered System of Supports (MTSS) has resulted in progress in how students are supported across demographic groups. Through ongoing, targeted professional learning and a shared commitment across all roles—including Teachers on Special Assignment (TOSAs), classroom teachers, site and district administrators, and classified support staff—CVUSD has strengthened a unified approach to meeting individual student needs. This commitment to meeting the needs of all students is reflected in the district's guiding belief that "All means All," which continues to anchor implementation and decision-making.
CVUSD's MTSS framework is well established and includes clearly defined Tier 1 instructional best practices, differentiation, and universal strategies, along with Tier 2 and Tier 3 academic, social-emotional, and behavioral interventions. Academic supports are intentionally designed to address learning gaps identified through assessment data while also providing rigor and enrichment opportunities for students who meet or exceed grade-level standards. These supports are regularly reviewed and data has indicated that we need to be more consistent in our implementation of interventions (will be discussed below). Social-emotional and behavioral supports offer graduated levels of assistance tailored to individual student needs, including classroom-based strategies, small-group counseling, and individualized services when appropriate.
Professional Learning Communities (PLCs) serve as the primary structure for MTSS implementation, providing consistent opportunities for educators to collaborate, review student data, and make informed instructional and intervention decisions. Through PLCs, staff monitor progress, evaluate the impact of supports, and adjust practices based on student outcomes. Collectively, these efforts reflect a maturing MTSS that is embedded in district practice and continues to build staff capacity to respond effectively to the academic, behavioral, and social-emotional needs of all students.

DUAL LANGUAGE IMMERSION
Castro Valley USD continues to offer a two-way Spanish Dual Language Immersion (DLI) enriched educational program that provides instruction to both native Spanish speakers (50%) and native English speakers (50%) in the same classroom. This immersive environment empowers students to become bilingual, biliterate, and bicultural while maintaining high academic standards and developing critical consciousness. To maximize the benefits of the DLI program, it is strongly recommended that students participate through twelfth grade. Dual Language Immersion students will develop strong skills and proficiency in their first and second language. Students develop problem-solving and higher-order thinking skills, alongside a respect for multilingualism and multiculturalism.
Native English speakers and English-dominant students have the opportunity of developing Spanish as a second language at an early age while continuing to grow in English. They will achieve at the same or higher levels in English compared to their monolingual English speaking peers in English-only general education classrooms.
Native Spanish speakers participating in the program will be able to develop English as a second language while enriching their native tongue, Spanish. They will achieve at the same or higher levels in English than their peers enrolled in other programs. All children will learn

appropriate academic skills while developing their bilingual proficiency. Moreover, students will be able to develop social skills that allow them to build relationships and connections in a multicultural and multilingual world. They will develop positive attitudes about other languages and cultural backgrounds, as well as their heritage language and cultural background.
The DLI program housed at Vannoy Elementary School currently serves students in grades TK - 3. During the 2026-27 school year we will be opening two DLI 4th grade classes.

PARENT AFFINITY GROUPS
Throughout the past several years, CVUSD has held a series of community outreach meetings. These meetings were in response to requests from parents during the African American and Latino/Hispanic Hearing Sessions that took place in previous years. Some of these groups were newly formed, while others were an extension of the previous listening sessions. The meetings were designed to build community, collaboration, and share resources as well as gather input from the African American and Latino/Hispanic communities.

During the 2025-2026 school year, we continue to see parent participation in Elementary African American Parent Advisory Council (EAAPAC) and saw a decline in Elementary Padres Unidos. We believe that this is attributed to unrest with immigration enforcement as has been expressed by a number of our Latine families. As a result, we have transitioned to offering workshops virtually to provide another avenue for Latine families to participate. Our DLI information meetings were held in person and virtually and we saw a large increase in participation online. Over 150 families combined attended our two DLI meetings. Additionally, we continue to hold the Middle School Padres Unidos and Middle School African American Alliance Network (AAAN) meetings this year.

We have maintained our partnership with Black/African-American families and staff. The year commenced with a well-attended community building gathering. During our second meeting focusing on elementary, we shared the district's Significant Disproportionality status, which resulted from over-identifying our Black/African-American students in the Other Health Impairment category, which included our comprehensive plan to address the root causes of this outcome. Examples of our ongoing work with staff on culturally and linguistically responsive teaching were shared as well. We wrapped up the session with dedicated time for in-depth discussions with every elementary site principal, who presented their site-level Multi-Tiered System of Supports (MTSS) and gathered valuable feedback from families regarding the components of an effective home/school partnership. This work is essential for the wellness and academic achievement of our Black/African-American students, who remain one of the most underserved student groups in our district.

RECOGNITION
The majority of CVUSD schools have received recognition as high performing schools through a wide variety of Academic, Civic, and Social Emotional programs over the years. In the 2025-26 school year, Creekside was announced as a 2026 California Distinguished School and Castro Valley High School was recognized on the 2025 AP School Honor Roll. Independent Elementary received the NAESP's Gold Star Nomination, ASCD Student Council School of Excellence, and ASCD Exemplary Advisory Award. Our schools continued to receive the CVSAN Green Ribbon Award for high-level sustainability, specifically achieving 90%+ waste diversion through recycling and composting.

In the 2024-25 school year, two of our elementary schools, Independent and Palomares, received the California Distinguished School Award. Canyon Middle School was named a 2025 California School to Watch, a designation awarded to high-performing middle schools. Independent Elementary received the Silver Award from the Global School Alliance and continued as a Kindness Certified School and with its No Place for Hate designation.

In 2023-24, Creekside received the California Distinguished School award and was invited to apply for the National Blue Ribbon and California Schools to Watch. Palomares earned the Literary Leadership award from the Bri Books National Young Authors, and was a CVSAN Green Ribbon School. Marshall was also awarded the Green Ribbon school award and became an AVID Showcase school. Indy School was awarded the CVSAN Green Ribbon award, No Place for Hate designation by the Anti-Defamation League, and Kindness Certification by The Great Kindness Challenge. Jensen was also awarded the CVSAN Green Ribbon designation. Finally, Castro Valley High School received the Green Ribbon School recognition, while also earning six year WASC accreditation. According to the 2023 California dashboard, CVUSD continues to have a very high rating for graduation rate. Additionally, CVUSD scores are high for both ELA and math for the all students student group.

WELLNESS
CVUSD's Student Services Department continues to focus on wellness in a multi-dimensional effort of providing direct support to students, building staff capacity, and ensuring that health and wellness are integrated in the framework of our site and district operations. During the Fall of 2025 CVUSD successfully operated four Wellness Centers located at all secondary sites, staffed by Social Workers, Social Work Interns and community mental health partners. At Redwood High, Wellness Together replaced Eden Counseling for site-based student behavioral health counseling. The unduplicated number of students served by Wellness Centers will top 1500 this year. The first semester of the 25-26 school year also increased students served by the recently opened Student Health Center, (operated by Tiburcio Vasquez Health Center on the CVHS campus) to over 100, directly integrating with the other health partners on campus. CVUSD increased health promotion & education efforts during the fall of 2025 via increased staffing to support a student leadership group at Castro Valley High, called the Wellness Warriors. There continues to be an expansion of restorative practices on our campuses which includes additional staff training, curriculum, and tools for conducting "Community Circles" as a tier 1 intervention for all students. The commitment to restorative practices has taken a noticeable foothold in everyday operations such that work has already started to implement restorative practices in grading as well. To support future behavioral health sustainability of all wellness services, CVUSD applied for and was accepted into Cohort 1 of the CYBHI Universal Fee Schedule Initiative and launched the school health billing infrastructure in October of 2025. CVUSD anticipates receiving it's first reimbursement check in the Spring of 2026.

BEHAVIOR
CVUSD response to behavior shifted from exclusionary discipline to focus on a preventative, restorative framework anchored in our district-wide PBIS, SEL/ABAR curriculum, and elementary counseling and Second Step programs. Through our "Data Walk and Talk" initiative, Welcoming, Inclusive, Equitable Spaces (WIES) culture and climate teams, and PBIS Lead at every school site, we have worked to coach staff on the best strategies to positively engage staff and students on our campuses. Staff were trained on Compassionate Dialogue and the Recognize, Interrupt, Repair (RIR) protocol, which provides a framework to intervene during challenging situations that allow for engaging dialogue. Our Wellness Center at all our secondary schools are fully staffed with our Wellness Team, including Social Workers and interns. With this dedicated space and staffing, staff can support student positive behaviors and utilize an instructional approach to learning best behavioral practices for students in the school setting. Staff are trained in using Restorative Questions and providing student dialogue to address accountability, harm, and repair. We also added a Behavior Prevention and Intervention Teacher on Special Assignment (BPI TOSA). Our BPI TOSA supports our PBIS Leads and classroom teachers with positive behavior intervention strategies at all grade levels, and finding alternatives to suspension whenever appropriate and possible. CVUSD also continues to use the School-wide Information System (SWIS) to collect student behavior and respond with targeted interventions throughout all our schools. This web-based data system from the University of Oregon allows for the entry of all disciplinary referrals, both major and minor. This system, coupled with standardized behavioral definitions (part of PBIS) across schools, empowers us to better identify patterns of behavior and identify opportunity areas for the

re-teaching of positive behaviors as well as to target more specific interventions for students. We believe that these efforts have made a positive impact on student behavior and prevented CVUSD students from displaying even higher rates of significant misbehavior. This year, we added the Pre-referral Interventions tool in Aeries to pilot a documentation system to help be consistent and provide appropriate tiered response to intervention supports to students. This helps monitor and track the interventions students have been provided before progressing to further supports.

SUSPENSION RATES:
CVUSD's suspension rates have been consistently declining over the last several years. In the 2022-2023 school year, CVUSD had a suspension rate of 2.6% which was below the state suspension rate of 3.5%. In the 2023-2024 school year, CVUSD had a suspension rate of 2.2% which was below the state suspension rate of 3.2% and a 0.4% decrease over the previous year. In the 2024-2025 school year, CVUSD had a suspension rate of 2.0%, a 1.2% decrease from the previous year and also below the state suspension rate of 3.1%. This downward trend, we believe, is the result of shifting from exclusionary discipline to a restorative framework, expanding the use of effective Tiered practices in the classroom, and our student support process through Coordination of Services Teams (COST) integrating Social Emotional Learning (SEL) into instruction, and adding a Behavior Prevention and Intervention Teacher on Special Assignment.

We have focused on monitoring overall student suspensions as well as the suspensions of students who identify in groups that have disproportionate disciplinary outcomes. We continue to focus on Restorative Practices including restorative/harm repair circles. We have also focused on fortifying our behavioral health team and resources with Wellness Centers at each of our secondary schools. The overarching theme for our work, which we call WIES (Welcoming, Inclusive, and Equitable Spaces), began in the 2023-2024 school year and will continue through the 2026-2027 school year.
We provided additional Professional Development on SEL, MTSS, Responding Effectively to Student Behaviors, and Culturally and Linguistically Responsive Teaching; we continued to use SWIS to monitor behavioral referrals and target interventions. We have engaged Site Leaders to better understand student issues and needs as they perceive them and gathered themes for ongoing Professional Development. Seeing the number of incidents during non classroom time/during recess or lunch in SWIS, the Student Services Department expanded Professional Development opportunities to classified staff such as Campus Monitors. The Student Services Department also collaborated with our Special Education Department to manage behavioral supports for students in the general education setting, as well as what more inclusive practices look like at every grade span. We will also continue our work with elementary and secondary teams to more fully use engaging, culturally and linguistically responsive instructional practices that create more access points to the classroom content and validate and affirm the various cultural practices of students. Having a WIES Lead at each of our schools helps to prioritize this work and support the teaching staff in utilizing these processes and strategies. Addressing student needs more effectively inside and outside of the classroom contributes to a reduction in behavioral referrals.

FAMILY OUTREACH AND SUPPORT
We have also accomplished a great deal through our outreach to all of our families, including those with greater needs, to ensure that all students have the support they need to achieve academic success. We have provided Footsteps2Brilliance (early literacy online learning program) free of charge to all families with children ages 2 through second grade that live in the Castro Valley community. We are a one-to-one tech tool school district, providing free devices with wi-fi access to enrolled students who do not have such resources at home. We continue to provide access to the district Mariachi free music program for students in grades 4-12. Over 100 students have participated in this wonderful opportunity this school year. Our interpretation and translation services use continues to improve, and we re-launched our Community Alliance which has previously proven to be valuable for outreach to families in order to unify our community and discuss equity

related issues. We continued our partnership with the Parent Institute for Quality Education (PIQE) offering English and Spanish cohorts for our elementary and middle school families. Our elementary families received the Social Emotional Learning Program series and the middle school families received the Introduction to Family Engagement series. A total of 135 families attended the elementary SEL series, earning a certificate of completion at their graduation ceremony, an increase from 29 last year. The middle school workshops are still in session with a large turnout of families so far. We have also continued our work and outreach with our Black/African American students and families through community events and meetings that share information as well as get valuable feedback. Parent involvement is essential in supporting Multilingual Learners, and programs like Padres Unidos, site ELPAC, and DELAC play a vital role in fostering that engagement. This year we have offered meetings in person and virtually. Our Padres Unidos meetings empower families by providing a space for collaboration, cultural pride, and advocacy, helping parents stay informed and actively involved in their children's education. Our district partners with our adult school and offers a variety of workshops and classes designed to support parents and guardians. These include the Parent Project, which focuses on strengthening parenting skills and supporting positive student behaviors at home, as well as workshops on immigration resources and rights. Additionally, Spanish language classes are offered specifically for parents with children in the Dual Language Immersion (DLI) program, helping families stay engaged and connected to their students' bilingual learning journey. Our schools are dedicated to engaging families through a variety of parent and guardian information events that support student learning and build community. Family engagement opportunities, such as literacy learning nights, math nights, and science nights, allow families to explore academic content in fun, interactive ways. These events also provide practical strategies for how families can support their children's learning at home.To strengthen the home-school connection and ensure a welcoming environment, we will continue to host multicultural and inclusion events that celebrate the rich diversity of our school communities and promote a sense of belonging for all families. We will work to strengthen our partnerships through continued engagement with our African American and Hispanic parent communities, as well as our parents of students with disabilities.

Further, in addition to meeting with the Parent Advisory Committee and District English Language Advisory Committee regarding the LCAP (as well as separate presentations regarding other funding sources), every site principal in CVUSD presented the LCAP to their school communities to ensure that parents have a chance to give authentic feedback directly to their local school community. So we have carried out at least 12 parent and community groups, and conducted Thought Exchange surveys districtwide to parents, community members, staff, and students. All of this information will feed the 2026-27 LCAP process, data analysis, and resulting LCAP goals, actions, and work.

GRADUATION RATES
Our overall graduation rate is high at 96% and no student groups were in red on the 2025 dashboard. Our ongoing, targeted support of our SED students and English Learners led to sustaining higher graduation rates than the baseline. We observed a decline in the 2025 graduation rate for SWD in comparison to the prior year but still saw a graduation rate higher than the previous baseline.

INCLUSION
The CVUSD Special Education Department prioritizes the process of building awareness and understanding around the importance of Inclusion.Our ultimate goal is to optimize opportunities and experiences for students with disabilities to seamlessly share spaces with general education peers to the fullest extent possible. Our continued professional development series on inclusion focuses on the necessary mindshifts of everyone, along with the creation and implementation of strategies and interventions that catapult successful student outcomes for all learners.

Our primary objective is to build consistent practices that are utilized to promote sensory and behavioral regulation of students with disabilities in order to cultivate an environment for optimal inclusive learning experiences where students with disabilities and general education peers have opportunities to benefit from one another. General Education students are able to expand upon their empathy, engage in perspective taking which shapes their role and responsibility of advocating for the inclusivity for all students.

The department continues to make significant and meaningful strides towards advancing the necessary mindset required to optimize our inclusive practices. During the 2024-2025 school year, we distributed a monthly flyer with varying themes and insight on Inclusion. We allocated resources and effort towards growing our Inclusive Garden at Canyon Middle School where all students enjoy a quiet, adaptive and sensory-enriched garden which includes a variety of plants and adaptive equipment for students to swing in the garden.
We also established Inclusive Practices Leads at all elementary sites to build internal capacity of implementing and sustaining learning spaces that are centered around welcoming, inclusive and equitable learning environments. By successfully cascading our own learning, we are creating spaces for continued inclusive practices that will be continuously practiced and ultimately entrenched within the fiber of each school.

Over the course of the 2025-2026 school year, our work on Inclusion focuses primarily on promoting the expansion of meaningful inclusive opportunities for students by involving more students with disabilities in field trips, shared activities with general education peers during electives such as Music and Art classes. Additionally, we are utilizing meaningful instruction to focus on improving student core academic skills, while aiming to address and reduce the behavioral deficits which preclude their ability to fully participate in experiences in the general education setting. For our older students, we are focusing on ways to optimize their learning and placement in general education spaces by prioritizing the exhaustion of all support available in their current setting before considering placement in a Special Day Class. Our Inclusive Practices Leads will provide direct support throughout each elementary site with growing our shared inclusive vision of creating environments where all students enjoy and share learning and social-emotional growth through learning and off site activities such as field trips.

The Special Education Department continues to prioritize building the capacity of our teachers, service providers and classroom support staff on expanding our inclusive practices, utilizing curriculum to provide robust academic instruction, responding to behavioral needs and providing resources and support required to strengthen our social-emotional support to students. We will continue to work in tandem with the broader Educational Services Department to maximize the resources and interventions available within the general education environment to meet various learning and behavioral needs through a multi-tiered system. By maximizing interventions in the general and special education settings, we can begin to realize our overarching goals of both reducing the number of referrals to special education, and supporting existing special education students to meet their learning and social-emotional goals and to exit special education. This year Districtwide efforts have been focused on Tier 2 to determine what needs to be enhanced, reimagined, strengthened, and left in place. The department also continues to provide a significant level of support for teachers, particularly those that are new around modeling instruction, and providing frames and building lesson plans that promote student learning and engagement.

2023 Baseline Data - AREAS OF NEED
While our overall graduation rate is high at 95.1%, there is more work for CVUSD to do to support our SWD who are at 73.9% and English Learners who are at 80% graduation rates.
Chronic Absenteeism

While Chronic Absenteeism rates districtwide have substantially improved, we still have schools (Canyon, Creekside, Marshall, Proctor, Vannoy, and CVE) who must support the following student groups and their families: all students, SWD, SED, two or more races, Asian, White, or Hispanic to ensure that school attendance improves.
Student groups represented in red for Chronic Absenteeism on the 2023 dashboard include:
Canyon Middle School: Two or More Races, White
Castro Valley Elementary: Hispanic, Two or More Races, White
Creekside Middle School: Hispanic
Marshall Elementary: Asian, SWD
Proctor Elementary: SWD
Vannoy Elementary: SED, SWD, Two or More Races, All Students (School-wide)

ELA / Math
District-wide, non-housed students and SWD are identified in the red in ELA and math according to the 2023 dashboard. The following schools had SWD identified in red in ELA and math on the dashboard: Canyon, CVHS, and Marshall. Our English Learner student group slightly declined in both ELA (27% to 26%) and Math (28% to 27%) for meeting/exceeding standards. Our African American student group slightly declined in ELA (52% to 45%). Our Hispanic Latino student group declined in both ELA (50% to 47%) and Math (35% to 33%) for meeting/exceeding standards.

Student groups represented in red in ELA and Math on the 2023 dashboard include:
SWD-Canyon
SWD - CVHS
Unhoused and SWD- District Wide
SWD - Marshall
All Students - Redwood

Suspensions
In the 2022-23 school year, we had 307 instances of student suspensions. Student groups represented in red on the 2023 dashboard include: Canyon Middle School: African American, English Learners, Hispanic, SED, SWD, Two or More Races and All Students (Schoolwide) District-wide: Foster Youth

Students with Disabilities
Students with disabilities (SWD) did not meet achievement rates for either ELA nor Math based on Performance Indicators established by the California Department of Education. SWD was listed at the lowest performance in the red on the CA School Dashboard. While SWD CAASPP overall scores in the ELA (23% to 26%) and Math (17% to 23%) both grew in the right direction, there is a significant gap between those scores and the overall districtwide ELA and Math Meeting/Exceeding scores (ELA = 67% and Math = 58%). For 2022-23, CVUSD saw ELA growth in 3rd (24% to 35%) , 5th (28% to 42%) and 7th grades (14% to 26%) for our SWD. We saw math growth in 3rd (17% to 22%), 5th (26% to 29%), 7th (7% to 23%), and 8th (7% to 8%) for our SWD.

Redwood Continuation School is working hard to serve some of our most vulnerable and underserved students. They were newly designated in 2023-24 as an Equity Multiplier school and have developed a plan to positively impact ELA, Math and CCI academic indicators (currently in the lowest performance/red level), with an intentional focus on SED who have been identified in red on the dashboard.

2025-26 AREAS OF NEED
Chronic Absenteeism
While Chronic Absenteeism rates districtwide have substantially improved and all schools have moved out of ATSI status (Canyon, CVE, Proctor and Vannoy), CVE still must support the Hispanic student group and their families to ensure that school attendance improves.

The student groups listed below, all of which were previously identified in the red category for Chronic Absenteeism on the 2023 dashboard, have since improved their status and are no longer in the red on the 2025 dashboard. The 2025 Dashboard status is represented in parenthesis below:

Canyon Middle School: Two or More Races (yellow), White (yellow)
Castro Valley Elementary: Two or More Races (orange), White (green)
Creekside Middle School: Hispanic (orange)
Marshall Elementary: Asian (green), SWD (yellow)
Proctor Elementary: SWD (orange)
Vannoy Elementary: SED (yellow), SWD (green), Two or More Races (green), All Students (School-wide) (green)

ELA / Math
District-wide, unhoused students and SWD are identified in the red in ELA and math according to the 2023 dashboard. The following schools had SWD identified in red in ELA and math on the dashboard: Canyon, CVHS, and Marshall. When comparing 2025 and 2023 CAASPP data, the percentage of SWD meeting/exceeding standards slightly declined in both ELA (27% to 25%) and Math (22% to 21%). Our English Learner student group declined in both ELA (26% to 18%) and Math (27% to 24%) in the percentage of students meeting/exceeding standards.

Despite some SWD student groups successfully moving out of the red, the following schools/subject areas are still in red on the 2025 dashboard:
SWD ELA & Math - Canyon
SWD Math - CVHS
Unhoused and SWD - District Wide
All Students Math - Redwood

Suspensions
In the 2022-23 school year, we had 307 instances of student suspensions. Student groups represented in red on the 2023 dashboard include: Canyon Middle School: African American, English Learners, Hispanic, SED, SWD, Two or More Races and All Students (Schoolwide) District-wide: Foster Youth. In the 2024-25 school year, although we had just 197 students suspended, Canyon's SWD student group remained in the red.

Equity Multiplier
Redwood Continuation School is working hard to serve some of our most vulnerable and underserved students. They were designated as an Equity Multiplier school for the 2024-25 school-year and developed a plan to positively impact ELA, Math and CCI academic indicators (currently in the lowest performance/red level), with an intentional focus on SED who were identified in red on the dashboard. For the 2025-26 school year, Redwood was no longer identified as an Equity Multiplier school. However, they have been identified as an Equity Multiplier school for the 2026-27 school year based on being in the lowest performance/red level on the dashboard.The indicators and student groups include:CCI for SED and All Students; Graduation rates for Hispanic Students, and Math for All Students.

LREBG
Our needs assessment indicated that our English Learner student group declined in both ELA (26% to 18%) and Math (27% to 24%) in the percentage of students meeting/exceeding standards. In addition, the percentage of students scoring at ELPAC Levels 3 and 4 decreased by 7.12% and our reclassification rate decreased by 1.94%.

Based on this data, we have formed a more robust Action 1.3. Current modifications to this action are described in the Goal Analysis.

Metric 1.7 (ELPAC) and 1.8 (Reclassification rates) will be used to monitor the impact of this action.

Reflections: Technical Assistance

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

DIFFERENTIATED ASSISTANCE
Using the eligibility criteria, Castro Valley Unified School District (CVUSD) qualified for Differentiated Assistance based on Homeless Students receiving the lowest status level in Priority 4 Pupil Achievement: ELA and Math, in Priority 5: Chronic Absenteeism, and in Priority 6: Suspension. We are currently working with the Alameda County Office of Education on plan development following a self-study in which we identified Attendance as a priority focus. Because there will be broad systems improvements to academic interventions and non-exclusionary discipline for all students based on objectives outlined in our CCEIS plan for Significant Disproportionality (outlined next), we are putting a priority focus on attendance support and interventions for our students experiencing homelessness. Our concept revolves around dedicated staffing to support immediate communication and case management if new allocations are received.

SIGNIFICANT DISPROPORTIONALITY
The District was recently identified as Significantly disproportionate in the special education eligibility category of Other Health Impairment for Black/African American students. During the 25-26 school year, the Educational Services team has worked closely with our partners to identify root causes that were contributing to the outcomes. We completed a Comprehensive Coordinated Early Intervening Services of (CCEIS) Plan as part of our disproportionality work. For our CCEIS plan, our District team engaged in reflective practices of understanding the journey our students underwent during the special education eligibility process (cume file review), as well as the necessary improvements and work that is required to reverse these trends. We also reviewed policies, practices and procedures, collected and analyzed data, and conducted empathy interviews with site and district leadership, focus groups, and educational partner meetings. We have completed 3 of the 4 steps of the CCEIS Plan and are currently in Step 4: Implementation Phase.

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.

Castro Valley Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

Support for Identified Schools

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

Castro Valley Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

Monitoring and Evaluating Effectiveness

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

Castro Valley Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

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
District English Language Advisory Committee (DELAC)	During a regular scheduled DELAC meeting, the LCAP for the 2026-27 year was reviewed and discussed with participants. The types of actions and services being provided through each one of our goals were also shared. Feedback was recorded from this group via our online tool, ThoughtExchange. Participants were presented with a survey that allowed them to provide feedback on how CVUSD can best support students and families through each LCAP goal. They were also able to "like" other participants' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each participant groups' responses and was reviewed by the Ed Services leadership team.
CVUSD Students	Feedback was collected from students during the 25-26 school year via multiple surveys. Students were invited to complete the ThoughtExchange community survey that was shared with the Castro Valley community in LCAP presentation and through ParentSquare. Students also completed our Student Pulse Surveys using the Kelvin system, which consisted of student specific questions regarding sense of belonging and safety, learning & support, engagement and voice, and well-being & support services. There was also an open-ended section where students could share additional feedback about how the district could better support them.

Educational Partner(s)	Process for Engagement
Castro Valley Educational Leadership Team & SELPA Director	A series of three (3) collaborative meetings (1/26/2026, 2/3/2026, 2/24/2026) among the Educational Services Department, Student Services Department, Special Education Department and the Director of the Special Educational Local Plan Area (SELPA) were held to review input from all educational partner groups, gather additional input and make any additions and/or changes that were needed. The LCAP was also periodically reviewed by the Leadership team in weekly meetings, as needed for review and revision.
Parent Leadership Council (PLC)	During a regular scheduled Parent Leadership Council (PLC) meeting, the LCAP for the 2026-27 year was reviewed and discussed with participants. The types of actions and services being provided through each one of our goals were also shared. Feedback was recorded from this group via our online tool, ThoughtExchange. Participants were presented with a survey that allowed them to provide feedback on how CVUSD can best support students and families through each LCAP goal. They were also able to "like" other participants' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each participant groups' responses and was reviewed by the Ed Services leadership team.
California School Employees Association (CSEA) / Castro Valley Teachers Association (CVTA) and CVUSD administrators, principals, teachers, certificated and classified staff	Meet and Confer sessions between the CVUSD District Office representatives and executive representatives of the California School Employees Association (CSEA – classified staff union representing all classified non-management staff) and Castro Valley Teachers Association (CVTA – certificated staff association representing all certificated staff including teachers, counselors, nurses, speech and language pathologists and others) were held to discuss and receive input on the LCAP goals, actions, and services. Each representative was able to record their feedback via ThoughtExchange and participated in discussion regarding 2026-27 LCAP with our Assistant Superintendent of Educational Services.

Educational Partner(s)	Process for Engagement
	LCAP feedback was solicited from our administrators, principals, teachers, certificated and classified staff through our online tool, ThoughtExchange. Feedback was recorded from these groups via our online tool, ThoughtExchange. Participants were presented with a survey that allowed them to provide feedback on how CVUSD can best support students and families through each LCAP goal. They were also able to "like" other participants' comments and add any additional questions or feedback to their responses. All feedback was compiled by ThoughtExchange into a response document. This document was updated with each participant groups' responses and was reviewed by the Ed Services Leadership team.
Parents & Guardians	Each school site hosted an LCAP information night or presented the LCAP during a regularly scheduled parent meeting, with parents from each sites' PTA, SSC, Padres Unidos, African American Parent Alliance Coalition (AAPAC), Asian American Pacific Islander and other affinity groups in attendance. Site administrators provided a presentation on the LCAP that included district and specific site actions and services aligned with current LCAP goals. Participants were guided through the LCAP, one goal at a time, and were provided time to give their feedback on specific goal prompts throughout the presentation. Feedback was recorded from this group via our online tool, ThoughtExchange. Participants were presented with a survey that allowed them to provide feedback on how CVUSD can best support students and families through each LCAP goal. They were also able to "like" other participants' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each participant groups' responses and was reviewed by the Ed Services leadership team.
Redwood Equity multiplier school parents, students and staff	Redwood hosted an LCAP information night in March of 2026 to present the LCAP and its progress on their goals as an Equity Multiplier School. The site administrator provided a presentation on the LCAP that included district and specific site actions and services

Educational Partner(s)	Process for Engagement
	aligned with the current LCAP goals. Participants were guided through the LCAP, one goal at a time, and were provided time to give their feedback on specific goal prompts throughout the presentation. The site took diligent notes on what their educational partners shared regarding how to improve in the areas CCI for SED and All Students; Graduation rates for Hispanic Students, and Math for All Students. Participants also completed a ThoughtExchange survey specific to the Equity Multiplier goal & actions.

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

Educational Partner involvement in the Local Control Accountability Plan (LCAP) development has been an ongoing process. A series of LCAP Community Engagement evenings were held with parent groups, the community and CVUSD staff including the district Parent Leadership Council, District Student Leadership Alliance (DSLA), District English Language Advisory Committee (DELAC), Castro Valley Teachers Association (CVTA) and California School Employees Association (CSEA) with interpretation available in Spanish,Chinese, and Mandarin. Additionally, each school site hosted an LCAP information night or presented the LCAP during a regularly scheduled parent meeting, with parents from each sites' Padres Unidos, African American Parent Alliance Coalition (AAPAC), Asian American Pacific Islander and other affinity groups in attendance. A series of three (3) collaborative meetings among the Educational Services Department, Student Services Department, Special Education Department and the Special Educational Local Plan Area Director were held to review input from all educational partner groups, gather additional input and make any additions and/or changes that were needed. All involved groups had a direct impact on the development of the 2026-27 LCAP. The resulting document is student and equity focused and shows the imprint of parents, community, heritage groups, and staff.

A ThoughtExchange Survey (in English, Spanish and Simplified Chinese) was opened online beginning January 7, 2026, with a closing date of April 30, 2026. The survey was initially sent out Districtwide, but was also embedded into each educational partner meeting via QR codes. District sites offered online availability to parents without home internet access.

During each educational partner meeting, the 2026-27 LCAP and the types of actions and services being provided with each one of the goals were presented and discussed with participants:
Goal #1 – Teaching & Learning
Goal #2 – Student Culture & Climate (Engagement)
Goal #3 – Parental Involvement & Engagement
Goal #4 – Equity Multiplier Goal (Redwood)

Participants were presented with a survey that allowed them to provide feedback on how CVUSD can best support students and families through each LCAP goal. They were also able to "like" other participants' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each participant groups' responses and was reviewed by the Ed Services leadership team.

Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. The data from each of these groups were then compiled and aggregated,with coding indicating items that were brought up by underserved communities and items that were repeated multiple times within a session and/or across multiple sessions. This information was then taken back to the Educational Services Team who reviewed all educational partner input and updated the LCAP with any additional services and/or actions that will help to meet the needs of our students. After each meeting, the draft LCAP was edited based on input from the group in preparation for the next meeting. All proposed additional services were then reviewed by the executive cabinet and shared with principals, to ensure that these efforts will improve our MTSS structure and be implemented systemwide.
LCAP feedback was solicited from our teachers, certificated and classified staff through our online tool, ThoughtExchange. Participants were presented with a survey that allowed them to provide feedback on how CVUSD can best support students and families through each LCAP goal. They were also able to "like" other participants' comments and add any additional questions or feedback to their responses. Questions were answered live and all feedback was compiled by ThoughtExchange into a response document. This document was updated with each participant groups' responses and was reviewed by the Ed Services leadership team.

Based on our meetings with students, families, community members, our advisory councils, our Special Education Local Plan Area (SELPA) administrator, our local bargaining units, and staff, we noted the following trends and have addressed them in the 2026-27 LCAP:

Increase AP Class offerings
Create more inclusive spaces for students
Social emotional learning
Consider career based electives
Provide on-site college counseling options
Support PSAT, SAT and ACT workshops
Career technical courses, dual enrollment, and associations with local community colleges
College & career exploration in elementary &middle school
Parent education on course selection
Access to materials that allows hands-on or project based learning
Involvement with various competitions that motivate kids to learn (spelling bee, math contests, etc)
More clubs, dance, sports art etc activities after school
After school family events for English Learners
More field trips
More school events that encourage parent involvement
Events and workshops that both parents & students can participate in together
Proactive approach towards bullying
Improve teacher-family communication
Clear monitoring and intervention protocols for students placed outside traditional support pathways.
More resources for parents and guardians to support neurodivergent students
Increased screening on mental health and social and peer support
Parent communication through a variety of platforms
Offer differentiation and skills-based instruction

Creating opportunities for families to check in with teachers more frequently to understand progress and support needs at home
Veteran teachers leading workshops to help train others
Career technical courses, dual enrollment, and associations with local community colleges
Support undocumented families with resources
Continue creating an environment where students from different cultures feel respected and included.
Continued tutoring, mentoring, and academic support for English learner students
Ensure access to rigorous courses with appropriate supports, especially for multilingual learners and newcomers.
Inclusive cultures at a basic level should celebrate and recognize all ethnicities on a campus with some equity.
Continue hosting multicultural nights/events
More advanced classes and language classes
Ensure proper translation of family communication documents
More evening events so parents are able to attend
Earlier opportunities for families to learn about High School (in 7th AND 8th grade)
Integrate technology & AI into curriculum
Smaller class sizes, especially for math (secondary)
Counselor meetings if students' grades drop
Promote financial literacy
Continue supporting BLACK, Puente, and other activities that support community

Based on the feedback from the Redwood Alternative School Educational Partners, we will continue to include Goal #4 in the 2025-26 LCAP. Feedback from Redwood families and students included:

Provide more counseling and tutoring for students
Increase opportunities for family engagement such as family nights
Increase access to extracurricular activities
Grow mentor programs for students

The timeline of educational partner engagement events/surveys is as follows:

District English Language Advisory Committee (DELAC) - 3/3/2025
CVUSD Students - 1/7/26 through 4/30/26
Castro Valley Educational Leadership Team & SELPA Director - 1/26/2026, 2/3/2026, 2/24/2026
Parent Leadership Council (PLC) - 4/15/2026
California School Employees Association (CSEA) /Castro Valley Teachers Association (CVTA) - 4/17/26, 5/21/26
Parent and District Personnel (teachers, certificated and classified staff) Survey - 1/7/26 through 4/30/26
Site LCAP Presentations - March 2026 through April 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Teaching & Learning - Ensure that ALL students graduate “college and career ready” through the full implementation of the California Standards for Literacy and Mathematics.	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 6: School Climate (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.

The LCAP is a reflection of how the CVUSD is working to implement our strategic plan. Our vision, mission, values and priorities are reflected in the goals and actions that are a part of this document. Our vision is to educate students to become adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world. We strive to work in partnership with the community to educate students in a learning environment that is safe, nurturing and culturally responsive. This means that our students will be guided by excellent inspired staff, utilizing innovative instruction, curricula and technology. The academic element of our strategic plan is focused on ensuring that CVUSD students will graduate from high school prepared for college, with literacy and exceeding grade-level expectations. Overall, the CVUSD has been successful in supporting all students in this endeavor, but there is still work to be done to ensure that every student is receiving the academic support that they need. Helping all students to develop strong mathematics and literacy skills will provide all students with access to all subject areas. These core skills are especially important as we continue to focus on college and career readiness for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts - % Students Meeting/ Exceeding Standards	22-23 Scores Overall: 67.54% Grade 3: 68.59%	23-24 Scores from DataQuest Overall: 66.08%	24-25 Scores from DataQuest Overall: 66.95%	Overall: 75% Grade 3: 76% Grade 4: 78% Grade 5: 79%	Overall: -0.59% Grade 3: -2.95% Grade 4: -2.71% Grade 5: -0.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Grades 3 - 8 & 11	Grade 4: 70.76% Grade 5: 71.72% Grade 6: 63.13% Grade 7: 67.55% Grade 8: 62.94% Grade 11: 68.50% SED: Overall: 51.53% Grade 3: 58.56% Grade 4: 54.80% Grade 5: 57.08% Grade 6: 46.09% Grade 7: 50.38% Grade 8: 44.39% Grade 11: 50.39% EL: Overall: 25.96% Grade 3: 38.75% Grade 4: 44.31% Grade 5: 23.75% Grade 6: 13.21% Grade 7: 14.58% Grade 8: 11.11% Grade 11: 12.5% SWD: Overall: 26.62% Grade 3: 35.38% Grade 4: 27.58% Grade 5: 42.47% Grade 6: 17.15% Grade 7: 26.16% Grade 8: 10.20% Grade 11: 21.16%	Grade 3: 67.98% Grade 4: 68.48% Grade 5: 73.21% Grade 6: 59.79% Grade 7: 65.17% Grade 8: 64.59% Grade 11: 63.82% SED: Overall: 51.39% Grade 3: 51.27% Grade 4: 52.12% Grade 5: 62.64% Grade 6: 44.44% Grade 7: 49.66% Grade 8: 50.33% Grade 11: 49.13% EL: Overall: 21.81% Grade 3: 35.64% Grade 4: 28.36% Grade 5: 26% Grade 6: 12.96% Grade 7: 11.54% Grade 8: 9.76% Grade 11: 8% SWD: Overall: 26.85% Grade 3: 31.51% Grade 4: 36.99% Grade 5: 30.31% Grade 6: 26.25% Grade 7: 13.93% Grade 8: 26.98% Grade 11: 20.51%	Grade 3: 65.64% Grade 4: 68.05% Grade 5: 71.22% Grade 6: 68.57% Grade 7: 65.62% Grade 8: 64.37% Grade 11: 65.39% SED: Overall: 53.37% Grade 3: 51.0% Grade 4: 53.76% Grade 5: 60.39% Grade 6: 53.61% Grade 7: 50.71% Grade 8: 50.88% Grade 11: 53.69% EL: Overall: 17.65% Grade 3: 20.46% Grade 4: 30.38% Grade 5: 21.67% Grade 6: 10.81% Grade 7: 11.86% Grade 8: 5.36% Grade 11: 10.34% SWD: Overall: 24.66% Grade 3: 24.69% Grade 4: 26.50% Grade 5: 31.46% Grade 6: 15.94% Grade 7: 25.98% Grade 8: 21.13% Grade 11: 24.53%	Grade 6: 71% Grade 7: 75% Grade 8: 70% Grade 11: 76% SED: Overall: 59% Grade 3: 66% Grade 4: 62% Grade 5: 75% Grade 6: 54% Grade 7: 58% Grade 8: 52% Grade 11: 58% EL: Overall: 34% Grade 3: 46% Grade 4: 52% Grade 5: 31% Grade 6: 21% Grade 7: 22% Grade 8: 19% Grade 11: 20% SWD: Overall: 34% Grade 3: 43% Grade 4: 35% Grade 5: 50% Grade 6: 25% Grade 7: 34% Grade 8: 18% Grade 11: 29% SWD: Marshall: 22%	Grade 6: +5.44% Grade 7: -1.93% Grade 8: +1.43% Grade 11: -3.11% SED: Overall: +1.84% Grade 3: -7.56% Grade 4: -1.04% Grade 5: +3.31% Grade 6: +7.52% Grade 7: +0.33% Grade 8: +6.49% Grade 11: +3.30% EL Overall: -8.31% Grade 3: -18.29% Grade 4: -13.93% Grade 5: -2.08% Grade 6: -2.40% Grade 7: -2.72% Grade 8: -5.75% Grade 11: -2.16% SWD Overall: -1.96% Grade 3: -10.69% Grade 4: -1.08% Grade 5: -11.01% Grade 6: -1.21% Grade 7: -0.18% Grade 8: +10.93% Grade 11: +3.37% SWD Marshall: +27.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Marshall: 17.24% Canyon MS: 18.18% CVHS: 20.45% Hispanic-Latino: Overall: 47.74% Grade 3: 49.29% Grade 4: 51.13% Grade 5: 57.80% Grade 6: 44.37% Grade 7: 46.99% Grade 8: 36.31% Grade 11: 48.89% African American: Overall: 45.32% Grade 3: 63.64% Grade 4: 55.55% Grade 5: 53.57% Grade 6: 29.73% Grade 7: 47.50% Grade 8: 50% Grade 11: 30% Homeless Students: Overall: 21.88% Grade 6: 18.75% *Student group sizes too small for other grade levels Redwood High School: "All Students" declined 69.6 points	SWD: Marshall: 19.35% Canyon: 19.05% CVHS: 25.01% Hispanic-Latino: Overall: 45.78% Grade 3: 47.41% Grade 4: 50.70% Grade 5: 54.41% Grade 6: 40.21% Grade 7: 44.89% Grade 8: 44% Grade 11: 42.14% African American: Overall: 43.54% Grade 3: 45% Grade 4: 47.62% Grade 5: 61.11% Grade 6: 43.33% Grade 7: 36.37% Grade 8: 40.91% Grade 11: 43.76% Homeless Students: Overall: 25.68% Grade 6: 25% Grade 7: 26.32% Grade 8: 30.77% *Student group sizes too small for other grade levels	SWD: Marshall: 44.45% Canyon: 19.70% CVHS: 26.53% Hispanic-Latino: Overall: 47.91% Grade 3: 47.06% Grade 4: 51.35% Grade 5: 52.29% Grade 6: 41.78% Grade 7: 48.97% Grade 8: 49.17% Grade 11: 44.30% African American: Overall: 43.09% Grade 3: 47.82% Grade 4: 45.45% Grade 5: 45.0% Grade 6: 47.05% Grade 7: 43.34% Grade 8: 30.95% Grade 11: 50.0% Homeless Students: Overall: 23.29% Grade 7: 18.18% Grade 8: 26.31% Grade 11: 16.67% *Student group sizes too small for other grades	Canyon MS: 23% CVHS: 25% Hispanic-Latino: Overall: 55% Grade 3: 57% Grade 4: 59% Grade 5: 65% Grade 6: 52% Grade 7: 55% Grade 8: 44% Grade 11: 56% African American: Overall: 53% Grade 3: 71% Grade 4: 63% Grade 5: 61% Grade 6: 37% Grade 7: 55% Grade 8: 58% Grade 11: 38% Homeless Students: Overall: 26% Grade 6: 23% *Student group sizes too small for other grade levels Redwood High School: "All Students" decline 50 points	Canyon: +1.52% CVHS: +6.08% Hispanic/Latino Overall: +0.17% Grade 3: -2.23% Grade 4: +0.22% Grade 5: -5.51% Grade 6: -2.59% Grade 7: +1.98% Grade 8: +12.86% Grade 11: -4.59% African American Overall: -2.23% Grade 3: -15.82% Grade 4: -10.10% Grade 5: -8.57% Grade 6: 17.32% Grade 7: -4.16% Grade 8: -19.05% Grade 11:+20.00% Homeless Students Overall: +1.41% Grade 7:+18.18% Grade 8:+26.31% Grade 11:+16.67% *Student group sizes too small for other grade levels Redwood High School: "All Students"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Redwood High School: "All Students" increased 10.1 points	Redwood High School: All Students increased 10.5 points		increased by 20.7 points.
1.2	CAASPP Mathematics • % Students Meeting/ Exceeding Standards - Grades 3 • 8 & 11	22-23 Scores Overall: 58.12% Grade 3: 69.70% Grade 4: 70.27% Grade 5: 61.34% Grade 6: 49.93% Grade 7: 55.46% Grade 8: 53.43% Grade 11: 48.09% SED: Overall: 43.04% Grade 3: 56.50% Grade 4: 58.30% Grade 5: 44.17% Grade 6: 34.35% Grade 7: 38.29% Grade 8: 39.15% Grade 11: 34.60% EL: Overall: 27.39% Grade 3: 40.25% Grade 4: 55.29% Grade 5: 15.86% Grade 6: 14.04% Grade 7: 14% Grade 8: 16.28% Grade 11: 12.82%	23-24 Scores from DataQuest Overall: 58.26% Grade 3: 70.87% Grade 4: 67.57% Grade 5: 65.8% Grade 6: 47.97% Grade 7: 53.95% Grade 8: 56.46% Grade 11: 46.29% SED: Overall: 41.86% Grade 3: 56.35% Grade 4: 49.79% Grade 5: 51.84% Grade 6: 32.73% Grade 7: 35.96% Grade 8: 40.4% Grade 11: 27.47% EL: Overall: 24.24% Grade 3: 48.89% Grade 4: 31.43% Grade 5: 22.44% Grade 6: 6.56% Grade 7: 7.15% Grade 8: 18.61% Grade 11: 11.11%	24-25 Scores from DataQuest Overall: 58.98% Grade 3: 70.07% Grade 4: 67.21% Grade 5: 62.58% Grade 6: 56.25% Grade 7: 53.58% Grade 8: 56.19% Grade 11: 47.20% SED: Overall: 44.29% Grade 3: 54.37% Grade 4: 52.92% Grade 5: 47.88% Grade 6: 44.22% Grade 7: 39.92% Grade 8: 38.03% Grade 11: 35.35% EL: Overall: 24.01% Grade 3: 39.78% Grade 4: 36.91% Grade 5: 21.54% Grade 6: 9.30% Grade 7: 16.40% Grade 8: 7.41% Grade 11: 10.35%	Overall: 66% Grade 3: 77% Grade 4: 78% Grade 5: 69% Grade 6: 58% Grade 7: 63% Grade 8: 61% Grade 11: 56% SED: Overall: 51% Grade 3: 64% Grade 4: 66% Grade 5: 52% Grade 6: 42% Grade 7: 46% Grade 8: 47% Grade 11: 42% EL: Overall: 35% Grade 3: 48% Grade 4: 63% Grade 5: 23% Grade 6: 22% Grade 7: 22% Grade 8: 24% Grade 11: 20% SWD: Overall: 30%	Overall: +0.86% Grade 3: +0.37% Grade 4: -3.06% Grade 5: +1.24% Grade 6: +6.32% Grade 7: -1.88% Grade 8: 2.76% Grade 11: -0.89% SED: Overall: 1.25% Grade 3: -2.13% Grade 4: -5.38% Grade 5: +3.71% Grade 6: +9.87% Grade 7:+1.63% Grade 8: -1.12% Grade 11: +0.75% EL: Overall: -3.38% Grade 3: -0.47% Grade 4: -18.38% Grade 5: +5.68% Grade 6: -4.74% Grade 7: +2.40% Grade 8: -8.87% Grade 11: -2.47% SWD: Overall: -1.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Overall: 22.28% Grade 3: 44.61% Grade 4: 25.86% Grade 5: 29.73% Grade 6: 11.26% Grade 7: 23.44% Grade 8: 8.34% Grade 11: 5.88% SWD: Marshall: 23.34% Canyon MS: 10.0% CVHS: 4.88% Hispanic-Latino: Overall: 33.77% Grade 3: 53.52% Grade 4: 42.65% Grade 5: 41.95% Grade 6: 23.12% Grade 7: 31.55% Grade 8: 25.88% Grade 11: 23.16% African American: Overall: 36.94% Grade 3: 50% Grade 4: 66.67% Grade 5: 42.86% Grade 6: 27.03% Grade 7: 27.50% Grade 8: 55.56% Grade 11: 12.91% Homeless Students: Overall: 12.86%	SWD: Overall: 23.35% Grade 3: 39.44% Grade 4: 38.36% Grade 5: 18.18% Grade 6: 16.46% Grade 7: 12.66% Grade 8: 20.63% Grade 11: 15% SWD: Marshall: 32.25% Canyon: 13.39% CVHS: 18.18% Hispanic-Latino: Overall: 34.35% Grade 3: 51.47% Grade 4: 45.84% Grade 5: 42.96% Grade 6: 24.34% Grade 7: 28.08% Grade 8: 33.33% Grade 11: 22.01% African American: Overall: 32.85% Grade 3: 42.11% Grade 4: 57.14% Grade 5: 50% Grade 6: 26.66% Grade 7: 23.8% Grade 8: 25% Grade 11: 30.3%	SWD: Overall: 20.84% Grade 3: 30.86% Grade 4: 25.61% Grade 5: 26.97% Grade 6: 11.76% Grade 7: 23.08% Grade 8: 13.89% Grade 11: 5.66% SWD: Marshall: 36.11% Canyon: 11.28% CVHS: 6.12% Hispanic-Latino: Overall: 35.39% Grade 3: 54.44% Grade 4: 45.33% Grade 5: 38.32% Grade 6: 27.39% Grade 7: 30.26% Grade 8: 31.28% Grade 11: 21.02% African American: Overall: 29.73% Grade 3: 50% Grade 4: 36.37% Grade 5: 26.32% Grade 6: 35.29% Grade 7: 31.03% Grade 8: 26.19% Grade 11: 14.70%	Grade 3: 52% Grade 4: 33% Grade 5: 37% Grade 6: 19% Grade 7: 23% Grade 8: 16% Grade 11: 13% SWD: Marshall: 28% Canyon MS: 15% CVHS: 10% Hispanic-Latino: Overall: 41% Grade 3: 61% Grade 4: 50% Grade 5: 50% Grade 6: 31% Grade 7: 39% Grade 8: 33% Grade 11: 31% African American: Overall: 46% Grade 3: 58% Grade 4: 74% Grade 5: 50% Grade 6: 35% Grade 7: 35% Grade 8: 63% Grade 11: 21% Homeless Students: Overall: 17% Grade 6: 22%	Grade 3: -13.75% Grade 4: -0.25% Grade 5: -2.76% Grade 6: +0.50% Grade 7: -0.36% Grade 8: +5.55% Grade 11: -0.22% SWD: Marshall: +12.77% Canyon: +1.28% CVHS: +1.24% Hispanic-Latino: Overall: +1.62% Grade 3: +0.92% Grade 4: +2.68% Grade 5: -3.63% Grade 6: +4.27% Grade 7: -1.29% Grade 8: +5.40% Grade 11: -2.14% African American: Overall: -7.21% Grade 3: 0.00% Grade 4: -30.30% Grade 5: -16.54% Grade 6: +8.26% Grade 7: +3.53% Grade 8: -29.37% Grade 11:+1.79% Homeless Students: Overall: +9.06% Grade 7: +18.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6: 17.64% *Student group sizes too small for other grade levels Redwood High School: "All Students" declined 21.4 points	Homeless Students: Overall: 14.86% Grade 6: 8.33% Grade 7: 27.78% Grade 8: 7.69% *Student group sizes too small for other grade levels Redwood High School: "All Students" declined 8 points	Homeless Students: Overall: 21.92% Grade 7:18.18% Grade 8: 22.22% Grade 11: 25% *Student group sizes too small for other grade levels Redwood High School: All Students declined 7.5 points	*Student group sizes too small for other grade levels Redwood High School: "All Students" decline 15 points	Grade 8: +22.22% Grade 11: +25.00% *Student group sizes too small for other grade levels Redwood High School: "All Students" declined by 15.5 points
1.3	CAASPP ELA and Mathematics - % Students Meeting EAP Standards - Grade 11	22-23 Scores ELA: Overall: 68.50% SED: 50.39% EL: 12.50% SWD: 21.16% Hisp-Latino: 48.89% African Am: 30% Math Overall: 48.09% SED: 34.60% EL: 12.82% SWD: 5.88% Hisp-Latino: 23.16% African Am: 12.91% Homeless: No Data Available (Student Group Size too small)	23-24 Scores from DataQuest ELA: Overall: 63.82% SED: 49.13% EL: 8.0% SWD: 20.51% Hisp-Latino: 42.14% African Am: 43.76% Math Overall: 46.29% SED: 27.47% EL: 11.11% SWD: 15.0% Hisp-Latino: 22.6% African Am: 30.30%	24-25 Scores from DataQuest ELA: Overall: 65.39% SED: 53.69% EL: 10.34% SWD: 24.53% Hisp-Latino: 44.30% African Am: 50% Math Overall: 47.20% SED: 35.35% EL: 10.35% SWD: 5.66% Hisp-Latino: 21.02% African Am:14.7% Homeless: 25%	ELA: Overall: 75% SED: 58% EL: 20% SWD: 29% Hisp-Latino: 55% African Am: 38% Math Overall: 56% SED: 42% EL: 20% SWD: 13% Hisp-Latino: 31% African Am: 20% Homeless: No Data Available (Student Group Size too small)	ELA: Overall: -3.11% SED: +3.30% EL: -2.16% SWD: +3.37% Hisp-Latino: -4.59% African Am:+20.00% Math Overall: -0.89% SED: +0.75% EL: -2.47% SWD: -0.22% Hisp-Latino: -2.14% African Am:+1.79% Homeless: +25.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: No Data Available (Student Group Size too small)			
1.4	CDE Reported Suspension Rates	22-23 Overall: 2.6% SED: 4.4% EL: 2.8% SWD :5.1% Hispanic or Latino: 4.5% African American: 7.2% Foster Youth: 11.1% McKinney-Vento: 8.5%	23-24 Scores from DataQuest Overall: 2.3% SED: 4.1% EL: 2.1% SWD: 4.4% Hispanic or Latino: 3.9% African American: 8.2% Foster Youth: 7.1% McKinney-Vento: 7%	24-25 Scores from DataQuest Overall: 2.0% SED: 3.5% EL: 2.7% SWD: 5.1% Hisp-Latino: 3.7% African Am: 5.2% Foster: 5.3% McKinney-Vento: 11.1%	Overall: 2.34% SED: 3.96% EL: 2.52% SWD: 4.59% Hispanic or Latino: 4.05% African American: 6.48% Foster Youth: 9.99% McKinney-Vento: 7.65%	Overall : -0.60% SED: -0.90% EL: -0.10% SWD: 0.00% Hisp-Latino:-0.80% African Am:-2.00% Foster: -5.80% McKinney-Vento: 2.60%
1.5	BAS 2-5 scores -% of student meeting end of the year BAS benchmarks Graduation rates	March 2024 BAS (reading running record) data showing percentage of students meeting grade level reading benchmarks Overall: 82% Hispanic/Latino: 69% EL: 55% SWD: 37% 22-23 Graduation Rates: All Students: 95.1%; SED: 93.3% SWD: 73.9%;	May 2024 Tri 3 BAS (reading running record) data showing percentage of students meeting grade level reading benchmarks Overall: 81.71% Hispanic/Latino: 69.80% EL: 58.16% SWD: 39.5% 23-24 Graduation Rates from DataQuest	May 2025 Tri 3 BAS (reading running record) data shows % of students meeting grade level reading benchmarks Overall: 77.62% Hisp-Latino:66.62% EL: 39.22% SWD: 34.29% 24-25 Graduation Rates from DataQuest	BAS Target: Overall: 92% Hispanic/Latino: 79% EL: 65% SWD: 47% Graduation Target: CVUSD overall: 97% SED 95% SWD 78% Black/African American: 95% Hispanic/Latino: 95%	Overall: -4.38% Hisp-Latino:-2.38% EL: -15.78% SWD: -2.71% Graduation Rates All Stus:+0.90% SED: -0.10% SWD: +7.20% Hisp-Latino:-1.00% African Am:+6.40% Also on Dashboard Additional Report - Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: 92.8% African American: 90.9% Dashboard Additional Report - Graduation Rate	All Students: 95.9% SED: 93.6% SWD: 89.4% Hispanic/Latino: 93.4% African American: 92.1% Dashboard Additional Report - Graduation Rate	All Students: 96% SED: 93.2% SWD: 81.1% Hisp-Latino: 91.8% African Am: 97.3% Also on Dashboard Dashboard Additional Report - Graduation Rate	Dashboard Additional Report - Graduation Rate	
1.6	DRDP Criteria Group cohort report on the social emotional domain	ASQSE screening tool for students in the 2023-24 cohort Students are at 45% in the area of Identity of Self and Relationship to Others Students are at 45% in the area of Social Emotional Understanding area of Relationships and Social Interactions with Familiar Adults.	2024-2025 Cohort data from Fall 2024 showed 35% of students in“Building Middle” and 0% of students in “Building Later” on the Social and Emotional Development domain in the DRDP Cohort data from Spring 2025 showed 45% of students in“Building Middle” and 25% of students in “Building Later” on the Social and	2025-2026 Cohort data from Fall 2025 showed 28% of students in“Building Middle” and 0% of students in “Building Later” on the Social and Emotional Development domain in the DRDP Cohort data from Spring 2026 showed 50% of students in“Building Middle” and 15% of students in “Building Later” on the Social and	70% of students will be in“Building Middle” or “Building Later” on the Social and Emotional Development domain in the DRDP as demonstrated in the Spring data	*Revised the metric to include the entire Social & Emotional Domain of the DRDP. Since we are using a different data set than the baseline, we will begin to calculate the difference in Year 2. Current difference from Year 1 (new baseline) Fall Cohort: -7% (decrease) in the percentage of students who are in “Building Middle” on the Social and Emotional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Emotional Development domain in the DRDP *Using different data set than baseline	Emotional Development domain in the DRDP		Development domain on the Fall DRDP data Spring Cohort: 5% increase in the percentage of students who are in “Building Middle” and a 10% decrease in the percentage of students who are in "Building Later" on the Social and Emotional Development domain in the DRDP
1.7	ELPAC	22-23 Scores Number of Students: 984 Level 4 - Well Developed: 30.18% Level 3 - Moderately Developed: 37.7% Level 2 - Somewhat Developed: 19.31% Level 1 - Beginning: 12.80%	23-24 Scores from DataQuest Number of Students: 1006 Level 4 - Well Developed: 22.66% Level 3 - Moderately Developed: 36.98% Level 2 - Somewhat	24-25 Scores from DataQuest Number of Students: 984 Level 4 - Well Developed: 21.52% Level 3 - Moderately Developed: 39.24% Level 2 - Somewhat	Level 4 - Well Developed: 35% Level 3 - Moderately Developed: 40% Level 2 - Somewhat Developed: 15% Level 1 - Beginning: 0%	Number of students: +0 Level 4 - Well Developed:-8.66% Level 3 - Moderately Developed:1.54% Level 2 - Somewhat Developed: 1.80% Level 1 - Beginning: 5.34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Developed: 24.65% Level 1 - Beginning: 15.71%	Developed: 21.11% Level 1 - Beginning: 18.14%		
1.8	Local Reclassification of English Learner Rates to RFEP -Reclassified Fluent English Proficient	Reclassification Rate: 22/23 17.4% LTEL Rates: 22/23 21.75% 261 LTELS/1200 ELs	23-24 Reclassification Rate: 18.5% 23-24 LTEL Rates: 22.2% 243 LTELS/1094 ELs From Aeries Analytics	24-25 Reclassification Rate:15.46% (199) LTEL Rates:20.49% 223 LTELS/1088 ELs From Aeries Analytics	Reclassification Rate: 27% LTEL Rates: 15%	Reclassification Rate: -1.94% LTEL Rates: -1.26% -38 LTELS/ -112 ELs
1.9	University of California a-g Completion Rates	22-23 From DataQuest Overall: 69.7%; EL: 36.7%; SWD: 25.5%; Hispanic Latino: 48%; African-Am: 63.2%; Foster Youth: *no data	23-24 From Aeries (dataQuest unavailable due to CALPADS error) Overall : 65.92% EL: 21.28% SWD: 31.25% Hispanic Latino: 48.11% African-Am: 45.45% Foster Youth: *no data	24-25 From DataQuest Overall: 63.3% EL: 21.7% SWD: 18.3% Hisp-Latino: 44.4% African-Am: 52.8% Foster: *no data	A-G Completion: Overall: 75% EL: 45% SWD: 30% Hispanic Latino: 55% African-Am: 70%	CVUSD Overall: -6.40% EL: -15.00% SWD: -7.20% Hisp-Latino: -3.60% African-Am: -10.40% Foster:*no data
1.10	FAFSA Completion Rate	2023-24 446 FAFSA forms submitted (62%)	2024-25 FAFSA forms submitted (unavailable)	2025-2026 516 FAFSA forms submitted (72.3%)	FAFSA forms submitted: 80% FAFSA forms completed: 75%	10.3% increase in FAFSA forms submitted

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		413 FAFSA forms completed (57%).	443 FAFSA forms completed (65%)	509 FAFSA completed (71.4%)		14.4% increase in FAFSA forms completed
1.11	CDE Reported Cohort Graduation Rates	22-23 All Students: 94.8%; SED: 92.6% SWD: 70.1%; Hispanic/Latino: 91.6% African American: 90.5% DataQuest - Graduation Rate	23-24 from DataQuest 4 yr cohort All Students: 95.9% SED: 93.6% SWD: 89.4% Hispanic/Latino: 93.4% African American: 92.1%	24-25 from DataQuest 4 yr cohort All Students: 96% SED: 93.2% SWD: 81.1% Hisp-Latino: 91.8% African Am: 97.3%	Graduation Target: CVUSD overall: 97% SED: 95% SWD: 78% Black/African American: 95% Hispanic/Latino: 95% DataQuest - Graduation Rate	All Students: +1.20% SED: +0.60% SWD: +11.00% Hispanic/Latino: +0.20% African American: +6.80% DataQuest - Graduation Rate
1.12	Staff Professional Development Survey	60% of staff responded positively to Professional Development trainings	72% of staff responded positively to Professional Development trainings	81% of staff responded positively to Professional Development Trainings	75% of staff will respond positively to Professional Development trainings	21% increase
1.13	Lexia Core 5 usage and progress reports (Elementary)	Lexia Core 5 data 15% increase from not-meeting to meeting/above grade level in reading 7% increase from meeting to above meeting	Lexia Core 5 data 22% increase from not-meeting to meeting/above grade level. 13% increase from meeting to above meeting.	Action 1.8 has been discontinued so this metric is no longer being used	20% increase from not-meeting to meeting/above grade level in reading 12% increase from meeting to above meeting	Action 1.8 has been discontinued so this metric is no longer being used
1.14	Intervention software	Grades (Focus on F marks at Canyon):	Grades (Focus on F marks at Canyon):	2025-26 Grades (Focus on F marks at Canyon):	Grades (Focus on F marks at Canyon):	Grades (Focus on F marks at Canyon):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(# stu group Fs/# all stu group grades - %row total in pivot) Overall S1 2023-24: 2.1% Black/AA: 3.5% Latinx: 3.8% EL: 5.3%	(# stu group Fs/# all stu group grades - %row total in pivot) Overall S1 2024-25: 1.2% Black/AA: 6.9% Latinx: 2.1% EL: 4.8%	(# stu group Fs/# all stu group grades - %row total in pivot) Overall S1: .70% Black/AA: .74% Hisp-Latino: 1.3% EL: 4.79%	(# stu group Fs/# all stu group grades - %row total in pivot) Overall S1: 2% Black/AA: 2% Latinx: 2.5% EL: 3%	(# stu group Fs/# stu group grades - %row total in pivot) Overall: -1.40% Black/AA: -2.76% Hisp-Latino: -2.50% EL: -0.51%
1.15	Annual Human Resources Fall Reporting	98.1% of teachers hold full credentials for the subject areas which they teach.	96.5% of teachers hold full credentials for the subject areas which they teach.	96.7% of teachers hold full credentials for the subject areas which they teach	97%+ of teachers hold full credentials for the subject areas which they teach.	1.4% decrease
1.16	District Technology Plan	100% of district classrooms are meeting District Technology Standards.	100% of district classrooms are meeting District Technology Standards.	100% of district classrooms are meeting District Technology Standards.	95%+ of district classrooms are meeting District Technology Standards.	Maintaining baseline at 100% of district classrooms meeting District Technology Standards.
1.17	Annual Principal Fall Reporting	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.	100% of students have adequate instructional materials to use at school and take home.	Maintaining baseline at 100% of students having adequate instructional materials to use at school and take home.
1.18	Staff preparation to teach academic standards	The CVUSD has a total of 456 classroom teachers: 444 are credentialed teachers	The CVUSD has a total of 458 classroom teachers: 442 are	The CVUSD has a total of 462 classroom	CVUSD will maintain a level of 100% preparation for teachers to	CVUSD maintained a level of 100% preparation for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with fully prepared credentials for their subject (not including nurses, SSW, counselors, psych, etc). 12 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 35 certificated Administrators with Admin credentials (not including Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.	credentialed teachers with fully prepared credentials for their subject (not including nurses, SSW, counselors, psych, etc). 16 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 35 certificated Administrators with Admin credentials (not including Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and curriculum frameworks.	teachers: 444 are credentialed teachers with fully prepared credentials for their subject (not including nurses, SSW, counselors, psych, etc). 17 teachers holding an intern credential or a permit (waiver/STSP) allowing them to teach their subject while completing the preparation for full credential. Additionally, the CVUSD has 35 certificated Administrators with Admin credentials (not including Adult Ed) 100% of teachers and certificated leaders are appropriately trained or enrolled in appropriate training to teach and lead work related to academic standards and	lead and teach according to academic standards and California curriculum frameworks.	teachers to lead and teach according to academic standards and California curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				curriculum frameworks.		
1.19	English Language Development (ELD) Enrollment	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes: 0319 Biology - 23 0324 Chemistry - 19 0402 CCG - 15 0429 Government - 15 0433 Economics - 12 0301 Health - 24 0409 Mod World Hist - 14 0238 Int Math 1 - 22 0241 Int Math 2 - 18 0419 US Hist - 19 0152 ELD Beg - 22 0154 ELD Int - 58 0155 ELD Adv - 28	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes in 23-24: 0319 Biology - 24 0324 Chemistry - 19 0402 CCG - 15 0429 Government - 15 0433 Economics - 12 0301 Health - 24 0409 Mod World Hist - 14 0238 Int Math 1 - 23 0241 Int Math 2 - 18 0419 US Hist - 19 0152 ELD Beg - 24 0154 ELD Int - 58 0155 ELD Adv - 28	100% of ELD students are enrolled in the appropriate SDAIE academic courses and English Language Development. ELD students are enrolled in subject specific courses in the following classes in 24-25: 0319 Biology - 26 0324 Chemistry - 16 0402 CCG - 0 0429 Gov - 18 0433 Econ - 17 0301 Health - 34 0409 Mod Wrld - 16 0238 Int Math 1 - 26 0241 Int Math 2 - 19 0419 US Hist - 15 0152 ELD Beg - 26 0154 ELD Int - 60 0155 ELD Adv - 52 0150 ALD - 13	Maintain 100% enrollment of all ELD students in the appropriate ELD and SDAIE academic courses.	Maintained 100% enrollment of all ELD students in the appropriate ELD and SDAIE academic courses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Advanced Placement (AP) Tests - % Students Earning Score of 3+	22-23 Scores Overall 11/12: 83.45% Hisp Latino: 85.07% African Am: 82.69% • -------- ELA 11/12: 85.22% Which includes: AP Language Overall: 73.44% Hisp Latino: 54.55% African Am: None Taken AP Literature Overall: 97% Hisp Latino: 87.50% African Am: 100% • -------- Math 11/12: 90.25% Which includes: AP Calculus A/B Overall: 90.57% Hisp Latino: 92.86% African Am: 100% AP Calculus B/C Overall: 95.71% Hisp Latino: 100% African Am: 100%	23-24 Scores from College Board Organization Score Roster Aggregated for District Overall 11/12: 83.83% Hisp Latino 11/12: 79.76% African Am 11/12: 56.41% • -------- ELA 11/12: 70.79% Which includes: AP Language Overall: 60.32% Hisp Latino: 70% African Am: 22% AP Literature Overall: 80.14% Hisp Latino: 86.36% African Am: 66.67% • -------- Math 11/12: 86.69% Which includes:	24-25 Scores from College Board Overall 11/12 - 87.57% Hisp Latino 11/12 - 83.83% African Am 11/12 - 86.67% • -------- ELA 11/12 - 89.73% Which includes: AP Language Overall: 91.1% Hisp/Latino: 91.67% African Am: 83.33% AP Literature Overall: 88.03% Hisp/Latino: 80% African Am: 100% • -------- Math 11/12 - 84.18% Which includes: AP Calculus A/B Overall: 87.42%	90% and 94% pass rates on AP ELA and Math Exams respectively (score of 3+) for ALL students (overall) and increase by 10% students in underrepresented subgroups (Latino-Hispanic & African American) taking the AP Exam for ELA and Math. Overall: 93% Latino-Hispanic: 95% African American: 92% --------- These overall scores will include the following per subject area exam: AP Language Overall: 83% Latino-Hispanic: 65% African American: 75%	Overall 11/12:+4.12% Hisp Latino 11/12: -1.24% African Am 11/12: + 3.98% • -------- ELA 11/12:+ 4.51% Which includes: AP Language Overall: +17.66% Hisp Latino: +37.12% African Am: +83.33% AP Literature Overall: -8.97% Hisp Latino: - 7.5% African Am: maintained at 100% • -------- Math 11/12: - 6.07% Which includes: AP Calculus A/B Overall: -3.15% Hisp Latino: - 20.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AP Statistics Overall: 77.27% Hisp Latino: 80% African Am: 50%	AP Calculus A/B Overall: 94.08% Hisp Latino: 85.71% African Am: 87.50% AP Calculus B/C Overall: 85.22% Hisp Latino: 50% African Am: 100% AP Statistics Overall: 71.01% Hisp Latino: 71.43% African Am: none taken	Hisp/Latino: 72.73% African Am: none taken AP Calculus B/C Overall: 88.70% Hisp/Latino: 100% African Am: 85.71% AP Statistics Overall: 74.77% Hisp/Latino: 70% African Am: none taken	AP Literature Overall: 100% Latino-Hispanic: 97% African American: 100% --------- AP Calculus A/B Overall: 100% Latino-Hispanic: 100% African American: 100% AP Calculus B/C Overall: 100% Latino-Hispanic: 100% African American: 100% AP Statistics Overall: 87% Latino-Hispanic: 90% African American: 60%	African Am: none taken AP Calculus B/C Overall: -7.01% Hisp Latino: maintained at 100% African Am: -14.29% AP Statistics Overall: -2.5% Hisp Latino: -10% African Am: - none taken
1.21	Career Technical Education (CTE) % Completion	22-23 Student count of completers: 129 of 750 All Students: 17.2% Hispanic: 13.9%	23-24 Student count of completers: 172 of 776	24-25 Student count of completers: 128 of 755 All Students: 17%	All Students: 20% Hispanic: 25% African American: 20%	Student count of completers:128 of 755 All Stus:-0.20% Hispanic: +0.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 9.1% Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	All Students: 22.16% Hispanic: 26.74% African American: 5.23% Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	Hisp-Latino:14.1% African Am: 16.0% Found in: School Dashboard Addtl Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report		African Am: +6.90%
1.22	Percentage of students who completed both a-g requirements and a CTE pathway	From Aeries CVUSD: 11.9% of graduating seniors (89/750) completed both a CTE Pathway AND A-G requirements Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	From Aeries CVUSD: 15.46% of graduating seniors (120/776) completed both a CTE Pathway AND A-G requirements Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	From Aeries CVUSD: 10.7% of graduating seniors (81/755) completed both a CTE Pathway AND A-G requirements Found in: School Dashboard Additional Reports and Data Met UC/CSU Requirements and CTE Pathway Completion Report	CVUSD will increase the percentage of students who complete both a CTE pathway and a-g requirements to 15% (a 25% increase) by the 2024-2025 school year.	-1.20%
1.23	Broad Course of Study	The CVUSD offers all courses required for graduation from high school in the State of California, per	The CVUSD offers all courses required for graduation from high school in the	The CVUSD offers all courses required for graduation from high school in the	The CVUSD will continue to offer all required courses of study areas 7-12 including	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels.	State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels.	State of California, per Education code 51220 and required course offerings at secondary schools per Education Code 51220, as evidenced by a review of the master schedules for all middle schools and high schools. All courses of study areas 7-12 including English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels.	English, Social Studies, World Languages, PE, Science, Mathematics and Visual & Performing (VAPA) Arts are offered at the middle and high school levels. (See Appendix A-Master Schedules)	

Goal Analysis [2025-26]

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

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

CVUSD made significant progress in implementing our planned actions and adapted and augmented actions as needed.

Full Implementation:
1.1 Multi-tiered System of Support - A comprehensive Multi-Tiered System of Support (MTSS) that integrates PBIS, RTI, Special Education, and other academic and behavioral supports to ensure high levels of learning for all students. This system guided professional development,

assessments, collaboration, and data-driven practices focused on the academic and social-emotional needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged Students.

1.2 Early Academic Outreach - Principal actively managed and monitored the CSPP.

1.3 English Language Learner Support - The district established strategic support structures for English Learners through coordinated roles including the Multilingual Language Director, English Learner TOSAs, ELD teachers and paraeducators, who provided targeted scaffolding of core curriculum to support access and academic success. English Learner Mentor Teachers partnered with classroom teachers to strengthen instructional strategies and technology integration aligned to EL needs, while also supporting family engagement through consistent collaboration with site-level ELACs. Together, these structures ensured systemwide implementation of English Learner supports across instructional, professional learning, and family engagement components.

1.4 College Readiness and Academic Success Programs - Implemented AVID supports including tutors, instructional materials, Summer Institute participation, and membership to enhance college readiness for unduplicated students. The program also included college tours and teacher training in AVID strategies focused on building students' organizational and academic skills.

1.5 Academic Supports and Interventions - RTI teams delivered targeted academic interventions throughout the school year, while a range of expanded summer and after-school programs, including AVID tutoring, MKV supports, and Homework Club, addressed learning loss and provided enrichment and credit recovery opportunities for English Learners, SED students, and Foster Youth. To address the academic and wellness needs of Tier 2 and Tier 3 students, Creekside implemented targeted site-based supports. These include academic interventions such as Tutorial, Mandatory Homework Club, IXL Learning, Newsela, and dedicated Intervention Classes, alongside social-emotional resources like Check-In/Check-Out (CICO) incentives, Classroom Support Plans, Instructional Interventions, and Wraparound Services.

1.6 Credit Recovery - Edgenuity and CyberHigh licenses were used across grade levels to support credit recovery and literacy enrichment—providing high school students with credit repair options and middle school students with targeted support in Math and ELA. These services were offered during summer school and the regular school year with LCFF Supplemental funds used to expand access for students in need of academic recovery.

1.7 Professional Development - Maintained a strategic focus on Equity, MTSS, and Capacity Building. Professional development (PD) was aligned to these priorities and responsive to community needs, supporting educators through sessions focused on inclusive practices, designated ELD instructional strategies, equitable grading practices, integrated ELD instructional practices, culturally responsive teaching and math.

1.9 BAS Testing - Educators administered the Benchmark Assessment Systems (BAS) to identify students' instructional and independent reading levels through one-on-one formative and summative assessments. The results informed next instructional steps, with targeted planning and support prioritized for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.

1.10 Intervention Management Software - Teachers implemented IXL to increase access to rigorous ELA, Math, Science, and Social Studies curriculum for underserved students, including SWD, SED, and English Learners. Schools also utilized Flex, Plus Time, and TeachMore to organize RTI rotations, ensuring prioritized intervention opportunities for SWD, SED, unhoused, and foster youth.

1.11 CVHS Supports - AVID and ELD staffing provided additional supports to our EL, unhoused, foster youth and SED student groups

Implementation Challenges:
1.1 Multi-tiered System of Support - While a comprehensive Multi-Tiered System of Support (MTSS) that integrates academic and behavioral supports to ensure high levels of learning for all students, is in place district-wide, comprehensive data dives revealed that there weren't sufficient interventions being provided in general education before students were referred for special education. Specifically, Tier 2 interventions were not being consistently implemented as designed by our system. This will be addressed in prompt 4 as an action modification.

Non-Implemented Actions:
1.8 Intervention Materials - This action has been discontinued, see information in Goal Analysis prompt 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.

Expenditure Differences:

Action 1.4 College Readiness and Academic Support Programs: Difference attributed to unexpended AVID Conferences and membership fees

Action 1.5 Academic Supports & Interventions: Difference attributed to unexpended summer school budget (June 2026) and unfilled after school academic support positions

Action 1.6 Credit Recovery: Difference attributed to vendor contract not yet being paid in full

Action 1.7 Professional Development: Difference attributed to grant funding with impending expiration being used in priority as well as continuing Differentiated Assistance funds supporting professional development on inclusionary practices

Action 1.8 RTI Software, Leveled Readers and IXL Math: Action discontinued and combined with 1.10

Action 1.9 BAS Subs/Release Days: Difference attributed to fewer release days than planned due to lack of sub availability

Action 1.10 Intervention Management Software: Difference attributed to the increase in the cost of software and/or a higher number of subscriptions needed based on enrollment.

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

Based on our analysis of metrics and outcome data, Goal 1 showed varying levels of effectiveness.

Strong Effectiveness:

1.2 Early Academic Outreach: Fall Cohort: -7% (decrease) in the percentage of students who are in “Building Middle” on the Social and Emotional Development domain on the Fall DRDP data
Spring Cohort: 5% increase in the percentage of students who are in “Building Middle” and a 10% decrease in the percentage of students who are in "Building Later" on the Social and Emotional Development domain in the DRDP. It’s important to note that DRDP is a developmental tool, not a point-in-time performance test. It shows where children are along a continuum of development based on ongoing observations, not right/wrong answers or fixed scores. Shifts in data could be due to a number of things—different evidence collected this cycle, increased consistency in rating, or a change in the group of students (which is most likely the case). A more important finding is that the percentage of this cohort who are in “Building Middle” or “Building Later” in the Social and Emotional Development domain increased by 37% from Fall 2025 to Spring 2026.

1.6 Credit Recovery resulted in graduation rates increasing for all students by 1.2%, SED students by .60%, SWD by 11%, Hispanic/Latino by .20% and African American students by 6.8%

1.7 Professional Development contributed to more culturally competent practices and better alignment with MTSS strategies across tiers. 81% of survey participants responded positively district-wide professional development trainings.

1.10 Intervention Management Software showed strong effectiveness as demonstrated by the decrease in percentages of students receiving Fs on report card grades. Overall, the percentage of students receiving F marks decreased by 1.4%, Hispanic/Latino by 2.5%, ELs by .51% and African Americans by 2.76%.

Emerging Effectiveness:
1.1 MTSS data showed emerging effectiveness and revealed that some systems need to be strengthened to ensure all students’ needs are being met. While there was a .86% increase in the percentage of students meeting standards on CAASPP math, the percentage of students meeting standards on CAASPP ELA decreased by .59%. The percentage of SED students meeting EAP standards increased in both ELA (3.30%) and math (.75%). However, our EL students meeting EAP standards decreased in both ELA (2.16%) and math (2.47%). Overall we had a .60% decrease in the percentage of suspensions, with our SED students decreasing by .90%, our EL students decreasing by .10% and, most notably, our foster students decreasing by 5.80% .100% was maintained for:classrooms meeting district technology standards, students having adequate instructional materials for school and home use, EL students enrolled in the appropriate courses, and the offering of all courses required for high school graduation.

1.4 College Readiness and academic success programs - Although African American student completion rate increased by 6.90% and Hispanic/Latino student completion rate increased by .20%, Career Technical Education (CTE) “All Students” completion rate decreased by 0.20% overall.

1.5 Although Academic Supports and Interventions resulted in graduation rates increasing for all students by 1.2%, SED students by .60%, SWD by 11%, Hispanic/Latino by .20% and African American students by 6.8%, BAS assessment results showed a decline in student groups meeting grade level benchmarks with the percentage of ELs decreasing by 15.78%, SWD 2.71% and Hispanic/Latino students by 2.38%.

1.9 CAASPP and BAS data revealed inconsistent levels of performance. CAASPP ELA showed a.17% increase in the percentage of Hispanic Latino students meeting or exceeding standards. At Marshall specifically, SWD increased by 27.21% on CAASPP ELA. However, the percentage of student groups meeting grade level benchmarks on BAS declined. The percentage of ELs decreased by 15.78%, SWD 2.71% and Hispanic/Latino students by 2.38%.

Did Not Achieve Desired Outcomes:
1.3 English Language Learner Supports did not achieve the desired outcomes, as reflected in multiple student performance indicators.The percentage of English Learners meeting standards declined by 8.31% in ELA and 3.38% in Mathematics on the CAASPP. In addition, the percentage of students scoring at ELPAC Levels 3 and 4 decreased by 7.12%. Our reclassification rate decreased by 1.94%. The percentage of Long-Term English Learners decreased by 1.26%, which shows movement in the right direction. Current modifications to this action are described in prompt 4.

1.11 CVHS Supports did not achieve desired outcomes as evidenced by the decline of student groups meeting the UC A-G completion rates. SWD decreased by 7.2%, Hispanic Latino by 3.6%, ELs by 15% and African-American students by 10.4%. Current modifications to this action are described in prompt 4.

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

Based on our analysis, below are the planned adjustments for the 2024-27 LCAP cycle.

Actions/Metrics Modifications:
Modified Action 1.1 (MTSS): Schools will establish separate, protected time for Tier 2 and Tier 3 interventions to ensure students can access multiple levels of support as needed. Aligned instructional materials and resources for Tier 2 instruction will be provided and administrators will ensure that the most qualified staff deliver Tier 2 and Tier 3 interventions to support effective and consistent implementation.

Modified Action 1.3 (EL Support): Modifications will include allotting LRBEG funding to provide continued comprehensive professional development in designated ELD for all elementary and secondary teachers and integrated ELD professional development for content areas in secondary. In the 2025-26 school year, we also strengthened instructional monitoring and feedback gathered through joint ELD walk-throughs conducted by elementary principals and the Multilingual Learner Director, and the addition of a secondary ELA/ELD Teacher on Special Assignment (TOSA) to provide focused instructional support. These efforts will continue into the 2026-27 school year in order to strengthen the quality and consistency of ELD instruction.

Modified Action 1.11 (CVHS Supports): Castro Valley High School is improving the effective delivery of Tier 2 supports with a focus on our Hispanic and Latino, English Learners, African-American students and SWD. Regular grades data review has been implemented to ensure smaller intervention groups during RtI/Trojan Time for classroom teachers to provide reteaching and reassessment opportunities. This is achieved by holding a larger supervised study hall session for students whose grades are showing adequate progress during schoolwide RtI time.

Metric 1.11’s data source was changed to DataQuest in order for us to more accurately track data and reflect on our progress.

Action 1.8 has been discontinued and the funding has been combined with Action 1.10

Metric 1.13 is no longer being used since Action 1.8 has been discontinued

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	Multi-Tiered Systems of Support	Multi-Tiered Systems of Support (MTSS) is the umbrella system that integrates Positive Behavior Interventions and Support (PBIS), Response to Intervention (RtI), Special Education (SPED), and other supports to ensure that all students are learning at high levels. In CVUSD, MTSS permeates most of the work that we do. Specifically, MTSS includes our assessments, professional development, teacher collaboration, and the systems that we use to monitor student progress and provide academic and/or social emotional/behavioral support for students who need the help. This is about educators collaborating around data to make informed decisions around Tier 1, Tier 2, and Tier 3 instruction, intervention, reteaching, and acceleration.This work is especially focused on identifying the needs for and providing support to our English Learners, Foster youth and Socioeconomically Disadvantaged students. Our Directors of Education for elementary and secondary schools (.5 FTE per grade span respectively) guide schools and school leaders as we strengthen these systems so that they are focused on serving the specific needs of unduplicated students through providing mentoring and guidance to site leaders, professional development and facilitating meetings for MTSS and RtI teacher leaders and coordinating district wide efforts to create essential standards, collaborate regarding data and best instructional practices to meet the needs of unduplicated students. Assessing growth for unduplicated students - Literacy Assessment and supplemental materials ESGI Assessment Software RTI Specialists Teachers on Special Assignment	$3,678,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Early Academic Outreach	Alma Preschool Principal (0.4 FTE)	$108,280.00	Yes
1.3	English Language Learner supports	The Multilingual Language Director, Educational Services EL Teacher on Special Assignment (TOSA), and ELL paraeducators provide support for English Language Learners who need scaffolding of the regular curriculum to meet their needs and be successful. The English Learner Mentor teachers assist classroom teachers with instructional strategies and technology support to reach our English Language Learners as well as providing support for families through ELACs (English Language Advisory Committee) at each site. The Director will also provide professional development in research-based best practices to support long-term English Learners (LTELs). LREBG Modification: The ML Director and TOSAs will provide comprehensive professional development in designated ELD for all elementary and secondary teachers and integrated ELD professional development for content areas in secondary. The Director will continue to monitor instruction and data and provide focused instructional support in order to strengthen the quality and consistency of ELD instruction. Research indicates that effective Professional Development (PD) on Designated and Integrated English Language Development (ELD) is crucial for improving teacher practice and student outcomes. Key findings show that combining protected time for explicit language instruction (Designated) with content-embedded scaffolding (Integrated) helps prevent long-term English learner status. PD must focus on academic language, student interaction, and tailored strategies. Metric 1.7 (ELPAC) and 1.8 (Reclassification rates) will be used to monitor the impact of this action. Dependent on the new LREBG Funds being included in the State budget: $285,017.00 for 2026-27	$368,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	AVID Tutors AVID materials Summer Institute Membership College Tours AVID supports unduplicated students with college readiness skill acquisition, college information, tours and training for teachers in strategies to help students learn the organizational skills they need in order to be successful in college.	$177,378.00	Yes
1.5	Academic Supports & Interventions	Response to Intervention (RTI) Specialists and paraprofessionals provide targeted interventions and supports to students needing additional scaffolding to meet grade level benchmarks. Summer School is one of our largest interventions provided to our English, Learners, SED, and Foster Youth to prevent summer learning loss and provide opportunities for credit recovery. After-school tutoring; AVID Tutors; Learning Hubs; MKV Tutoring & Materials ; Summer School; Summer Creative Writing ; Homework Club. In order to mitigate the learning loss experienced as a result of distance learning, individualized tutoring credit recovery and enrichment activities are provided. In addition, summer school has been expanded to encompass multiple opportunities and types of programs to help students repair their transcripts and gain skills which were difficult to learn in a virtual environment. Creekside Supports:Language Ladder- student and teacher editions - $1500, Rosetta Stone-$3000 (ELD), McGraw Math Intervention class curriculum, ALEKs accounts-math boosters SPED (Mobymax) Web supplies: Creekside- Supports for Tier 2 and 3 students: fidgets, additional school supplies for SES students, CICO incentives, lunch lounge- encourages social interactions, etc. Many of our students have Safety Plans that require coping tools (drawing, painting, etc). WEB will	$957,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to host events (also virtually) that may include game prizes and Creekside swag. 8th grade team leaders wear WEB t-shirts to be easily identified.		
1.6	Credit Recovery	Edgenuity and CyberHigh licenses High School Credit repair and literacy enrichment Middle School - Math, English Language Arts (ELA) and literacy enrichment Elementary School - Math, English Language Arts (ELA) and literacy enrichment Our summer school program provides multiple options for credit recovery as well as enrichment opportunities for our elementary and middle school programs. Additionally, there are more credit recovery options during the school year. Existing Differentiated Assistance funds will be paired with LCFF supplemental funds to support students with credit recovery.	$506,116.00	Yes
1.7	Professional Development	We continue to have three areas of focus Equity, MTSS, and Building Capacity. Our PD supports these foci and the changing needs of our community. We will continue to offer topnotch professional development for our staff and community: Freedom Soul Media Education Initiatives (FSMEI), Crescendo (Equitable Grading Practices), EPOCH, the Santa Clara County Office of Education, multilingual learners, restorative practices, and social-emotional/anti-bias & anti-racism work District CAAASA and CALSA Membership The California Association of African American Superintendents and Administrators (CAAASA), as well as the California Association of Latino Superintendents and Administrators (CALSA) both provide excellent professional development for school and district leaders, teachers, parents	$121,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and students to improve the academic and social emotional support for students and families, especially those from historically marginalized communities. CVUSD will be sending teams of administrators to trainings from these organizations to improve our leadership and services for all students. Differentiated Assistance funds will be paired with LCFF supplemental support to teachers and other staff with instructional strategies and culturally responsive instructional practices.		
1.8		DISCONTINUING THIS ACTION - IXL COMPONENT WILL BE COMBINED WITH ACTION 1.10		
1.9	BAS Subs/Release Days	The Fountas & Pinnell Benchmark Assessment Systems (BAS) assessments are used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments. We use this data to help determine what our next action steps are for all students, but especially our ELs, Foster Youth, and SED students.	$73,129.00	Yes
1.10	Intervention Management Software	IXL helps underserved students gain access to rigorous curriculum in ELA, Math, Science, Social Studies. This is an intervention that teachers are using to more strategically serve SWD, SED, and English Learners. EdFiciency is a tool to help schools organize their RTI intervention so students are served in the right places and spaces during the intervention rotations. Intervention for our SWD, SED, unhoused, and foster youth have prioritized opportunities.	$36,906.00	Yes
1.11	CVHS Supports	1 x 0.4 FTE AVID Teacher (Pos 552) 1 x 0.6 FTE AVID Teacher (Pos 1028) 1.0 FTE ELD Teacher (Pos 1025)	$608,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
		0.8 FTE ELD Teacher (Pos 1026) 0.4 FTE LCFF Teacher Puente (Pos 1027) TOTAL = 3.2 FTE Castro Valley High School is improving the effective delivery of Tier 2 supports with a focus on our Hispanic and Latino, English Learners, African-American students and SWD. Regular grades data review has been implemented to ensure smaller intervention groups during RtI/Trojan Time for classroom teachers to provide reteaching and reassessment opportunities. This is achieved by holding a larger supervised study hall session for students whose grades are showing adequate progress during schoolwide RtI time.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Culture & Climate (Engagement) Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.	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 6: School Climate (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.

The LCAP is a reflection of how the CVUSD is working to implement our strategic directions. Our vision, mission, values and priorities are reflected in the goals and actions that are a part of this document. Our vision is to educate students to become compassionate, critical thinkers who are empowered to self-advocate, explore their passions, and are prepared to thrive as contributing members of our ever-changing and diverse world. We strive to work in partnership with the community to educate students in a learning environment that is safe, nurturing and culturally responsive. This means that our students will be guided by excellent inspired staff, utilizing innovative instruction, curricula and technology.

As a district, we are committed to ensuring that each student is actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment which means providing students with the social emotional supports, culturally relevant learning experiences and restorative behavioral supports that are needed for them to thrive in our schools and beyond. It is a priority for us that every student feels safe and valued in our schools. All of our team is involved in this work such that every student should have adults in their school that are advocates who support their academic success and social emotional well-being.

Feedback from parents through hearing sessions, LCAP information nights and parent surveys throughout this year and in past years indicate that the social emotional support for our students' well-being is a priority for our community, as well. Data from California Healthy Kids Survey, student screeners, behavioral indicators and attendance data are all metrics that we use to determine the effectiveness of our social emotional supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	# of additional students provided individual or group counseling by the interns	22-23 TK-12th Grade 840 students were served by our behavioral health team	23-24 TK-12th Grade 1113 students served by our behavioral health team and interns.	24-25 TK-12th Grade 1651 students served by our behavioral Health team and interns.	TK-12th Grade 1,100 students served by our behavioral health team.	+811 students participating in individual or group counseling.
2.2	CDE Reported Attendance Rates & Chronic Absenteeism	22-23 Attendance Rates from Aeries Query Foster Youth 85.45% McKinney-Vento 87.93% Chronic Absenteeism (Site and/or student groups in red): Canyon Middle School Two or More Races: 22.5% White: 21.3% Castro Valley Elementary Hispanic: 38.2% Two or More Races: 22.7% White: 25.8% Creekside Middle School: Hispanic 20.4%	23-24 Attendance Rates from Aeries Query Foster Youth - 81.24% McKinney-Vento - 89.47% Chronic Absenteeism from DataQuest (Site and/or student groups in red):: Canyon Middle School Two or More Races - 16.3% White - 13.5% Castro Valley Elementary Hispanic - 27% Two or More Races - 14% White - 11.5%	24-25 Attendance Rates from Aeries Query Foster: 77.07% Homeless: 87.56% Chronic Absenteeism (Site and/or student groups in red): Canyon: Two or More: 13.4% White: 12.8% CVE: Hispanic: 29.3% Two or More: 14.3% White: 5.3% Creekside: Hispanic: 12.1% Marshall Asian: 4.1%	Foster Youth 86.45% McKinney-Vento 88.93% Chronic Absenteeism (Site and/or student groups in red): Canyon Middle School Two or More Races: 10% White: 10% Castro Valley Elementary Hispanic: 20% Two or More Races: 10% White: 10% Creekside Middle School: Hispanic 10%	Foster Youth: -8.38% Homeless: -0.37% Chronic Absenteeism from DataQuest (Site and/or student groups in red): Canyon Middle School Two or More Races: -9.10% White: -8.50% CVE Hispanic: -8.90% Two or More Races: -8.40% White: -20.50% Creekside: Hispanic: -8.30% Marshall Asian: -7.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Marshall Elementary Asian: 11.2% SWD: 32.9% Proctor Elementary: SWD: 30.6% Vannoy Elementary: All students: 20.1% Two or More Races: 22.2% SED 31.7% SWD 37.2%	Creekside Middle School: Hispanic - 11.4% Marshall Elementary Asian - 4.6% SWD - 23.9% Proctor Elementary: SWD - 6.7% Vannoy Elementary: All students - 12.9% Two or More Races - 7.8% SED - 20.4% SWD - 21%	SWD: 13.3% Proctor: SWD: 12.1% Vannoy: All students: 8.7% Two or More: 6.8% SED: 15.5% SWD: 6.0%	Marshall Elementary Asian: 5% SWD: 15% Proctor Elementary: 15% Vannoy Elementary: All students: 10% Two or More Races: 10% SED 15% SWD 18%	SWD: -19.60% Proctor: SWD: -18.50% Vannoy: All students: -11.40% Two or More:-15.40% SED: -16.20% SWD: -31.20%
2.3	Volume of students served at the CVHS Wellness Center	22-23 239 students served	23-24 452 students served	24-25 739 student served	An increase to 350 students served at the CVHS Wellness Center	+500 students
2.4	Cumulative Suspension Rate (Elementary)	22-23 15 cumulative elementary school suspensions *There is an error in this data because 15 is the total number of students suspended not total	23-24 from Aeries Query 21 cumulative elementary school suspensions	Action 2.4 has been discontinued so this metric is no longer being used	A decrease to 10 cumulative elementary school suspensions	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		cumulative suspensions. 22-23 24 cumulative elementary suspensions				
2.5	Suspension Rates (Creekside Middle School) **Changed baseline data source to DataQuest	22-23 from DataQuest Creekside Middle School: 1.8%	23-24 from DataQuest Creekside Middle School: 4.8%	24-25 from DataQuest Creekside Middle School: 3.4%	A decrease in suspensions at Creekside Middle School to 4.0%	Increase of 1.60%
2.6	CDE Reported Suspension Rates	22-23 Overall 2.6% SED 4.4% EL 2.8% SWD 5.1% Hispanic or Latino 4.5% African American 7.2% Foster Youth 11.1% McKinney-Vento 8.5% Canyon Suspension Rates: Overall 9.8% African American 20% EL 14.3% Hispanic or Latino 13.6% SED 15.4% SWD 14.0% Two or more races 12.0%	23-24 from DataQuest Overall - 2.3% SED - 4.1% EL - 2.1% SWD - 4.4% Hispanic or Latino - 3.9% African American - 8.2% Foster Youth - 7.1% McKinney-Vento - 7% Canyon Suspension Rates: Overall - 5.4% African American - 17.7% EL - 10.6% Hispanic or Latino - 9%	24-25 from DataQuest Overall: 2.0% SED: 3.5% EL: 2.7% SWD: 5.1% Hisp-Latino: 3.7% African Am: 5.2% Foster: 5.3% McKinney-Vento: 11.1% Canyon: Overall: 4.8% African Am: 15.3% EL: 7.6% Hisp-Latino: 5.3% SED: 7.6% SWD: 10.7% Two or more: 5.3%	Overall 2.34% SED 3.96% EL 2.52% SWD 4.59% Hispanic or Latino 4.05% African American 6.48% Foster Youth 9.99% McKinney-Vento 7.65% Canyon Suspension Rates: Overall 7% African American 10% EL 7% Hispanic or Latino 7% SED 8% SWD 7%	Overall: -0.60% SED: -0.90% EL: -0.10% SWD: 0.00% Hisp-Latino: -0.80% African Am: -2.00% Foster: -5.80% McKinney-Vento: +2.60% Canyon Overall: -5.00% African Am: -4.70% EL: -6.70% Hisp-Latino: -8.30% SED: -7.80% SWD: -3.30% Two or more: -6.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED - 9.1% SWD - 4.4% Two or more races - 4.2%		Two or more races 6%	
2.7	CDE Reported Attendance Rates	22-23 Overall 93.79% SED 91.15% EL 93.88% SWD 90.94% Hispanic or Latino 91.94% African American 91.92% Foster Youth 85.45% McKinney-Vento 87.93% Found in Aeries Query	23-24 from Aeries Query Overall 94.27% SED 93.3% EL 93.58% SWD 91.01% Hispanic or Latino 92.66% African American 93.28% Foster Youth 81.24% McKinney-Vento 89.47%	24-25 from Aeries Query Overall: 94.72% SED: 93.88% EL: 93.83% SWD: 91.87% Hisp-Latino:92.93% African Am: 92.56% Foster: 77.07% McKinney-Vento: 87.56%	Overall 94.79% SED 92.15% EL 94.88% SWD 91.94% Hispanic or Latino 92.94% African American 92.92% Foster Youth 86.45% McKinney-Vento 88.93%	Overall: +0.93% SED: +2.73% EL: -0.05% SWD: +0.93% Hisp-Latino:+0.99% African Am:+0.64% Foster: -8.38% McKinney-Vento: -0.37%
2.8	Percentage of Hispanic or Latinx students participating in voice & music classes	22-23 12% Hispanic or Latinx students	23-24 16.89% Hispanic or Latinx students in grades 6-12	24-25 19.94% of Hispanic or Latinx students in grades 6-12	An increase in participation to 17% Hispanic or Latinx students	7.94% increase in Hispanic or Latinx students in grades 6-12 participating in choir and band classes.
2.9	University of California a-g Completion Rates	22-23 From DataQuest CVUSD: Overall 69.7%; EL 36.7%; SWD 25.5%; Hispanic Latino 48%; African-Am 63.2%; Foster Youth- *no data	23-24 From Aeries (dataQuest unavailable) CVUSD Overall 65.92% EL 21.28% SWD 31.25% Hispanic Latino 48.11%	24-25 From DataQuest CVUSD Overall: 63.3% EL: 21.7% SWD: 18.3% Hisp-Latino: 44.4% African-Am: 52.8% Foster: *no data	A-G Completion: CVUSD Overall 75% EL 45% SWD 30% Hispanic Latino 55% African-Am 70%	CVUSD Overall: -6.40% EL: -15.00% SWD: -7.20% Hisp-Latino: -3.60% Af-Am : -10.40% Foster: *no data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African-Am 45.45% Foster Youth- *no data			
2.10	Facilities Inspection Tool (FIT)	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites received an overall rating of "GOOD" or better on their FIT annual report.	All sites continue to receive an overall rating of "GOOD" or better on their FIT annual report.	Maintained all sites receiving an overall rating of "GOOD" or better on their FIT annual report.
2.11	Middle School/ High School Dropout Rates	22-23 from DataQuest Middle School: 0% High School: 4.4%	23-24 from DataQuest Middle School: 0% High School: 2.09%	24-25 from DataQuest Middle School: 0% High School: 2.1%	Middle School: 0% High School: 0%	Middle School: 0% High School:-2.30%
2.12	CDE Reported Expulsion Rates	22-23 Overall 0% Hispanic-Latino - 0% African American - 0%	23-24 from DataQuest Overall 0% Hispanic-Latino - 0.1% African American - 0.2%	24-25 from DataQuest Overall: 0% Hisp-Latino: 0% African Am: 0%	Maintain expulsion rates at 0.00% or less overall and in student groups. Overall: 0.00% Hispanic-Latino: 0.00% African-American: 0.00%	Overall: 0% Hisp-Latino: 0% African Am: 0%

Goal Analysis [2025-26]

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

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

Full Implementation:
2.1 Supervision of direct counselor interns Clinical Supervision - Credentialed supervisors enabled counseling interns to provide direct services such as individual and group counseling, expanding access for English Learners, Foster Youth, and unhoused students without requiring additional full-time hires.

2.2 Social Worker/Counselors, Coordinator of Behavioral Health, PBIS Coordinator, and Director of Student Services - A comprehensive mental health support framework was implemented through coordinated efforts of social workers, PBIS coordinators, and district leaders, focusing services on priority subgroups and schools with elevated chronic absenteeism.

2.3 Wellness Center - Operational hours and accessibility at the Wellness Center were maintained through clerical support, facilitating immediate service access for unduplicated students and increasing responsiveness to emerging student needs.

2.5 Social Emotional Learning - Ongoing staff training and materials supported the rollout of SEL/ABAR curriculum, PBIS and restorative practices, with an emphasis on positive behavior strategies for the most impacted student groups.

2.6 Current Social Worker staffing levels and community partnerships continue to increase service capacity and health resource access for unduplicated students, supplemented by Eden Counseling and Wellness Together partnerships.

2.7 Transition Support Program - Link Crew leaders used dedicated software and stipends to deliver structured transition support, ensuring targeted engagement of vulnerable students during key academic transitions.

2.8 PD for Counselors, Social Workers, Campus Monitors, PBIS Release Days - Professional learning on student support systems, youth mental health, and behavioral interventions was delivered to interdisciplinary teams, bolstering capacity to serve high-need student populations.

2.9 Mariachi Program - The culturally responsive mariachi program operated tuition-free, removing participation barriers and fostering cultural identity and parent engagement among English Learners and Latino students.

2.10 AVID and Puente Field Trips - AVID and Puente Field Trips took place during the 2025-26 school-year allowing students in the two programs to visit college campuses around California and support a College and Career going environment at CVHS.

Non-Implemented Actions:
Action 2.4 has been discontinued, see information in Goal Analysis prompt 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.

Expenditure Differences:
2.1 Supervision of direct counselor interns Clinical Supervision: Difference due to LCFF funding being used last before site funding and grant funding to pay for clinical supervisor support of our interns.This budget is intended to be charged in the last part of the year.

2.5 Social Emotional Learning: Difference attributed to decrease in school spending on PBIS materials.

2.7 Transition Support Program: Difference attributed to decrease in the number of staff needing WEB basic training.

2.8 PD for Counselors, Social Workers, Campus Monitors, PBIS Release Days: Difference due to the second large PBIS training date having not yet occurred.

2.9 Mariachi Program: Difference attributed to the increased cost of Mariachi program.

2.10 AVID & Puente Field Trips: Difference attributed to some field trips and associated costs (transportation, sub coverage, materials, etc) having not yet occurred.

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

Strong Effectiveness:
2.1: Supervision of direct counselor interns Clinical Supervision - We saw an increase of 811 additional students receiving direct service support based on the additional resources provided by interns.

2.3: Wellness Center - We saw a continued increase in students accessing the CVHS Wellness Center, with an increase of 500 students served.This demonstrates the positive school wide impact of the CVHS Wellness Center, a well-maintained facility (2.10) on the CVHS campus. All sites in CVUSD received at least a rating of "Good" on their FIT Annual Report.

2.5 Continued focus on social emotional learning is showing overall positive outcomes with suspension rates, middle school/high school drop out rates, and expulsion rates being maintained at 0% or decreasing. Although our McKinney Vento student group had an increase in suspensions of 2.6%, our overall suspension rate decreased by 5.0% at Canyon and .60% district wide, with every student group also decreasing in the percentages of suspensions.

2.6 Social Worker at Canyon, Eden Counseling at Middle Schools, Social Worker at Redwood - We saw positive attendance improvements across CVUSD inclusive of Canyon MS and Creekside MS. Canyon Middle School continues to see a decrease in chronic absenteeism for students identified as having Two or More races (a 9.1% decrease from baseline year). Students who identified as hispanic at Creekside Middle School also saw a decrease in chronic absenteeism (8.3% decrease from baseline year). Canyon suspension rates have decreased by 5% compared to baseline and CVUSD suspension rates overall have decreased by 0.6 % when compared to baseline data.

2.8 PD for Counselors, Social Workers, Campus Monitors, PBIS Release Days - The positive impact of these resources has resulted in decreases in significant behaviors as evidenced by a decrease in exclusionary discipline. Specifically, we saw a .60% decrease in overall suspensions compared baseline. Canyon middle school, for which resources have been strategically focused, saw a 5.0% decline in suspensions compared to baseline.

2.9 Mariachi Program - The percentage of Hispanic or Latino students participating in voice or music increased from 12% at baseline to19.94%.

Emerging Effectiveness:
2.2: Social Worker/Counselors, Coordinator of Behavioral Health, PBIS Coordinator, and Director of Student Services - We saw largely positive improvements in attendance for most all of our identified schools and student groups. However, foster youth had an 8.38% decrease

in attendance and our MKV students decreased by 0.37%. All student groups in the red for chronic absenteeism at Canyon, Castro Valley Elementary, Creekside, Marshall, Proctor and Vannoy showed decreases (good) ranging from 7.10%-31.20%.

2.7 Transition Support Program showed emerging effectiveness as demonstrated by the increased attendance rate of the following student groups: SED 2.73%, SWD 0.93%, Hispanic/Latino 0.99%, African American 0.64%, and overall 0.93%. Our MKV student group decreased by .37% and our ELs by .05%. While our foster youth showed a decline of 8.38% it included a small sample size of less than 10 students which leads to high variance.

Did Not Achieve Desired Outcomes:
2.10 AVID and Puente Field Trips did not achieve the desired outcome as evidenced by the decrease in the percentages of SWD (-7.20%), Hispanic Latino (-3.60%), ELs (-15.00%) and African-American (-10.40%) student groups meeting A-G requirements. Current modifications to this action are described in prompt 4.

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.

Actions/Metrics Modifications:
Action 2.4 has been discontinued for the 2025-26 school year

Action 2.10: The data that emerged from the 24-25 school year A-G completion rates does not fully capture all of the efforts relating to improving college readiness, including the implementation of equitable grading practices and proportional grading systems across all secondary school sites. Additionally, efforts have been made to reduce intervention class sizes specifically at Castro Valley High School. Local midyear data reflects positive trends for 12th grade as of semester 1 for 25-26, with an overall improvement in the A-G completion rates, as well as increased percentages for SWD, Hispanic Latino, EL/Multilingual Learners, and African American student groups.

Metric 2.4 is no longer being used since Action 2.4 was discontinued

Metric 2.5 and 2.11’s data source was changed to DataQuest in order for us to more accurately track data and reflect on our progress.

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	Supervision of direct service counselor interns Clinical Supervision	We are able to maximize direct counseling services offered to students, with our focused attention on our English Learners, Foster Youth and unhoused students, by hiring properly-credentialed/licensed contractors to provide clinical supervision to counseling interns. This allows the interns to	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conduct individual and group counseling which they are unable to do independently.		
2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	Our Counselor/Social Workers provide tier 3 interventions and wraparound services to students and their families, with our focused attention on our English Learners, Foster Youth and unhoused students. Our social workers can provide crisis intervention, academic advocacy, screening and bridging to resources, and individual and group counseling as essential members to each school's Coordination of Services Team (COST). Our Coordinator of Behavioral Health provides clinical leadership to our network of Counselor/Social Workers while also spearheading districtwide behavioral health programs such as SWIS, Second Step, PBIS, and Suicide Prevention. Our PBIS Coordinator ensures that all schools have a functioning system to prevent unwanted student behaviors by teaching expected behaviors, rewarding expected behaviors, and using data to track patterns for behavioral needs to support the process of continual improvement. Our Director of Student Services drives the vision for most all non-academic programs supporting positive student outcomes. This includes a focus on health and safety, consistent attendance, and building systems of non-exclusionary discipline. The impact of the work of the Student Services department is to maximize class time for students as well as to maximize student participation by addressing non-academic barriers. Staff will be working with all schoools, but specifically with CVE, Marshall, Proctor, and Vannoy to reduce chronic absenteeism %s.	$2,346,533.00	Yes
2.3	Wellness Center	The Wellness Center operates as a standalone complex with appointment-based and drop-in services available to students, with our focused attention on our English Learners, Foster Youth and unhoused students. Several CVUSD staff and multiple partners operate from the Wellness	$69,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Center providing supports to a high volume of students which necessitates Clerical Support personnel to ensure that the door is always open and the phone is always answered. This results in more students receiving appropriate support as needs present themselves. Materials for the Wellness Center allow advertisement as well as keeping a stock of healthy snacks for students.		
2.4	Second Step Licenses & Software	DISCONTINUING THIS ACTION EFFECTIVE 2025-26: Second Step programs help students build social-emotional skills such as nurturing positive relationships, managing emotions, and meeting goals. Second Step social-emotional learning programs empower students, with our focused attention on our English Learners, Foster Youth and unhoused students, to build skills for success.		No
2.5	Social Emotional Learning	Our Positive Behavioral Interventions and Supports (PBIS) program is a systemic approach to reducing the number of negative behavioral incidents for all students, but especially some of our most vulnerable (English Learners, Foster Youth and unhoused) students. This system focuses on regular staff training which necessitates materials, supplies, visuals, and additional tools to be successful.	$110,431.00	Yes
2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	The number of unduplicated students, specifically our English Learners, Foster Youth and unhoused students, at both Canyon Middle School and Redwood High School require additional Social Workers in order to improve health resources for students at both schools. Eden Counseling support helps to improve the total amount of mental health services that are available to our students.	$128,753.00	Yes
2.7	Transition Support Program	Link crew stipends; Link Crew Software (Boomerang) with strategic attention on our English Learners, Foster Youth and unhoused students supports the various transition stages throughout our system.	$20,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Focus on the capacity building and professional development of respective staff including student support of the SST process, 504s, social and emotional support, youth mental health first aid, and PBIS, with our focused attention on our English Learners, Foster Youth and unhoused students. This includes resources for professional development for teacher leads, campus safety teams, counselors, and social workers as well as substitute release days.	$9,300.00	Yes
2.9	Mariachi Program	Provide access to this music program at no cost for families, with our focused attention on our English Learners, Foster Youth and unhoused students, in a culturally enriched “Voces del Valle” mariachi program focusing on traditional mariachi song and music. Instruments are provided to students free of charge and kept at maximum functionality with instrument repair service and tuning each year. Additional materials and supplies are provided including water, snacks, and materials for parent meetings including childcare that occurs parallel to the program. We initially created this program to ensure that Hispanic/Latino students had access to instrumental music. This continues to be a prioritized focus.	$151,434.00	Yes
2.10	AVID and Puente Field Trips	Our underserved students, with our focused attention on our English Learners, Foster Youth and unhoused students, do not have as many opportunities to visit multiple colleges with their families so the AVID and Puente field trips are a vital part of their exposure to post high school education. The data that emerged from the 24-25 school year A-G completion rates does not fully capture all of the efforts relating to improving college readiness, including the implementation of equitable grading practices and proportional grading systems across all secondary school sites. Additionally, efforts have been made to reduce intervention class sizes specifically at Castro Valley High School. Local midyear data reflects positive trends for 12th grade as of semester 1 for 25-26, with an overall improvement in the A-G completion rates, as well as increased	$56,052.00	Yes

Action #	Title	Description	Total Funds	Contributing
		percentages for SWD, Hispanic Latino, EL/Multilingual Learners, and African American student groups.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parental Involvement & Engagement Empower ALL parents (including those speaking a primary language other than English) to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college and career ready".	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LCAP is a reflection of how the CVUSD is working to implement our Strategic Directions. Our vision, mission, values and priorities are reflected in the goals and actions that are a part of this document. Our vision is to educate students to become compassionate, critical thinkers who are empowered to self-advocate, explore their passions, and are prepared to thrive as contributing members of our ever-changing and diverse world. We strive to work in partnership with the community to educate students in a learning environment that is safe, nurturing and culturally responsive. This means that our students will be guided by excellent inspired staff, utilizing innovative instruction, curricula and technology.

Empowering all parents (including those speaking a primary language other than English) to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college and career ready" is critical in actualizing our core values of creating an educational system that is responsive to all students regardless of personal and social circumstances. Specifically, we believe that all students, families, and staff must be valued and treated with respect and dignity in order to create a true partnership between our schools and families. This partnership is key in supporting students to become "adaptable, critical thinkers who explore their passions and contribute as active members of our evolving world."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of Spanish speaking parents graduating from the Parent Institute for Quality Education (PIQE) program	22-23 60 parent graduates	23-24 108 parent graduates from the Spanish-speaking Cohorts	24-25 87 parent graduates from the Spanish speaking cohort	75 parent graduates	Increase of 27 graduating parents
3.2	Parent Affinity Group Survey Responses	23-24 40% - My child's school site encourages me to be an active partner 40% - I feel welcome to participate in my child's school	24-25 77.7% - My child's school site encourages me to be an active partner 86.2% - I feel welcome to participate in my child's school	25-26 72.7% - My child's school site encourages me to be an active partner 81.8% - I feel welcome to participate in my child's school	48% - My child's school site encourages me to be an active partner 48% - I feel welcome to participate in my child's school	+32.7% +41.8%
3.3	CDE Reported Attendance Rates - Foster Youth & McKinney Vento	22-23 Foster Youth 85.45% McKinney-Vento 87.93% Found in Aeries Query	23-24 from Aeries Query Foster Youth - 81.24% McKinney-Vento - 89.47%	24-25 from Aeries Query Foster: 77.07% McKinney-Vento: 87.56%	Foster Youth 86.45% McKinney-Vento 88.93%	Foster Youth: -8.38% McKinney-Vento: -0.37%
3.4	CALPADS End of Year Report	Parent Involvement In the 2022-2023 SY, 85% of parents of special needs students reported that schools facilitated parental involvement as a means of improving services and results for their children.	Parent Involvement In the 2023-2024 SY, 88% of parents of special needs students reported that schools facilitated parental involvement as a means of improving services	Parent Involvement in the 2024-2025 SY, 86% of parents of special needs students reported that schools facilitated parental involvement as a means of improving services and results for	Increase to 90% or higher rating by parents of students with exceptional needs (% of parents with a child receiving special education services who report that schools facilitated parental involvement as a	+1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and results for their children.	their children by indicating a “Yes” response.	means of improving services and results for their children)	

Goal Analysis [2025-26]

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

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

Full Implementation:

3.1 Parent Community Outreach and Participation - The district continued to implement multilingual translation and interpretation services, including Spanish and Chinese, at DELAC, site ELAC, Mariachi program meetings, and at the CVHS Academic Planning Night. This ensures that families of Multilingual Learners, including those with students in Foster Care, SWD, and unhoused students can access and participate in educational decision-making. The CVHS Academic Planning Night, for example, was widely attended by families of Multilingual Learners and saw the need for an increased number of interpreters inclusive of Spanish, Mandarin, Cantonese, and ASL.

3.2 Parent Outreach Materials - The district put a strong emphasis on engaging parents from historically marginalized communities such as Multilingual Learners, Foster Youth, housing insecure, Hispanic/Latino, and Black/African American. We put a strong focus on engaging our Black/African American families and saw incredible turnout to our districtwide Black/African American Family gathering event at the start of the year as well as our Elementary African American Parent Advisory Committee meetings and our Martin Luther King Jr. Day Celebration.

3.3 Support for foster students and students facing unstable housing - We continue to focus on providing for the basic needs of these students including supplies, toiletries, clothing, food, transportation, and regular distribution of items that are donated or that we purchase. Additionally, we emphasized case management to ensure these students are utilizing all academic resources.

Non-Implemented Actions:
All actions were implemented.

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.

Expenditure Differences:
3.2 Parent Outreach Materials: Difference attributed to providing less centralized family outreach and moving events to sites.

3.3 Support for foster students and students facing unstable housing: Difference attributed to prioritizing more restricted funding sources. Additional expenditures for this account are expected to be made.

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

Strong Effectiveness:
3.1 Parent Community Outreach and Participation demonstrated strong effectiveness as evidenced by the number of Spanish speaking parents graduating from Parent Institute for Quality Education (PIQE) increasing by 27.

3.2 Parent Outreach Material demonstrated strong effectiveness as evidenced by the parent affinity group survey responses which showed a 32.7% increase in agreement with the following statement, "My child's school site encourages me to be an active partner." and a 41.8% increase in agreement with "I feel welcome to participate in my child's school."

Did Not Achieve Desired Outcomes:
3.3 Support for foster students and students facing unstable housing did not achieve the desired outcome as demonstrated by a .37% decrease in attendance rates for our students facing unstable housing and an 8.38% decrease for our foster youth.

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.

Actions Modifications:

3.3 In addition to continuing to provide more transportation resources, we are putting a focus on case management through dedicated staffing to ensure that attendance is monitored daily and that immediate intervention is attempted with families so that we can more quickly mitigate obstacles to attending school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent & Community Outreach and Participation	Districtwide translation and interpretation services for DELAC and Mariachi program. Site English Language Acquisition Committee and District Level English Language Acquisition Committee meetings employ translators and all materials are translated into Spanish and Chinese. Parent education and participation are vital to the school-parent partnership and success of our students, in particular our SWD, English Language Learners, Foster Youth and unhouse students. Access to communication is imperative and includes interpretation and translation in different languages to ensure that	$350,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents are informed and active participants when choices need to be made and as the educational options change or expand.		
3.2	Parent Outreach Materials	Support for outreach with parents from historically marginalized communities, with our focus on English Learners, Foster Youth, unhoused, African American/Black and Hispanic/Latino students, including supplies, materials, and food for meetings.	$14,849.00	Yes
3.3	Support for foster students and students facing unstable housing	Materials and supplies to support students and families facing unstable housing have included door-to-door transportation, tutoring, shoes/clothing, and the materials and staffing to conduct distributions based on resources from community partners. In addition to continuing to provide more transportation resources, we are putting a focus on case management through dedicated staffing to ensure that attendance is monitored daily and that immediate intervention is attempted with families so that we can more quickly mitigate obstacles to attending school.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Redwood Continuation High School Equity Multiplier Focus Goal - The Redwood community continues to focus on improving the overall culture and climate of the school. They continue to work on creating more welcoming, inclusive, and equitable spaces that meet students' needs on a deeper level. They are focused on improving engagement through meaningful relationship building with the adults on campus, as well as activities that are relevant toward their future goals. The community continues to focus on: Reducing class sizes for core academic classes that go above the 20 student threshold through the use of additional FTE. Increasing opportunities to build student engagement and increase participation, through the implementation of a school transportation shuttle, which is intended to address barriers to attendance. By expanding access to wellness services and counseling, Redwood students will demonstrate improved attendance, engagement, and decreased suspensions. After school intervention hours for 1:1 and small group will provide supplemental supports to ensure student outcomes improve in a variety of areas. Effective staff teaming centered around data-driven systems of support for students and alignment with relevant professional development and capacity building within both the COST Team and Leadership Team. Redwood High School 2022-23 Graduation Rates were at 82.8% compared to a district-wide rate of 94.8%.In 2024-25, the Graduation rate declined to 76.2% for all students, which was a decrease of 15.9% from the previous year. By providing additional wellness counseling services and increasing access to mental health supports, students will increase participation and engagement in the RHS program which will improve graduation rates for all students including SED students. In order to promote additional community building opportunities, students will increase participation and engagement in the RHS school community which will improve academic performance and increase graduation rates.	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	Redwood High School is in the red as of 2025 on the California Dashboard for Math CAASPP test scores, with students performing 254.2 points below standard. In addition, Socioeconomically Disadvantaged students were in the red for College/Career Readiness (0%), and Hispanic students were in the red for Graduation Rate (66.7% as compared to 76.2% overall). By decreasing class size in core classes at RHS, students will receive more individualized support on Math skills which should increase CAASPP scores and increase graduation rates. 4.1 - Graduation rates 4.2 - CAASPP Performance - English (Metric discontinued for 26-27) 4.3 - CAASPP Performance - Math 4.4 - College & Career Indicator **Metric 4.4 is new this year since the data indicator for College & Career as the 2025 California Dashboard reflected that 0% of Redwood graduates were considered “Prepared” according to the College & Career Indicator.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Redwood continuation school was newly identified as an Equity Multiplier school in the 23-24 school year. School indicators on the California Dashboard indicate areas of lowest performance for ELA, Math, and CCI. Graduation rates are also significantly lower than the district overall rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2022-23 (Redwood Grad Rates) Graduation Rate: 82.8% SED (Grad Rate): 82.6%	23-24 (Redwood Only) Graduation Rate: 91.4% SED (Grad Rate): 89.5%	24-25 from DataQuest Graduation Rate: 75.8% SED (Grad Rate):72.0%	Redwood Grad Rates: Graduation Rate: 87% SED (Grad Rate): 87%	Overall: -7.00% SED: -10.6%
4.2	CAASPP English Language Arts Scores **DISCONTINUING METRIC FOR 2026-27**	22-23 ELA CAASPP Scores: English: 219.1 points below standard SED (English): No Data Available (not enough students in this subgroup)	23-24 (Redwood Only) from Dashboard English: 208.9 points below standard SED: No Data Available (not enough students in this subgroup)	24-25 ELA CAASPP Scores: from Dashboard English: 198.4 points below standard SED: No Data Available	CAASPP ELA Scores: English: 200 points below standard SED (English): No Data Available (not enough students in this subgroup)	**DISCONTINUING METRIC FOR 2026-27**
4.3	CAASPP Math Scores	22-23 Math CAASPP Scores: Math: 238.7 points below standard SED (Math): No Data Available (not enough students in this subgroup)	23-24 (Redwood Only) from Dashboard Math: 246.7 points below standard SED: No Data Available (not enough students in this subgroup)	24-25 Math CAASPP Scores:from Dashboard Math: 254.2 points below standard SED: No Data Available (not enough students in this subgroup)	CAASPP Math Scores: Math: 220 points below standard SED (Math): No Data Available (not enough students in this subgroup)	Math: +15.5 points below standard SED: No Data Available (not enough students in this subgroup)
4.4	College & Career Readiness **NEW METRIC FOR 26-27 **	24-25 College & Career Indicator from CA Dashboard Redwood: Overall: 0% SED: 0% Prepared			College & Career Indicator from CA Dashboard Redwood: Overall: 50%	**NEW METRIC FOR 26-27 **

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 30% Prepared	

Goal Analysis [2025-26]

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

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

Full Implementation:
4.1 Additional mental health services provided in partnership with Wellness Together in 2025-26 at Redwood HS to ensure additional resources were available to students throughout the school year and responsive to an increase in numbers of students accessing telehealth services.

4.2 Field trips to increase student engagement and highlight career pathways were planned, with one field trip to the Oakland Museum and another for STEM (Science, Technology, Engineering, and Math) Day and a focus on related college and career pathways in the 2025-26 school year.

4.3 An additional 0.2 FTE section of English was maintained within the master schedule to support class-size reduction as well as hourly stipends for coaches to support student engagement in afterschool athletic programs.

4.4 Data-driven systems continue to be refined through the collaboration of our Leadership Council and COST team, and additional members (including counselor, social worker, and case manager) from these teams participated in the CCEA conference in the spring of 2026.

Non-Implemented Actions: All actions were implemented

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.

Expenditure Differences:

4.2 Increase School-wide Community Building Opportunities: Difference due to additional field trips planned for the end of year that have not yet been paid for.

4.3: Reduce Class size and increase access to extra-curricular activities: Difference attributed to the increased salaries and benefits of classified and certificated staff due to raises.

4.4: Increase Access to Professional Development: Differences attributed to professional development costs not yet fully processed or paid.

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

Emerging Effectiveness:
4.1 Wellness Counseling / 4.2 Increase School-wide community building opportunities / 4.3: Reduce class size and increase access to extracurricular activities:

English CAASPP scores improved by 20.7 points in 2024-25 and Math CAASPP scores decreased by 15.5 points in 2024-25. The improvements are tied to increased counseling services, increased community building opportunities, reduced class sizes, and professional development. By ensuring robust mental health supports were available through Eden Counseling from the start of the school year and continuing for the entire year, students received more consistent services than in years past. Increasing school-wide community building opportunities (4.2) can continue to improve by increasing the number of field trips in which students are able to participate. Increasing access to extracurricular activities (4.3) can improve by increasing the number of opportunities available during school and after school, and aligning them with student interest and areas of need.

4.4 Increase access to professional development: three staff members attended the California Continuation Education Association in the Spring of 2026. This was the second consecutive year that a team from Redwood has attended the conference. Increasing access to professional development builds the capacity of staff in the areas of leadership, developing effective systems, and reviewing data to assess the impact of school goals and actions on student outcomes.

Did Not Achieve Desired Outcomes
Redwood HS saw a significant decrease of 7% in overall graduation rates from the 2022-23 school-year (82.8% grad rate) to the 2024-25 school year (75.8% grad rate). Redwood HS also saw a significant decrease of 10.6% in graduation rates for socio-economically disadvantaged students (SED) from the 2022-23 school-year (82.6%) to the 2024-25 school-year (72%).

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.

Augmented/Additions to Actions Based on Needs:
An additional field trip opportunity was offered in the fall of 2025 using grant funded sources in partnership with the Eden Area ROP and Chabot College and provided an opportunity for English Learner students to learn more about college and career pathways.

New Action 4.5: In 2025, new data showed that Redwood Continuation High School students did not meet College & Career Indicator of readiness both schoolwide and specifically for Socio-Economically Disadvantaged students. Redwood Continuation High School serves a high proportion of students who face systemic barriers to consistent school attendance. Nearly 75% of Redwood's student population is identified as socioeconomically disadvantaged annually, and many students rely on unstable transportation options, including family availability, ridesharing, or lengthy walks through residential neighborhoods. As a result, additional actions (Action 4.5) are planned for 26-27 including the addition of a transportation shuttle to address barriers to school attendance in addition to aligning Redwood's courses of study with A-G criteria.

Metric 4.2: Due to the CAASPP ELA outcome data for year 2 no longer being noted as red on the California Dashboard, we have discontinued Metric 4.2.
Metric 4.4: We have added Metric 4.4 as a result of the 2025 College and Career Indicator being red for all students overall and Socioeconomically Disadvantaged students, in order to measure what we project will be improved outcomes in this area.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Wellness Counseling	Expand Eden Counseling and other mental health services into the Redwood High School wellness center for up to 3 days per week	$55,000.00	No
4.2	Increase School-wide Community Building Opportunities	Increase School-wide Community Building Opportunities Create opportunities for students and staff to participate in community building opportunities at the following locations: Chabot Space & Science Center CA Academy of Sciences Oakland Zoo SFMOMA Physics Science Math Day - Great America	$8,000.00	No
4.3	Reduce Class size and increase access to extra-curricular activities	Additional Certificated/Classified Hours to decrease class size and create data-driven school-wide :systems Leadership Council Additional .2 FTE English for class size reduction Expand and/or create extra-curricular activities: Garden Project, Athletic Teams with coaching stipends, create new clubs and purchase supplies	$33,789.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Increase Access to Professional Development	To support the improvement of a data-driven system of support, staff will need access to meaningful professional development both within the district and beyond what is provided in the district. The following are identified opportunities that will support schoolwide efforts to improve academic, social emotional, and behavioral supports: CCEA Conference NSTA Conference NCTM Conference Asilomar 70 CCSS Conference CAEA Conference CTA Special Education Conference CASC Norcal Conference SSWAA National Conference	$10,000.00	No
4.5	Expand access to College & Career pathway **NEW ACTION FOR 26-27**	To address persistent barriers to attendance, an in-house transportation shuttle will be implemented starting in 26-27 specifically for Redwood students. Furthermore, more of Redwood's courses will be reviewed and aligned for A-G eligibility to improve broader access to a rigorous and college-ready course of study.	$40,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,559,164	$0

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
8.402%	0.000%	$0.00	8.402%

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:** Multi-Tiered Systems of Support **Need:** Our ELA CAASPP scores overall are slightly trending down (68% to 67%) when it comes to meeting/exceeding the standard, but there is a special concern for our low income (52% to 51%), homeless (35% to 22%) and English Learner (27% to 25%) student groups; our teachers and parents have reported back that	MTSS is about educators collaborating around data to make informed decisions about Tier 1, Tier 2, and Tier 3 instruction, reteaching, intervention, and acceleration. While MTSS is an an LEA-wide action, there is focused attention to students who are English Learners, SWD, Low income, foster youth and/or unhoused students. This action is dedicated to disaggregating the data so that we can pinpoint where our ELs, SWD, low income and foster youth are, and strategically work towards supporting our students to grow, meet, and exceed	1.1 - CAASPP English Language Arts - % Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11 1.2 - CAASPP Mathematics % Students Meeting/ Exceeding Standards - Grades 3- 8 & 11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	they are concerned about the need for stronger phonics and phonemic awareness skill-building. CAASPP data also revealed opportunity gaps within All Students, SWD, and homeless student groups in both ELA and math. Specifically, 17.24% (ELA) and 23.34% (math) of Marshall's SWD met standards on CAASPP. 18.18% (ELA) and 10% (math) of Canyon's SWD met standards on CAASPP. 20.45% (ELA) and 4.88% (math) of CVHS's SWD met standards on CAASPP. District-wide 21.88% (ELA) and 12.86% (math) of homeless students and 26.62% (ELA) and 22.28% (math) of SWD met standards on CAASPP. "All students" at Redwood High School declined by 69.6 points in ELA and 21.4 points in math. March 2024 BAS (reading running record) data indicates that 82% of all K-5 students are meeting grade level reading benchmarks. An opportunity gap exists within our Hispanic/Latino, SWD, and English Learner student groups with 69% of Hispanic/Latino, 37% of our SWD, and 55% of English Learners meeting grade level benchmarks. **Scope:** LEA-wide	the standards. This work is supported and facilitated by our Directors through our site-based Data Walks and Talks, coaching on effective MTSS practices and providing professional development to build staff capacity.	1.3 - CAASPP ELA and Mathematics - % Students Meeting EAP Standards -Grade 11 1.4 - CDE Reported Suspension Rates 1.5 - BAS 2-5 scores -% of student meeting end of the year BAS benchmarks 1.15 - Annual Human Resources Fall Reporting - % 1.16 - District Technology Plan % 1.17 - Annual Principal Fall Reporting % 1.19 - English Language Development (ELD) Enrollment -% 1.23 - Broad Course of Study
1.2	**Action:** Early Academic Outreach **Need:**	A .40 principal will ensure access to early education opportunities for all students with a targeted focus on our English Learners, Foster Youth and Low Income Students. The dedicated	1.6 - DRDP Criteria Group cohort report on the social emotional domain

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
	Access to early learning is an equity issue. Preschool offers the opportunity for social-emotional growth in a developmentally appropriate environment. Our Black, Latinx, and unhoused caregivers have shared that offering a strong early learning program is important to the academic/social-emotional success of their children who are at the beginning of the educational journey. Based on the ASQSE screening tool (completed by families) that measures social development such as self-regulation, social skills, and adaptive functioning and the Social Emotional Domain for the DRDPs, the following was noted: Students in the 23-24 cohort are at 45% in the area of Identity of Self and Relationship to Others. Students are at 45% in the area of Social Emotional Understanding area of Relationships and Social Interactions with Familiar Adults. **Scope:** Schoolwide	staff member will build community relationships, outreach and ensure staffing to maintain and grow the program with a priority on offering opportunities for our English Learners, Foster Youth and Low Income Students.	
1.3	**Action:** English Language Learner supports **Need:** As a district, 12.7% of our students are English Learners. Both math and ELA CAASPP data show lower percentages of English Learners meeting/exceeding standards overall and within some grade levels than all students. Dashboard data indicates that the overall performance data in math and ELA is yellow	Our Multilingual Language Learner Director, AVID teachers, and EL Mentors and Paraprofessionals will provide targeted supports for our English Learners and Long-term English Learners (LTELs). Additionally, the Director and AVID teachers will plan and implement professional development for teachers and paraprofessionals to build capacity in effective teaching strategies.	1.1, 1.2, 1.3, 1.7, 1.8 1.1 - CAASPP English Language Arts - % Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11 1.2 - CAASPP Mathematics • % Students

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
	for our English Learners and green for all students. Additionally, our reclassification rates decreased and our LTEL percentages increased. **Scope:** LEA-wide		Meeting/ Exceeding Standards - Grades 3 • 8 & 11 1.3 - CAASPP ELA and Mathematics - % Students Meeting EAP Standards - Grade 11 1.7 - ELPAC 1.8 - Local Reclassification of English Learner Rates to RFEP -Reclassified Fluent English Proficient
1.4	**Action:** College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente **Need:** Graduating from high school A-G eligible ensures that students have access to post secondary education in California. CVUSD Latinx and African American/Black students have disproportionately lower A-G (UC/CSU) completion rates compared to the overall student population. For the 22-23 school-year (most recent data), 70% of CVUSD seniors graduated meeting the A-G requirements. 57% of African American/Black senior students graduated meeting A-G requirements and 44% of Latinx senior students graduated meeting A-G requirements.	Our AVID and Puente teams work closely with our AVID and Puente students and families to ensure they have the necessary supports to complete high school A-G eligible and the knowledge and supports to complete the FAFSA during their senior year. The AVID and Puente programs provide resources, academic support, and field trips to better prepare students for post-secondary options. AVID and Puente also provide professional development opportunities for teachers and staff to implement supports and instructional strategies to support all students.	1.9 - University of California a-g Completion Rates 1.10 - FAFSA Completion Rate 1.20 - Advanced Placement (AP) Tests - % Students Earning Score of 3+ 1.21 - Career Technical Education (CTE) % Completion 1.22 - Percentage of students who completed both a-g requirements and a CTE pathway

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
	Completing the FAFSA is an important step in the college-going process to ensure as many students as possible have access to affordable post-secondary education. Many of our families and students need support completing this process. As of April 30, 2024, CVUSD had 446 FAFSA forms submitted (62%) and 413 FAFSA forms completed (57%). **Scope:** Schoolwide		
1.5	**Action:** Academic Supports & Interventions **Need:** March 2024 BAS (reading running record) data indicates that 82% of all K-5 students are meeting grade level reading benchmarks. An opportunity gap exists within our Hispanic/Latino, SWD, and English Learner student groups with 69% of Hispanic/Latino, 37% of SWD, and 55% of English Learners meeting grade level benchmarks. Graduation from high school is a critical step for students to reach in order to gain access to post-secondary opportunities. CVUSD had an overall graduation rate of 94.8% for the 2022-23 school-year (most recent data). Increasing that overall rate for students is important and it is also important to focus on increasing our graduation rates for our Black/African American students (90.5% grad rate) Latinx (91.6% grad rate), EL (82.4% grad rate),	Our Response to Intervention Reading Specialists and paraprofessionals will provide targeted intervention services to our students with a focus on English Learners, homeless youth, SWD, and low income students who are not meeting grade level standards as indicated by BAS scores. Additionally, they will integrate phonics, phonemic awareness and science of reading instruction into their intervention supports to accelerate the progress of these focal groups. Online credit recovery platforms (Edgenuity, Cyberhigh) are used to expand opportunities to earn credit during the school day, outside the school day, and during summer school. These resources increase the possibility of credit deficient students achieving graduation. The AVID, Puente, WEB and ELD programs provide resources, academic support, and field trips to better prepare students for post-secondary options. Professional development opportunities for teachers and staff focused on AVID, Puente, and EL strategies help to ensure students receive	1.5 - BAS 2-5 scores -% of student meeting end of the year BAS benchmarks 1.11 - CDE Reported Cohort Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Special Education (70.1% grad rate), and MKV (50% grad rate). **Scope:** LEA-wide	the best possible supports and instruction from these resources. Online resources and platforms are also used by staff and students to increase literacy and academic skills.	
1.6	**Action:** Credit Recovery **Need:** Graduation from high school is a critical step for students to reach in order to gain access to post-secondary opportunities. CVUSD had an overall graduation rate of 94.8% for the 2022-23 school-year (most recent data). Increasing that overall rate for students is important and it is also important to focus on increasing our graduation rates for our Black/African American students (90.5% grad rate) Latinx (91.6% grad rate), EL (82.4% grad rate), Special Education (70.1% grad rate), and MKV (50% grad rate). **Scope:** LEA-wide	Online credit recovery platforms (Edgenuity, Cyberhigh) are used to expand opportunities to earn credit during the school day, outside the school day, and during summer school. These resources increase the possibility of credit deficient students achieving graduation.	1.11 - CDE Reported Cohort Graduation Rates
1.7	**Action:** Professional Development **Need:** As part of our 23-24 building staff capacity work, we focused on culturally responsive teaching practices and received positive	Partnerships with Freedom Soul Media Education, Crescendo, Epoch and Santa Clara Office of Education will allow us to focus on creating welcoming and inclusive spaces for all students, with a targeted focus on our African American/Black students, Students with Disabilities and our SED students. We will	1.12 - Staff Professional Development Survey - % 1.18 - Staff preparation to teach academic standards - %

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
	results and a desire to keep this as one of our focuses for the 24-25 school year. 92% of survey respondents agreed or strongly agreed that they had learned something that made them more aware of their cultural lens, identity and privilege and 96% agreed or strongly agreed that they were more likely to examine their privilege in relation to how they show up in their position. When surveyed on what topics they would like further training on after our district-wide PD day, comments included "teaching reading and writing to our English Learners"; "Supporting students with IEPs"; "Supporting students with ADHD, dyslexia and other learning disabilities." This feedback, coupled with our equity work, has driven the direction for our 24-25 professional development. **Scope:** LEA-wide	continue our work on standards-based grading/equitable grading practices in order to create a system that reflects a student's mastery of the standards and eliminates areas where bias can impact grading accuracy, and offers students hope to show what the know even after making initial mistakes. Additionally, we will continue building teacher capacity in the area of best teaching practices for our English Learners.	
1.9	**Action:** BAS Subs/Release Days **Need:** BAS running records give staff information to design and drive their Tier 1, 2 and 3 instruction and interventions. BAS data reveals opportunity gaps in our English Learner, Hispanic/Latino, African American, Student with Disabilities and Pacific Islander student groups. **Scope:**	BAS scores determine instructional and intervention needs for elementary students. The running record levels will establish the texts that are used for guided reading in Tier 1 instruction. Comprehension and phonic essential skill deficits are identified through BAS and will be retaught during Tier 2 instruction by classroom teachers. Remediation will be done by RTI Specialists and RSP Teachers during Tier 3 instruction. Data Talks, using BAS disaggregated data, will allow for data-informed instructional planning with a focus on meeting the needs of our student	1.1 - CAASPP English Language Arts -% Students Meeting/ Exceeding Standards - Grades 3 - 8 & 11 1.2 - CAASPP Mathematics • % Students Meeting/ Exceeding Standards - Grades 3 • 8 & 11 1.3 - CAASPP ELA and

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
	Schoolwide	groups that are not meeting grade level benchmarks.	Mathematics - % Students Meeting EAP Standards - Grade 11 1.5 - BAS 2-5 scores -% of student meeting end of the year BAS benchmarks
1.10	**Action:** Intervention Management Software **Need:** Grades are an important measure for students and families to stay informed of academic success. During the 23-24 school year 2.1% of Canyon students received and F on their Semester 1 report card. African American students had 3.5% of the F marks, Latinx students had 3.8% of the F marks, EL students had 5.3% of the F marks. **Scope:** Schoolwide	The use of these resources will help support identified student groups perform better and earn higher grades in math and English classes.	1.14 - Intervention Software Metric
1.11	**Action:** CVHS Supports **Need:** Graduating from high school A-G eligible ensures that students have access to post secondary education in California. CVUSD Latinx and African American/Black students have disproportionately lower A-G (UC/CSU) completion rates compared to the overall	Our AVID, Puente, and ELD teams work closely with our AVID, Puente, and ELD students and families to ensure they have the necessary supports to complete high school A-G eligible. The AVID, Puente, and ELD programs provide resources, academic support, and field trips to better prepare students for post-secondary options. Professional development opportunities for teachers and staff focused on AVID, Puente, and EL strategies help to ensure students receive	1.9 - University of California a-g Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student population. For the 22-23 school-year (most recent data), 70% of CVUSD seniors graduated meeting the A-G requirements. 57% of African American/Black senior students graduated meeting A-G requirements and 44% of Latinx senior students graduated meeting A-G requirements. **Scope:** Schoolwide	the best possible supports and instruction from these resources.	
2.1	**Action:** Supervision of direct service counselor interns Clinical Supervision **Need:** In the years since 2020, the need for mental health services and supports for our students has grown as indicated from increases in the number of students reporting to have considered suicide in our California Healthy Kids Survey results in the 2021-2022 school year including 14%, 17%, 19% and 30% for grades 7, 9, 11, and alternative education, respectively. **Scope:** Schoolwide	With the increase of clinical supervision support, CVUSD will be able to add up to 10 Social Worker interns to our behavioral health team which will increase the volume of services by up to 30%. These services include group, individual, and drop-in therapy for students.	2.1 - # of additional students provided individual or group counseling by the interns
2.2	**Action:** Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator	Our Behavioral Health team are the primary staff assigned for case management of our Homeless and Foster students as well as coordination of resources to support these students and their families. With these students being the primary responsibility of the Behavioral Health team, they	2.2 - CDE Reported Attendance Rates & Chronic Absenteeism

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
	Director of Student Services **Need:** Our Homeless and Foster students experience many barriers to education and have experienced disproportionately negative outcomes in comparison to most other peer groups. While CVUSD successfully improved under a Differentiated Assistance process focused on Homeless students 5 years ago, we have since experienced instances of poor outcomes for our Homeless students as well as for our students in Foster care. In the 2022-2023 school year, Homeless students experienced an absenteeism rate of 38.4% and Foster students experienced an absenteeism rate of 64.3%. The following sites and/or student groups were in red for Chronic Absenteeism as indicated on the 2022-23 dashboard: Castro Valley Elementary: Hispanic: 38.2%, Two or More Races: 22.7% and White students: 25.8%; Marshall Elementary: Asian: 11.2% and SWD: 32.9%; Proctor Elementary: SWD: 30.6%; and Vannoy Elementary: All students: 20.1%, Two or More Races: 22.2%, SED 31.7% and SWD 37.2%. **Scope:** LEA-wide	will receive advocacy, support, and resources to ensure that barriers to accessing their education are addressed. Additionally, our Behavioral Health Team will work with site teams to support students being in school and reduce chronic absenteeism. There will be a targeted focus on Vannoy Elementary School to address the subgroups as well as All Students being in red for chronic absenteeism.	
2.3	**Action:** Wellness Center	Having dedicated Wellness Center Personnel to help manage the front desk results in structured triage for students which allows more students to	2.3 - Volume of students served at the CVHS Wellness Center

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: Despite having a large and well-designed Wellness Center that is filled with several Health Staff and Partners, there is difficulty for students to access these resources without a dedicated front desk. Without dedicated front desk staff, access to resources is limited to appointment-only which is not responsive to the considerable drop-in need that students demonstrate. 239 students are provided service at the Castro Valley High School Wellness Center without a dedicated staff member at the front desk. **Scope:** LEA-wide	access resources. This, including the ability to provide snacks to encourage students to visit during break and lunch, encourages students to access resources while minimizing the amount of class time missed.	2.10 - Facilities Inspection Tool
2.5	**Action:** Social Emotional Learning **Need:** We have experienced higher numbers of suspensions in the current and previous year including disproportionate suspension rates for historically marginalized student groups. In the 2022-2023 school year, 11.8% of Foster students, 7.8% of Homeless students, and 2.6% of English Learner students were suspended at least once. **Scope:** LEA-wide	Ensuring that we have well-trained and well-supplied staff to drive PBIS programs at each school site will reduce the number of major behavioral incidents.	2.6 - CDE Reported Suspension Rates 2.11 - Middle School/ High School Dropout Rates - % 2.12 -CDE Reported Expulsion Rates - %

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS **Need:** As indicated through social and emotional health indicators in the 2022-2023 California Healthy Kids Survey, there is a need to provide more mental health resources through additional Behavioral Health staff as our 7th grade, 9th grade, 11th grade, and alternative education students reported respective rates of social emotional distress of 26%, 31%, 40%, and 33%. Additionally, CDE suspension data indicated the following suspension percentages at Canyon Middle School: Overall 9.8%, African American 20%, EL 14.3%, Hispanic or Latino 13.6%, SED 15.4%, SWD 14.0%, and Two or more races 12.0%. The following sites and/or student groups were in red for Chronic Absenteeism as indicated on the 2022-23 dashboard: Canyon Middle School: Two or More Races: 22.5% and White Students: 21.3%; and Creekside Middle School: Hispanic Students 20.4% **Scope:** Schoolwide	Our Behavioral Health staff are the primary case managers for most all of our unduplicated students. Providing Redwood HS and Canyon MS each with a dedicated Social Worker ensures that schools with larger volumes of students categorized as unduplicated receive sufficient staffing to support case management, resourcing, advocacy, and improved mental health outcomes. The additional Eden Counseling will further improve mental health outcomes and lower suspension rates for our unduplicated students at our secondary schools. Additionally, our Behavioral Health Team will work with Canyon and Creekside staff to support students being in school and reduce chronic absenteeism.	2.2 - CDE Reported Attendance Rates & Chronic Absenteeism 2.6 - CDE Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** Transition Support Program **Need:** CVHS is a large comprehensive high school with over 2700 students. As 9th graders transition to the high school it is important for them to feel supported and connected to the school community to help ensure positive attendance. The overall average attendance rate from Aug-Oct for the 2023-24 school year was 94.6%. **Scope:** Schoolwide	The LinkCrew program is a research based program that brings staff and students from CVHS together to put strategic supports in place for incoming 9th grade students to help ensure they feel connected and supported as they transition to high school.	2.7 - CDE Reported Attendance Rates Attendance Rates (Aug-Oct)
2.8	**Action:** Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days **Need:** We have experienced a high number of student suspensions over the last two years, including disproportionate rates of suspension for historically marginalized groups of students, compared to historical suspension figures. In the 2022-2023 school year, 11.8% of Foster students, 7.8% of Homeless students, and 2.6% of English Learner students were suspended at least once. **Scope:** LEA-wide	Training school safety teams in de-escalation and youth mental health, training counselors and social workers in healing-centered practices, and training PBIS leads in effective systems coordination will have a collective impact on the number of major behavioral incidents.	2.6 - CDE Reported Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Mariachi Program **Need:** Voice and music class enrollment rates show that Hispanic or Latinx students participate at disproportionately lower levels. The Castro Valley High School marching band is the largest music-based group in our school district and has an 11.86% participation rate for Hispanic/Latinx students while district enrollment is 24% for the same student group. **Scope:** LEA-wide	Providing a robust, cost-free music program to students that encourages higher enrollment rates of Hispanic or Latinx students will result in increased participation in voice and music classes. Because a large portion of our English Learning students are Hispanic or Latinx, we will see this unduplicated student group participate at higher rates as well.	2.8 - Percentage of Hispanic or Latinx students participating in voice & music classes
2.10	**Action:** AVID and Puente Field Trips **Need:** Graduating from high school A-G eligible ensures that students have access to post secondary education in California. CVUSD Latinx and African American/Black students have disproportionately lower A-G (UC/CSU) completion rates compared to the overall student population. For the 22-23 school-year (most recent data), 70% of CVUSD seniors graduated meeting the A-G requirements. 57% of African American/Black senior students graduated meeting A-G requirements and 44% of Latinx senior students graduated meeting A-G requirements. **Scope:**	Our AVID and Puente teams work closely with our AVID and Puente students and families to ensure they have the necessary supports to complete high school A-G eligible. The AVID and Puente programs provide resources, academic support, and field trips to better prepare students for post-secondary options.	2.9 - University of California a-g Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.1	**Action:** Parent & Community Outreach and Participation **Need:** Our Hispanic or Latinx students experience disproportionate outcomes in a number of metrics in our schools including 2022-2023 chronic absenteeism of 26.8% (one of our highest), suspension rate of 4.5% (one of our highest), and both Math and ELA dashboard performance measures in the orange. On the 2022-23 CAASPP assessment, 26.62% of SWD met standards in ELA compared to 67.54% of all students. 22.28% of SWD met standards in Math compared to 58.12% of all students. **Scope:** LEA-wide	By focusing on parent engagement initiatives for our SWD and Hispanic and Latinx families, including efforts by our full-time Parent and Community Liaison, we are able to strengthen partnership with these parents to improve student outcomes.	3.1 - # of Spanish speaking parents graduating from the Parent Institute for Quality Education (PIQE) program 3.4 - CASEMIS Annual Performance Report - %
3.2	**Action:** Parent Outreach Materials **Need:** Our historically marginalized students experience disproportionately negative outcomes in a number of different metrics. In the 2022-2023 school year, Homeless students experienced an absenteeism rate of 38.4%, Foster students experienced an	By strengthening our partnership with the parents of historically marginalized students and by including them in the educational process of their students, we will see improved outcomes for these students. Being able to provide materials to families as well as food during evening meetings improves the level of meaningful participation.	3.2 - Parent Affinity Group Survey Responses

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
	absenteeism rate of 64.3%, and English Learners experienced an absenteeism rate of 18%. In this same time, 11.8% of Foster students, 7.8% of Homeless students, and 2.6% of English Learner students were suspended at least once. **Scope:** LEA-wide		
3.3	**Action:** Support for foster students and students facing unstable housing **Need:** Our Homeless and Foster students experience barriers to school access including transportation, basic needs, and academic support needs. This is demonstrated in proportionally low metrics compared to peers in a number of metrics including absenteeism rates of 38.4% (Homeless) and 64.3% (Foster) in the 2022-2023 school year. **Scope:** LEA-wide	Providing transportation resources, staffing for distribution of basic needs resources, and academic supports will encourage improved attendance, participation, and achievement for this very vulnerable student population.	3.3 - CDE Reported Attendance Rates - Foster Youth & McKinney Vento

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

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.

This does not apply to our district.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$113,774,316	9,559,164	8.402%	0.000%	8.402%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,559,164.00	$431,806.00	$109,172.00	$0.00	$10,100,142.00	$8,735,839.00	$1,364,303.00

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	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,589,468.00	$88,817.00	$3,678,285.00				$3,678,285.00	
1	1.2	Early Academic Outreach	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alma State Preschool	Ongoing	$108,280.00	$0.00	$108,280.00				$108,280.00	
1	1.3	English Language Learner supports	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$363,762.00	$4,800.00	$83,545.00	$285,017.00			$368,562.00	
1	1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools with AVID Programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	Ongoing	$50,619.00	$126,759.00	$177,378.00				$177,378.00	
1	1.5	Academic Supports & Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$865,591.00	$91,600.00	$957,191.00				$957,191.00	
1	1.6	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$391,740.00	$114,376.00	$506,116.00				$506,116.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,387.00	$117,422.00	$12,637.00		$109,172.00		$121,809.00	

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	1.9	BAS Subs/Release Days	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-5	Ongoing	$73,129.00	$0.00	$73,129.00				$73,129.00	
1	1.10	Intervention Management Software	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon & Creekside Middle Schools	Ongoing	$0.00	$36,906.00	$36,906.00				$36,906.00	
1	1.11	CVHS Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	Ongoing	$608,313.00	$0.00	$608,313.00				$608,313.00	
2	2.1	Supervision of direct service counselor interns Clinical Supervision	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,346,533.00	$0.00	$2,346,533.00				$2,346,533.00	
2	2.3	Wellness Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$64,560.00	$5,000.00	$69,560.00				$69,560.00	
2	2.4	Second Step Licenses & Software	All	No			All Schools	Ongoing								
2	2.5	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$110,431.00	$110,431.00				$110,431.00	
2	2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon Middle School, Creekside Middle School, Redwood High School	Ongoing	$51,253.00	$77,500.00	$128,753.00				$128,753.00	
2	2.7	Transition Support Program	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Castro	Ongoing	$16,032.00	$4,000.00	$20,032.00				$20,032.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Valley High School									
2	**2.8**	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,300.00	$1,000.00	$9,300.00				$9,300.00	
2	**2.9**	Mariachi Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,334.00	$148,100.00	$151,434.00				$151,434.00	
2	**2.10**	AVID and Puente Field Trips	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Schools with AVID programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	Ongoing	$26,479.00	$29,573.00	$56,052.00				$56,052.00	
3	**3.1**	Parent & Community Outreach and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$137,070.00	$213,370.00	$350,440.00				$350,440.00	
3	**3.2**	Parent Outreach Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200.00	$14,649.00	$14,849.00				$14,849.00	
3	**3.3**	Support for foster students and students facing unstable housing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
4	**4.1**	Wellness Counseling	All	No			Specific Schools: Redwood High School	Ongoing	$0.00	$55,000.00		$55,000.00			$55,000.00	
4	**4.2**	Increase School-wide Community Building Opportunities	All	No			Specific Schools: Redwood High School	Ongoing	$0.00	$8,000.00		$8,000.00			$8,000.00	
4	**4.3**	Reduce Class size and increase access to extra-curricular activities	All	No			Specific Schools: Redwood High	Ongoing	$26,789.00	$7,000.00		$33,789.00			$33,789.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
4	**4.4**	Increase Access to Professional Development	All	No			Specific Schools: Redwood High School	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	**4.5**	Expand access to College & Career pathway **NEW ACTION FOR 26-27**	All	No			Specific Schools: Redwood High School	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$113,774,316	9,559,164	8.402%	0.000%	8.402%	$9,559,164.00	0.000%	8.402 %	**Total:**	$9,559,164.00
								LEA-wide Total:	$8,335,321.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,223,843.00

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	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,678,285.00	
1	1.2	Early Academic Outreach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alma State Preschool	$108,280.00	
1	1.3	English Language Learner supports	Yes	LEA-wide	English Learners	All Schools	$83,545.00	
1	1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schools with AVID Programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	$177,378.00	
1	1.5	Academic Supports & Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$957,191.00	

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	1.6	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$506,116.00	
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,637.00	
1	1.9	BAS Subs/Release Days	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-5	$73,129.00	
1	1.10	Intervention Management Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon & Creekside Middle Schools	$36,906.00	
1	1.11	CVHS Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	$608,313.00	
2	2.1	Supervision of direct service counselor interns Clinical Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$15,000.00	
2	2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,346,533.00	
2	2.3	Wellness Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,560.00	
2	2.5	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,431.00	
2	2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Canyon Middle School, Creekside Middle School, Redwood High School	$128,753.00	

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 (%)
2	2.7	Transition Support Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castro Valley High School	$20,032.00	
2	2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,300.00	
2	2.9	Mariachi Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,434.00	
2	2.10	AVID and Puente Field Trips	Yes	Schoolwide	Low Income	Specific Schools: Schools with AVID programs: CVHS, Canyon, Creekside, Marshall, Palomares, Stanton, Vannoy and Independent	$56,052.00	
3	3.1	Parent & Community Outreach and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,440.00	
3	3.2	Parent Outreach Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,849.00	
3	3.3	Support for foster students and students facing unstable housing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,947,881.00	$9,624,797.00

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**	Multi-Tiered Systems of Support	Yes	$3,235,620.00	$3,313,928.00
1	**1.2**	Early Academic Outreach	Yes	$97,162.00	$101,985.00
1	**1.3**	English Language Learner supports	Yes	$253,417.00	$262,493.00
1	**1.4**	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	Yes	$291,358.00	$236,642.00
1	**1.5**	Academic Supports & Interventions	Yes	$1,818,108.00	$1,574,720.00
1	**1.6**	Credit Recovery	Yes	$57,500.00	$23,120.00
1	**1.7**	Professional Development	Yes	$162,612.00	$4,237.00
1	**1.8**	RTI Software (Lexia) Leveled Readers Books and IXL Math	No	$16,414.00	$0
1	**1.9**	BAS Subs/Release Days	Yes	$77,428.00	$62,046.00
1	**1.10**	Intervention Management Software	Yes	$9,000.00	$35,680.00
1	**1.11**	CVHS Supports	Yes	$583,015.00	$553,908.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Supervision of direct service counselor interns Clinical Supervision	Yes	$15,000.00	$0.00
2	2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	Yes	$2,038,262.00	$2,170,071.00
2	2.3	Wellness Center	Yes	$212,071.00	$224,340.00
2	2.4	Second Step Licenses & Software	No	$0.00	$0.00
2	2.5	Social Emotional Learning	Yes	$101,667.00	$88,834.00
2	2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	Yes	$300,887.00	$307,395.00
2	2.7	Transition Support Program	Yes	$27,519.00	$17,305.00
2	2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Yes	$17,073.00	$5,888.00
2	2.9	Mariachi Program	Yes	$104,979.00	$158,658.00
2	2.10	AVID and Puente Field Trips	Yes	$12,115.00	$5,495.00
3	3.1	Parent & Community Outreach and Participation	Yes	$340,304.00	$351,252.00

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)
3	**3.2**	Parent Outreach Materials	Yes	$25,570.00	$13,682.00
3	**3.3**	Support for foster students and students facing unstable housing	Yes	$40,000.00	$2,440.00
4	**4.1**	Wellness Counseling	No	$55,000.00	$55,500.00
4	**4.2**	Increase School-wide Community Building Opportunities	No	$8,800.00	$5,661.00
4	**4.3**	Reduce Class size and increase access to extra-curricular activities	No	$32,000.00	$41,791.00
4	**4.4**	Increase Access to Professional Development	No	$15,000.00	$7,726.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,068,776.00	$9,703,745.00	$9,512,910.00	$190,835.00	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	Multi-Tiered Systems of Support	Yes	$3,235,620.00	$3,313,928.00		
1	1.2	Early Academic Outreach	Yes	$97,162.00	$101,985.00		
1	1.3	English Language Learner supports	Yes	$253,417.00	$262,493.00		
1	1.4	College Readiness and academic success programs - Advancement Via Individual Determination (AVID) and Puente	Yes	$291,358.00	$236,642.00		
1	1.5	Academic Supports & Interventions	Yes	$1,818,108.00	$1,574,720.00		
1	1.6	Credit Recovery	Yes	$57,500.00	$23,120.00		
1	1.7	Professional Development	Yes	$45,690.00	$3,028.00		
1	1.9	BAS Subs/Release Days	Yes	$77,428.00	$62,046.00		
1	1.10	Intervention Management Software	Yes	$9,000.00	$35,680.00		
1	1.11	CVHS Supports	Yes	$583,015.00	$553,908.00		
2	2.1	Supervision of direct service counselor interns Clinical Supervision	Yes	$15,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Social Workers/Counselors Coordinator of Behavioral Health PBIS Coordinator Director of Student Services	Yes	$2,038,262.00	$2,170,071.00		
2	2.3	Wellness Center	Yes	$212,071.00	$224,340.00		
2	2.5	Social Emotional Learning	Yes	$101,667.00	$88,834.00		
2	2.6	Social Worker at Canyon Eden Counseling at Middle Schools Social Worker at Redwood HS	Yes	$300,887.00	$307,395.00		
2	2.7	Transition Support Program	Yes	$27,519.00	$17,305.00		
2	2.8	Professional Development for Counselors, Social Workers, Campus Monitors, PBIS Release Days	Yes	$17,073.00	$5,888.00		
2	2.9	Mariachi Program	Yes	$104,979.00	$158,658.00		
2	2.10	AVID and Puente Field Trips	Yes	$12,115.00	$5,495.00		
3	3.1	Parent & Community Outreach and Participation	Yes	$340,304.00	$351,252.00		
3	3.2	Parent Outreach Materials	Yes	$25,570.00	$13,682.00		
3	3.3	Support for foster students and students facing unstable housing	Yes	$40,000.00	$2,440.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$107,850,576	9,068,776.00	0.308%	8.717%	$9,512,910.00	0.000%	8.820%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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