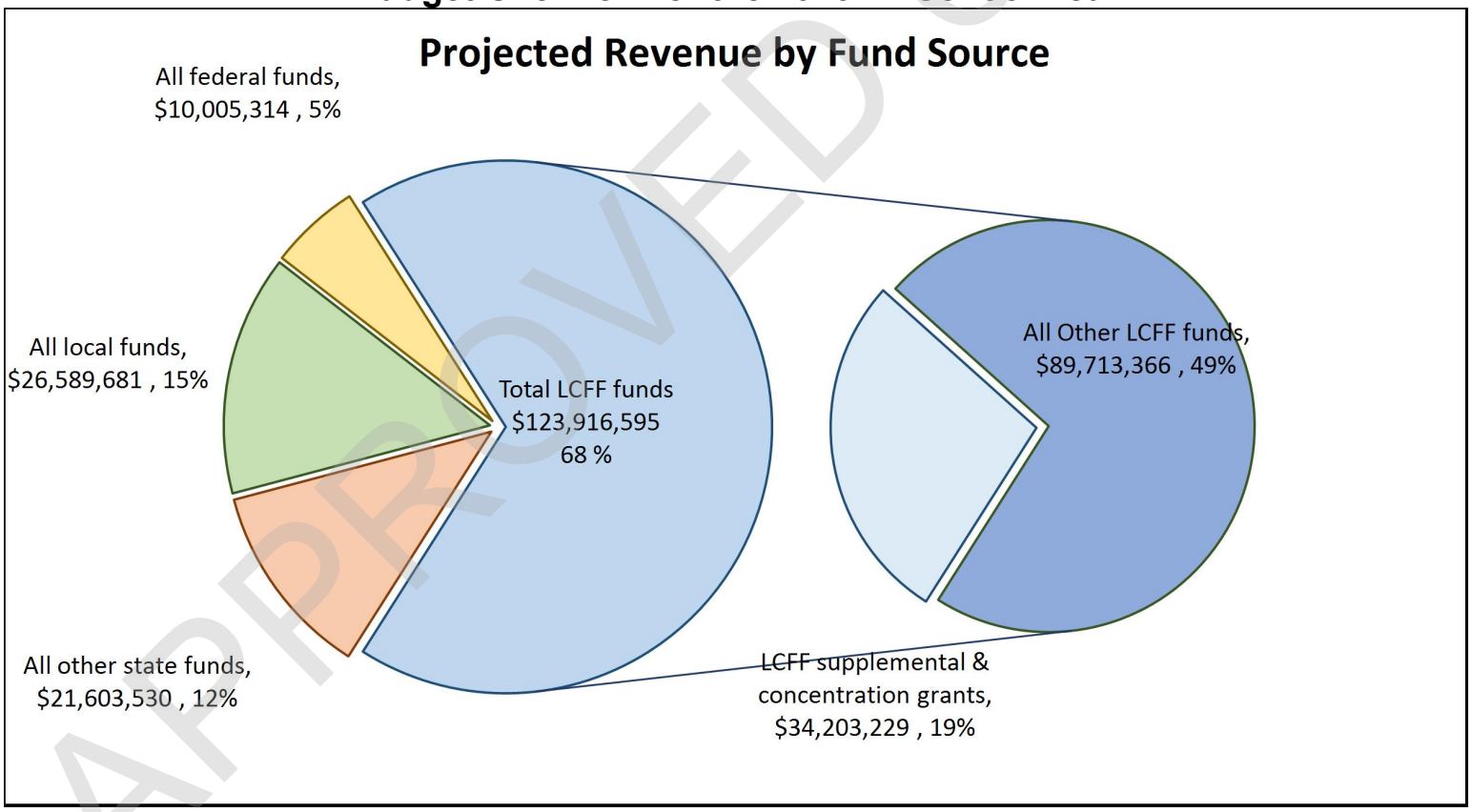
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Calexico Unified School District
CDS Code: 13630990000000
School Year: 2026-27
LEA contact information:
Arturo Jimenez
Superintendent
ajimenez@cusdk12.org
760-768-3888 ext. 3010

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

Budget Overview for the 2026-27 School Year



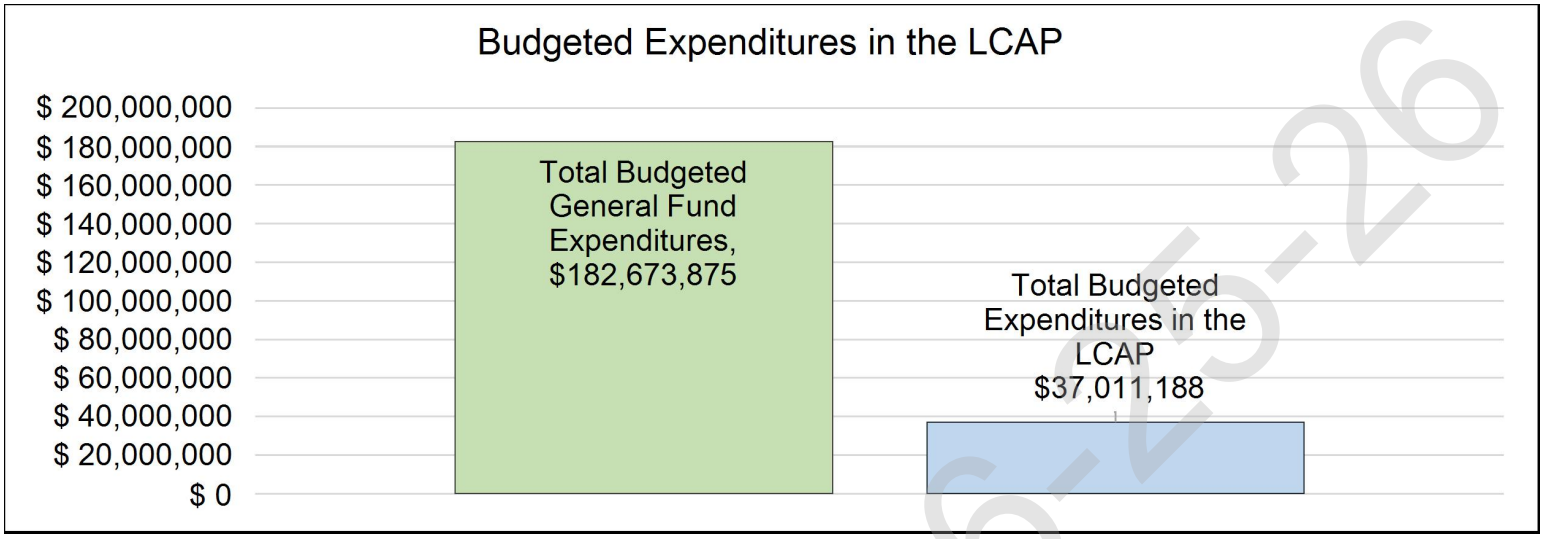
This chart shows the total general purpose revenue Calexico Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Calexico Unified School District is $182,115,120, of which $123,916,595.00 is Local Control Funding Formula (LCFF), $21,603,530.00 is other state funds, $26,589,681.00 is local funds, and $10,005,314.00 is federal funds. Of the $123,916,595.00 in LCFF Funds, $34,203,229.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Calexico Unified School District plans to spend for 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: Calexico Unified School District plans to spend $182,673,875.00 for the 2026-27 school year. Of that amount, $37,011,188.00 is tied to actions/services in the LCAP and $145,662,687 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

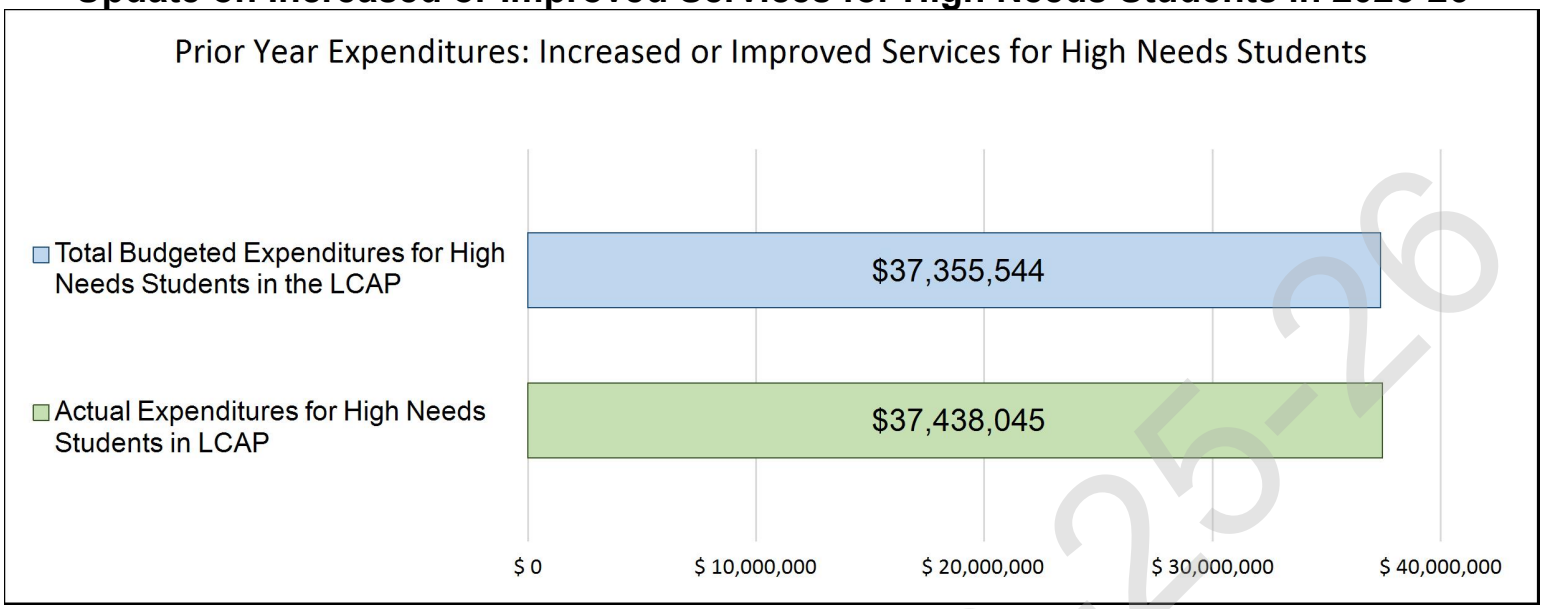
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Calexico Unified School District is projecting it will receive $34,203,229.00 based on the enrollment of foster youth, English learner, and low-income students. Calexico Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Calexico Unified School District plans to spend $34,203,229.00 towards meeting this requirement, as described in the LCAP.

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LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Calexico Unified School District's LCAP budgeted $37,355,544.00 for planned actions to increase or improve services for high needs students. Calexico Unified School District actually spent $37,438,045.00 for actions to increase or improve services for high needs students in 2025-26.

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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Calexico Unified School District	Arturo Jimenez Superintendent	ajimenez@cusdk12.org 760-768-3888 ext. 3010

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.

The city of Calexico is home to 38,744 residents and is one of the most economically disadvantaged regions in California. Calexico is a rural, desert city in southern California that borders the United States/Mexico border. Its sister city across the border is Mexicali, Mexico, population 1.2 million (2025) and is the capital of Baja, California. Calexico lies 50 miles west of Yuma, Arizona and 130 miles east of San Diego, California. The city of Calexico has several pressing safety concerns. It is one of the top three drug trafficking corridors in the US. Trafficking (both drug and human) are prevalent within the city. In some cases, youth are approached to act as mules to cross drugs across the border. Especially vulnerable to these propositions are our socioeconomically disadvantaged students. Over 76% of our students are considered socioeconomically disadvantaged.

Calexico Unified School District serves 7,792 students Pre-k through 12th grade at 12 schools: 1 traditional high school, 1 continuation high school, 2 junior high schools, and 7 elementary schools. Schools are located in close proximity to the international border. One of our elementary schools is two blocks from the border, our farthest elementary school is approximately 2 miles from the border with the remaining 9 schools (5 additional elementary schools, 2 junior high schools, 1 comprehensive high school (with two physical campuses) and 1 alternative continuation high school lying within 1 mile of the border. Our population is 52.01% English learner (EL), 0.28% foster youth, 76.54% are classified as socioeconomically disadvantaged, our LCFF Unduplicated count is 87.64% and the large majority of our EL (52.01%) students speak Spanish (99.8%). Other groups consist of 3.97% homeless youth, 7.10% migrant education students, and 14.45% students with disabilities.

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The district enrolled 7,792 students during the reporting period. The student population was predominantly Hispanic or Latino, representing 7,713 students (98.99%) of total enrollment. The remaining student population included 41 White students (0.53%), 19 students whose ethnicity was not reported (0.24%), 11 Asian students (0.14%), 5 American Indian or Alaska Native students (0.06%), and 3 Black or African American students (0.04%). No students were reported as identifying with multiple ethnicities.

This year, the district continued to receive the Equity Multiplier state funds. According to California Education Code 42238.024 for the 2025-26 school year, The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and support for students at these school sites. Pinnacle Hall Community School and Aurora High School qualified for this funding. Aurora High School had a non-stability rate of 70.9% and student enrollment consisted of 84.38% socioeconomically disadvantaged students. Pinnacle Hall Community School had a non-stability rate of 90.9% and student enrollment consisted of 100% socioeconomically disadvantaged students.

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

Reflections: Annual Performance

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

2025-26 Reflection Review

Reflecting on our local data and California Dashboard annual performance, we have identified successes and challenges that have guided the development of our plan. During the 2025-26 school year, we maintained our focus on curriculum alignment for teachers, aiming to establish a common vision and adopt shared practices for Professional Learning Community (PLC) work. We continue to identify weighted Common Core and grade-level standards for English Language Arts (ELA) and Mathematics at the elementary' At the secondary levels similar work was done for English Language Arts (ELA), Mathematics, Science and Social Science teachers. Teachers updated their Target Standards Matrix for ELA and Mathematics, comprising five units with five focus standards for each unit per grade level/subject area, delineating learning targets and success criteria. Additionally, teachers revised their five common unit assessments for ELA, Mathematics, Science and Social Science to align with SBAC technical specifications for each grade level/subject area. Following the administration of each unit test, administrators and/or teachers facilitated data reflection sessions with teachers. There was evidence that this targeted effort yielded improved student outcomes in some schools more than others. Additional teacher training was provided this school year to 6th grade teachers to address student mathematical skills.

In the 2025 SBAC, every student group included in our metrics experienced a slight increase in meeting or exceeding the ELA standards compared to the previous school year. The ALL group saw an increase of 2.41% (from 27.57% to 29.98%) and the English learners group

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increased by 1.94% (from 7.33% to 9.27%). Long-term English learner group, showed an increase of 0.16% (from 4.55% to 4.71%). The socioeconomically disadvantaged group increased by 2.82% (from 25.42% to 28.24%), the students with disabilities group increased by 0.99% (from 6.65% to 7.64%), the homeless group increased by 3.58% (from 15.06% to 18.64%) and our Hispanic group decreased by 2.45% (from 27.58% to 30.03%). Among the grade levels that saw the greatest gains were third grade, which increased by 5.4% (from 18.16 % to 23.56%), and sixth grade, which increased by 5.95% (from 26.04% to 31.99%).

Through the 2024-25 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% (spring 2024) to 15% (spring 2025) and "early on grade level" increased from 14% (spring 2024) to 15% (spring 2025). We also reduced the number of students categorized as "2 grade levels below" from 12% to 11% and “three or more grade levels below” from 34% to 32%. Despite the increases in ELA, we still face gaps. In 2024-25 i-Ready data, we observed a 1% increase in reading "Mid or above grade level" from Fall to Spring (14% to 15%).

While 29.98% of our ALL-student group met/exceeded standards on the ELA, only 9.27% of our English learners did (a 20.7% gap), and 28.24% of our socioeconomically disadvantaged students did (a 1.74% gap). In the 2025 CA Dashboard the District did not have any student group in “red” in ELA. Blanche Charles Elementary had students with disabilities in the “red” level. Jefferson Elementary had the students with disabilities in the “red”. Kennedy Gardens Elementary had the following groups in the "red" level: ALL and Hispanic. Mains Elementary had the following groups in the "red" level: English learners and students with disabilities. Cesar Chavez Elementary, Dool Elementary and Rockwood Elementary had no group in ELA in “red”. At the junior high level, Enrique Camarena Jr. High had long-term English learners in “red” in ELA. William Moreno Jr. High did not show any groups in “red”. Calexico High School did not show any groups in “red”, while Aurora High School was not provided with performance colors due to low numbers.

When disaggregating the ELA data by grade level, we noticed that third grade had a 5.40% increase, fourth grade had a 0.88% decrease, fifth grade had a 1.88% increase and 6th grade had a 5.95% increase. Seventh through eleventh graders also had increases (1.96%, 2.67%, and 2.03% respectively). When looking at school site ELA data, Blanche Charles Elementary had an increase in third grade of 10.16%, in fifth grade of 25.46% and sixth grade of 0.34%. Fourth grade decreased by 12.31%. Cesar Chavez Elementary had large increases in fourth grade (12.63%) and sixth grade (14.05%) with third grade declining by 11.59% and fifth grade declining by 14.58%. Dool Elementary also increased in third grade (3.13%), fifth grade (2.54%) and sixth grade (7.24%), with a decrease in fourth grade of 3.81%. Jefferson Elementary had increases in all grades between 1.19% and 15.03%. Kennedy Gardens Elementary had an increase of 8.33% in third grade and 8.02% in fifth grade and decreases in fourth (-4.54%) and sixth grade (-3.41%). Mains Elementary also had an 18.99% increase in third grade and decreases in the remaining three grades, fourth (-13.10%), fifth (-3.85%), sixth (-3.79%). Rockwood Elementary had increases in third grade (6.25%), fifth grade (3.66%), and sixth grade (3.34%) and a decrease of 2.86% in fourth grade. At the secondary level, Enrique Camarena Jr. High School had ELA increases in both seventh (4.94%) and eighth (2.51%) grade levels, while William Moreno Jr. High had an increase in eighth (2.90%) and decrease in seventh grade (-1.62%). Aurora High School (4.30%) and Calexico High School (3.66%) had increases in eleventh grade.

In the 2025 SBAC, all of our student groups included in our metrics, with the exception of students with disabilities, experienced an increase in meeting or exceeding the mathematics standards compared to the previous school year. The ALL group saw an increase of 1.68% (from 17.23% to 18.91%), the English learner group increased by 1.51% (from 6.44% to 7.95%), the long-term English learners increased by 1.46% (from 1.64% to 3.10%), the socioeconomically disadvantaged group increased by 2.04% (from 15.97% to 18.01%), the homeless

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group increased by 1.75% (from 10.11% to 11.86%), and our Hispanic group increased by 1.64% (from 17.19% to 18.83%). Our students with disabilities group had a decrease of 2.88% (from 7.44% to 4.56%). Despite the increases in mathematics, we still face gaps.

Through the 2024-25 i-Ready mathematics diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 11% (Spring 2024) to 13% (Spring 2025) and "early on grade level" from 15% (Spring 2024) to 16% (Spring 2025). We also reduced the number of students categorized as "2 grade levels below" from 14% to 13%. We still face gaps. In 2024-25 i-Ready data, we observed a 11% increase in mathematics "Mid or above grade level" from Fall to Spring (2% to 13%).

Whereas 18.91% of our ALL-student group met or exceeded standards in mathematics, only 7.95% of our English learners did (a 10.96% gap), 18.01% of our socioeconomically disadvantaged students did (a 0.9% gap), and 7.64% of our students with disabilities did (a 11.27% gap). At the district level, the 2025 CA Dashboard shows the students with disabilities group perform at a "red" level in mathematics. At the site level, Blanche Charles Elementary, Cesar Chavez Elementary, Jefferson Elementary, Mains Elementary, and Rockwood Elementary had students with disabilities in the “red” level. Dool Elementary and Kennedy Gardens Elementary had no group in “red”. William Moreno Jr. High had students with disabilities in the “red” level. Enrique Camarena Junior High had English learners, long-term English learners, and socioeconomically disadvantaged students in “red”. Calexico High School did not have any student groups in “red” and Aurora High School was not provided with performance colors due to low numbers. When disaggregating the mathematics data by grade level, we noticed the grade levels that saw the greatest gains were third grade, which increased by 5.66% (from 18.34% to 24%), fourth grade, which increased by 1.23% (from 14.31% to 15.54%), sixth grade, which increased by 5.64% (from 18.08% to 23.72%), and eleventh grade, which increased by 6.13% (from 10.61% to 16.74%). The following grade levels had a decline in mathematics; fourth grade (-1.70%), seventh grade (-3.16%), and eighth grade (-1.53%).

When looking at school site data, Blanche Charles Elementary had an increase in fourth grade (6.21%) and decreases in fourth grade (-14.54%) fifth grade (-0.66%) and sixth grade (-7.54%). Cesar Chavez Elementary had an increase in fourth grade (5.70%) and sixth grade (11.49%) and decreases in third grade (-4.14%) and fifth grade (-7.29%). Dool Elementary had an increase in third grade (4.67%), fifth grade (10.44%) and sixth grade (3.18%) and decreases in fourth grade (-4.90%). Jefferson Elementary had increases in all grade levels from 0.98% to 6.55%. Kennedy Gardens Elementary had an increase in third grade (18.06%) and fifth grade (15.52%) and decreases in fourth grade (-4.54%) and sixth grade (-0.92%). Mains Elementary had increases in third grade (23.63%) and sixth grade (5.40%), while fourth grade had a 9.81% decrease (from 21.13% to 11.32%) and fifth grade had a 9.25% decrease (from 13.80% to 4.55%). Rockwood Elementary had an increase in fourth grade (5.00%) and sixth grade (11.48%) and decreases in third grade (-1.80%) and fifth grade (-2.37%). At the secondary level, Enrique Camarena Jr. High School had decreases in both seventh grade (-7.82%) and eighth grade (-3.81%). William Moreno Jr. High had an increase in both seventh grade (1.62%) and eighth grade (1.32%). Calexico High School had a 6.93% increase and Aurora High School had a 2.00% increase.

In the 2025 SBAC, while 11.58% of our ALL-student group met/exceeded standards on the CAST Science Test, only 2.06% of our English learners did (a 9.52% gap), 11.17% of our socioeconomically disadvantaged students did (a 0.41% gap) and 5.66% of our students with disabilities did (a 5.92% gap). Only some of our student groups included in our metrics saw an increase in meeting or exceeding the science standards compared to the 2024 school year. The English learners group increased by 0.21% (from 1.85% to 2.06%), the long-term English learners group increased by 1.65% (from 1.03% to 2.68%), and the students with disabilities increased by 3.19% (from 5.03% to 5.66%). The ALL group decreased by 1.29% (from 12.87% to 11.58%), the socioeconomically disadvantaged group decreased by 0.08% (from 11.25% to 11.17%),the homeless group decreased by 4.43% (from 9.91% to 5.48%), and our Hispanic group decreased by 1.28% (from 12.82% to

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11.54%). When disaggregating the science data by grade level, we noticed that fifth grade had an increase of 2.24%, while both eighth and eleventh grades had slight decreases, -2.61% and -3.33%, respectively. Twelfth grade had an increase of 12.50%. At a site level, Blanche Charles Elementary had a 7.01% decrease, Cesar Chavez Elementary had a 6.06% increase, Dool Elementary had a 4.82% increase, Jefferson Elementary had a 2.27% increase, Kennedy Gardens Elementary had a 12.56% decrease, Mains Elementary had a 1.07% decrease and Rockwood Elementary had a 3.30% decrease. At the secondary level, Enrique Camarena Junior High had a decrease of 5.09% while William Moreno Jr. High had a 0.20%) increase. Calexico High School had a 2.78% decrease, while Aurora High School had eleventh grade students scoring at 2.22% meeting or exceeding (no prior data for 2023-24).

Based on the 2025 California Dashboard, we experienced a 1.8% increase in the English Learner Progress Indicator (ELPI), rising from 46.9% to 48.7%. This means that about 49% of our English learners are making progress towards language proficiency. Cesar Chavez Elementary (+3.7%), Dool Elementary (+2.8%), Jefferson Elementary (+2.8%), Kennedy Gardens Elementary (+3.2%), Mains Elementary (+11.5%), Rockwood Elementary (+10.4%), Enrique Camarena Jr. High School (+16.0%), William Moreno Jr. High School (+12.2%) and Aurora High School (+5.1%) had increases compared to 2024. Blanche Charles Elementary had a decline of 18.2% and is in the “red” level and Calexico High School had a decline of 9% and is on the "orange" level under the ELPI. In 2025, our English learner reclassification rate increased by 0.8%, from 10.8% to 11.6%. Additionally, there was a 1.22% increase in the number of English learners performing at level 4 in the ELPAC, rising from 12.20% to 13.42%. Long-term English learners increased from 14.68% achieving a level 4 to 16.03% (+1.35%). In 2024-25 our level 4 students had a reclassification rate of 70.7%, a 4.4% decrease compared to 2023-24 (75.10%). In addition, 38% of our level 3 students progressed to a level 4 in 2024-25 compared to 29% in 2023-24.

As a district, we continue to implement five-unit assessments—created and updated by teachers—each focused on five essential standards. After every unit assessment, teachers participate in data reflection sessions to identify unmet standards, target specific students, and develop instructional strategies to address student needs and improve outcomes. These efforts are implemented in English language arts, mathematics, science, and social science at the secondary level, and in English language arts and mathematics at the elementary level. In addition, principals engaged in META meetings with an assigned Orenda coach to review schoolwide data and determine how best to support their staff. At the district level, we continue to hold MEGA meetings with the Educational Services team, facilitated by an Orenda coach, to review data from all schools and determine the professional learning or additional supports needed to assist school sites in this work.

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

According to the 2025 California Dashboard, our base data for the College and Career Indicator (CCI) shows the following: the “ALL-student”group has a rate of 31%, while English learners are at 14.8% (a 16.2% gap), socioeconomically disadvantaged students are at 28.1% (a 2.9% gap), students with disabilities are at 6.3% (a 24.7% gap), and the homeless student group is at 17.7% (a 13.3% gap). At the district level, the students with disabilities group performed at the "red" level on CCI. At Calexico High School, this group also performed at

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the "red" level. Aurora High School had the following student groups in the "red" level: ALL, English learners, Hispanic, long-term English learners, and socioeconomically disadvantaged students.

Every student group—except the English learner and homeless group demonstrated a decline in the CCI in 2025. The English learner group increased by 1.5 % (from 13.3% to 14.8%) and the homeless group by 0.7 % (from 17.0% to 17.7%). The ALL-student group decreased by 1.6% (from 32.7% to 31%), socioeconomically disadvantaged students by 3.0% (from 31.1% to 28.1%), students with disabilities by 1.2% (from 7.5% to 6.3%), and the Hispanic group by 1.1% (from 32.2% to 31.1%). The percentage of students meeting the CCI via A-G requirements decreased from 25.6% to 22.5%. Students meeting the CCI through CTE and A-G decreased from 14.9% to 11.8%. Furthermore, the percentage of students meeting the CCI via Leadership Military Science increased from 32.3% to 34.32%—a 2.02 percentage point increase and the percentage of students meeting the CCI via the AP Exams increased from 15.1% to 29.0%—a 13.9 percentage point increase .

Based on the 2025 California School Dashboard, all student groups experienced a slight decrease in graduation rates, with the exception of the homeless student group which increased from 85.7% to 91.3% (+5.6%). The ALL-student group had a 1.2 percentage point decrease, declining from 93.5% to 92.3%. The graduation rate for English learners decreased from 90.8% to 89.3% (-1.5%), the graduation rate for long-term English learners decreased from 91.6% to 89.3% (-2.3%), socioeconomically disadvantaged students decreased from 93.8% to 92.4% (-1.4%), students with disabilities decreased from 91.2% to 80.2% (-11%), and Hispanic students decreased from 93.4% to 92.4% (+1.0%). Neither Calexico High School nor Aurora High School had any student groups in the “red” performance level for graduation. Dropout rates for all student groups declined slightly in 2025 with the exception of students with disabilities which had an increase from 3.1% to 3.8%, according to DataQuest. The ALL-student group dropout rate decreased from 5.6% to 5.4%, English learners dropped from 7.9% to 6.8%, socioeconomically disadvantaged students from 5.3% to 4.9%, homeless students from 13.2% to 5.1%, and Hispanic students from 5.7% to 5.3%.

As part of efforts to increase graduation rates and improve performance on the College and Career Indicator (CCI), the district has been actively promoting participation in Advanced Placement (AP) classes, Career Technical Education (CTE) pathways, Dual Enrollment, and the Seal of Biliteracy. In 2025, there was a 0.26 percentage point decrease in the percentage of 11th-grade students enrolled in AP classes (from 19.3% to 19.04%) and a 5.08 percentage point decrease among 12th-grade students, declining from 26.73% to 21.65%. According to our 2025 AP Score Report, 71.95% of students passed AP exams with a score of 3 or higher, a 0.02-percentage point increase from 2024 (71.93%). All student groups showed an increase in meeting the CCI via AP exams. The “ALL-student” group increased from 15.1% to 29.0% (+13.9%), English learners increased from 2.1% to 6.6% (+4.5%), socioeconomically disadvantaged students increased from 12.5% to 22.0% (+9.5%), students with disabilities increased from 0% to 0.7% (+0.7%), homeless increased from 0.9% 1.7% (+0.8%), and the Hispanic group increased from 14.6% to 29.0% (+14.4%).

The percentage of 11th-grade students enrolled in a CTE pathway decreased from 61.73% to 59.59% (-2.4%) and 12th-grade enrollment increased from 42.05% to 53.79% (+11.74%). Based on our CALPADS and Synergy reports, a greater percentage of students were enrolled in CTE capstone courses compared to 2024, ensuring greater opportunities to meet the CCI through pathway completion. The ALL student group increased from 90.3% to 99.26% and the socioeconomically disadvantaged students from 74.6% to 83.08%. Decreases were seen in students meeting the CCI via the CTE pathway and SBAC or dual enrollment, with the ALL student group decreasing from 44.4% to 33%, English learners from 8.5% to 87.9%, socioeconomically disadvantaged students from 37.9% to 23.6%, and Hispanic group from 43.2% to 33%. The students with disabilities and homeless student groups remained the same at 0.4%.

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Students meeting the CCI through a combination of CTE pathway and A-G requirements decreased, from 14.9% to 11.8%. Dual enrollment participation showed a slight improvement in 11th grade. Among 11th-grade students, enrollment increased from 12.77% to 12.84% (+0.07%), and among 12th graders there was a slight decrease, from 8.56% to 7.17% (-1.39%). The total number of students enrolled in dual enrollment courses increased from 264 students in 2023-24 to 346 students in 2024-25 students according to the Synergy Report. The English learner enrollment increased from 7.95% to 21.39%, and the students with disabilities increased from 1.52% to 6.65%.
In 2025, Seal of Biliteracy attainment increased slightly for all student groups except the homeless student group, who remained at 11.1%. The ALL-student group increased from 14.1% to 15.6%, English learners group increased from 5.2% to 6.9%, socioeconomically disadvantaged students increased from 14.0% to 14.6%, students with disabilities increased from 0% to 3.1%, and Hispanic students from 14.1% to 15.7%.

We continue to offer students the opportunity to complete A-G courses through Cyber High and Subject.com credit recovery programs offered after school and during summer school (Action 3.5). During semester one of the 2025-26 school year at Calexico High School, we observed a slight decrease in the number of “Fs” compared to semester one of the 2024-25 school year (from 2032 to 1992 F’s). Notably, English learners obtained sixty-two percent (62%) of those “F’s”. Calexico High School students successfully recovered 993 semester credits by the end of the first semester of the 2025-26 school year. Additionally, 9th-grade students this year were able to recover first-semester credits through the Expanded Learning Program beginning in the second semester. Similarly, Aurora High School students had the opportunity to recover courses during Semester 1. A total of 1,110 credits were recovered.

Based on the 2025 California Dashboard, chronic absenteeism decreased for all student groups with the exception of the foster youth student group, which increased from 15.4% to 33.3%. The ALL-student group decreased by 1.4 percentage points (from 41.1% to 39.7%), English learners decreased by 0.8 percentage points (from 46% to 45.2%), long-term English learners decreased by 1.3 percentage points (from 40.1% to 38.8%), socioeconomically disadvantaged students decreased by 1.8 percentage points (from 42.5% to 40.7%), students with disabilities decreased by 1.8 percentage points (from 48.8% to 48.6%), homeless students decreased by 3 percentage points (from 53.8% to 50.8%), and the Hispanic student group decreased by 1.4 percentage points (from 41.2% to 39.8%). At the district level, the following student groups were in the “red” performance level in chronic absenteeism: foster youth and students with disabilities.

At the elementary level, Blanche Charles Elementary had the following groups in “red”: ALL, English learners, socioeconomically disadvantaged, students with disabilities, and Hispanic. Cesar Chavez Elementary had the following groups in “red”: ALL, English learners, and socioeconomically disadvantaged, students with disabilities, and Hispanic. Rockwood Elementary had the following groups in “red”: ALL, English learners, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic. Enrique Camarena Jr. High School had the following groups in “red”: long-term English learners, homeless, and students with disabilities. William Moreno Jr. High School had the following groups in “red”: English learners and students with disabilities. Notably, no student group was identified at the “red” level in Dool Elementary, Jefferson Elementary, Kennedy Gardens Elementary, and Mains Elementary.

Our MTSS Facilitator leads the District Attendance Campaign to reduce chronic absenteeism. According to our Synergy attendance P2 report, our average daily attendance (ADA) maintained at 93% during the 2024-25 school year. Our local A2A report indicated a slight decrease in overall attendance from 91.5% to 91.4% in 2025. We continue to monitor student attendance through our A2A program, which involves generating parent notification letters and conducting parent conferences. Based on the 2024-25 A2A report, on average, we sent out 860 parent communications per week. By June 10, 2025 we sent out 18,069 parent communication pieces compared to 17,689 in 2023-24;

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we sent 5,371 First Truancy Notification Letters, 3,938 First Excessive Excused Absence Letters, 3,663 Second Truancy Notification Letters, 1,763 Second Excessive Excused Absence Letters, 1,073 Third Truancy Notification Letter and 2,361 Conference Notifications.

By May 6, 2026, we sent our 18,669 parents communication pieces which included 5,130 First Truancy Notification Letters. The number of notification letters dropped to 3,339 (-34.9%) by the Second Truancy Notification Letter. By the Third Truancy Letter issuance, only 1,083 letters were delivered. (Action 4.2). In addition, every month site and district administrators receive monthly communique via email displaying the percentage of conferences that have been addressed, conferences pending to be scheduled, in progress and closed by the school site. As part of our Guidance Alignment efforts at the secondary level, school counselors actively collect and monitor attendance data, and our student group specialists consistently emphasize the importance of attendance during case management sessions.

Compared to the 2024 California Dashboard, our suspension rates in 2025 decreased across all student groups. The "ALL" student group saw a decrease of 1.4 percentage points (from 3.1% to 1.7%). The English learner group decreased by 2 percentage points (from 3.6% to 1.6%), and the long-term English learner group had a significant decrease of 3.7 percentage points (from 8.7% to 5%). The socioeconomically disadvantaged group decreased by 1.4 percentage points (from 3.3% to 1.9%), and students with disabilities decreased by 2.8 percentage points (from 5.2% to 2.4%). The foster youth group experienced the largest decrease, dropping 5.4 percentage points (from 5.4% to 0%). The homeless student group decreased by 4 percentage points (from 5.7% to 1.7%), and the Hispanic student group decreased by 1.8 percentage points (from 3.1% to 1.3%). Notably, no student group was identified at the “red” level in any of our schools.

Our expulsion rate continues to remain below 1%, currently at 0.1%. Our MTSS Coordinator continues to streamline the discipline referral system, develop a behavior flowchart, structure student intervention and support classes, and align outcomes with our PBIS work led by the County Office of Education (Action 4.1). In 2024-25 all Calexico schools received the California PBIS Seal of Recognition, for their ongoing work aimed at fostering a positive school climate and improving student outcomes. Dool Elementary, Blanche Charles Elementary, Cesar Chavez Elementary, Rockwood Elementary, Mains Elementary William Moreno Jr. High, Aurora High School and Calexico High School obtain the Bronze Implementation Award, Kennedy Gardens Elementary and Enrique Camarena Jr. High obtained the Silver Implementation Award. Jefferson Elementary obtained the Gold Implementation Award. To earn this recognition, all schools demonstrated consistent, data-based decision-making, sustained fidelity to PBIS principles, and positive student outcomes—including improvements in school climate and reductions in behavioral incidents.

Our MTSS Coordinator is collaborating with all school sites and encouraging them to apply for PBIS recognition. This school year we did not serve students at Community Day School due to low student enrollment (funded through Action 4.9). This year, we also discontinued our Independent Study Program due to low student enrollment. We provided students with opportunities to attend leadership workshops (Action 4.8), and funds were set aside to support foster and homeless youth participation in student activities (Action 4.12). Case management services for foster and homeless youth continue to be provided by our Foster Youth and Homeless Liaisons, Migrant Specialists, EL Specialists, and Licensed Clinical Social Workers (Action 4.11). These collective efforts have contributed to progress in increasing pupil engagement and improving school climate.

The Director of Community Schools, in collaboration with the schools’ steering committees applied and were awarded funds for all our school sites to bring support to all school communities (Actions 4.11, 5.4). Calexico Unified School District is officially designated as a Community Schools District. We strongly advocate for parental involvement in supporting student success and look forward to the opportunities this grant will provide to foster stronger family-school connections. Schools continue to promote parent participation in decision-making through School

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Site Councils, English Learner Advisory Committees, and School Safety Plan Committees (Action 5.1). Our Parent Center continues to host all parent training (Action 5.3), and we maintain an updated Parent Google Calendar to help school sites and district office programs coordinate meetings and prevent scheduling conflicts. Additionally, we offer a variety of district-led training that address academics, social-emotional learning, and strategies for strengthening home-school relationships (Action 5.3).

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

The district continues to partner with outside agencies such as CAP Council, CABE, and Sure Helpline to provide parenting sessions. The district continues to partner with outside agencies to provide high-quality parent education and engagement opportunities. During the 2024–25 school year, 8 parents participated in the CAP Council 8-week parent training, 20 parents participated in the Sure Helpline training, 15 parents completed CABE Level 4, and 11 parents completed CABE Level 2 parent training sessions. Over 2000 parents attended elementary and secondary parent workshops, and our Family Resource Center also provided additional training focused on Community Schools, fentanyl awareness, social-emotional learning at home, mental health awareness, and school safety briefings. Secondary sites continue to offer a wide range of workshops, including FAFSA, scholarships, AVID, SEL, and safety, ensuring ongoing support for families across all grade levels. This school year, we hosted our Third Annual Parent Summit, held on October 18, 2025, at William Moreno Jr. High School, where families engaged in a structured series of workshops focused on Social Emotional Learning (SEL), Safety, English Learner Development (ELD), Nutrition, Special Education (SPED), and community-based support services. The event also featured extensive community resource tables and collaboration with multiple partner agencies, reinforcing our Community Schools model of integrated supports and family engagement . We had approximately 60 parent participants in attendance. Similarly, we had over 75 participants, on average, in our three LCAP Parent and Community Forums (Action 5.1). 100% of our students have 1:1 device, and 95% of staff have updated devices (Action 2.2). 98.03% of our schools ranked good or exemplary in our FIT Tool.

Although in the 2025 CA Dashboard the District did not have any student group in “red” in ELA, we continue to have challenges at the site level. Blanche Charles Elementary had students with disabilities in the “red” level. Jefferson Elementary had the students with disabilities in the “red”. Kennedy Gardens Elementary had the following groups in the "red" level: ALL and Hispanic. Mains Elementary had the following groups in the "red" level: English learners and students with disabilities. At the junior high level, Enrique Camarena Jr. High had long-term English learners in “red” in ELA. William Moreno Jr. High did not show any groups in “red”. Calexico High School did not show any groups in “red”, while Aurora High School was not provided with performance colors due to low numbers.

At the district level, the 2025 CA Dashboard shows the students with disabilities group perform at a "red" level in mathematics. At the site level, Blanche Charles Elementary, Cesar Chavez Elementary, Jefferson Elementary, Mains Elementary, and Rockwood Elementary had students with disabilities in the “red” level. William Moreno Jr. High had students with disabilities in the “red” level. Enrique Camarena Junior

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High had English learners, long-term English learners, and socioeconomically disadvantaged students in “red”. Calexico High School did not have any student groups in “red” and Aurora High School was not provided with performance colors due to low numbers.

Under Priority 5, at the district level, the following student groups were in the “red” performance level in chronic absenteeism: foster youth and students with disabilities. At the elementary level, Blanche Charles Elementary had the following groups in “red”: ALL, English learners, socioeconomically disadvantaged, students with disabilities, and Hispanic. Cesar Chavez Elementary had the following groups in “red”: ALL, English learners, and socioeconomically disadvantaged, students with disabilities, and Hispanic. Rockwood Elementary had the following groups in “red”: ALL, English learners, homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic. Enrique Camarena Jr. High School had the following groups in “red”: long-term English learners, homeless, and students with disabilities. William Moreno Jr. High School had the following groups in “red”: English learners and students with disabilities. Notably, no student group was identified at the “red” level in Dool Elementary, Jefferson Elementary, Kennedy Gardens Elementary, and Mains Elementary.

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

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

2024-25 Reflection Review

Reflecting on our local data and California Dashboard annual performance, we have identified successes and challenges that have guided the development of our plan. During the 2025-26 school year, we maintained our focus on curriculum alignment for teachers, aiming to establish a common vision and adopt shared practices for Professional Learning Community (PLC) work. We continue to identify weighted Common Core and grade-level standards for English Language Arts (ELA) and Mathematics at both the elementary and secondary levels. During the 2024-25 school year we initiated the process with Science and Social Science teachers. Teachers updated their Target Standards Matrix for ELA and Mathematics, comprising five units with five focus standards for each unit per grade level/subject area, delineating learning targets and success criteria. Additionally, teachers revised their five common unit assessments for ELA and Mathematics to align with SBAC technical specifications for each grade level/subject area. Following the administration of each unit test, administrators, with the support of consultants, facilitated data reflection sessions with teachers. There was evidence that this targeted effort yielded improved student outcomes in some schools more than others. Additional teacher training was provided this school year to address both constructed writing responses and brief writes in order to address student writing skills.

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

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levels that saw the greatest gains were fourth grade, which increased by 4.57% (from 18.13% to 22.70%), and eighth grade, which increased by 1.17% (from 27.45% to 28.62%).

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

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

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

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

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

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

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

In the 2024 CAST, while 12.87% of our ALL-student group met/exceeded standards on the CAST Science Test, only 1.85% of our English learners did (a 10.95% gap), 11.25% of our socioeconomically disadvantaged students did (a 1.62% gap) and 5.03% of our students with disabilities did (a 7.84% gap). All of our student groups included in our metrics saw an increase in meeting or exceeding the science standards compared to the 2023 school year. The ALL group experienced an increase of 1.85% (from 11.09% to 12.87%), the English learners group increased by 0.47% (from 1.38% to 1.85%), the long-term English learners group increased by 0.38% (from 0.65% to 1.03%),the socioeconomically disadvantaged group increased by 1.55% (from 9.7% to 11.25%), the students with disabilities increased by

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3.19% (from 1.84% to 5.03%), the homeless group increased by 2.72 % (from 7.19% to 9.91%), and our Hispanic group increased by 1.86% (from 10.96% to 12.82%). When disaggregating the science data by grade level, we noticed that fifth grade had a decrease of 0.2%, while both eighth and eleventh grades had slight increases, 5.3% and 0.62%, respectively. At a site level, Blanche Charles Elementary had a 6.73% growth, Cesar Chavez Elementary had a 0.79% decrease, Dool Elementary had a 4.34% increase, Jefferson Elementary had a 7.79% decline, Kennedy Gardens Elementary had a 4.86% decrease, Mains Elementary had a 5.63% decrease and Rockwood Elementary had a 1.39% decline. At the secondary level, Enrique Camarena Junior High (+8.64%) William Moreno Jr. High (+1.27%), and Calexico High School (0.09%) had increases, while Aurora High School had a 4.26% in eleventh grade and 1.77% in 2023-24, there was no data for eleventh grade there was a decrease in twelfth grade of 1.77%.

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

As a district, we continue to implement five-unit assessments—created by teachers—each focused on five essential standards. After every unit assessment, teachers participate in data reflection sessions to identify unmet standards, target specific students, and develop instructional strategies to address student needs and improve outcomes. These efforts are implemented in English language arts, mathematics, science, and social science at the secondary level, and in English language arts and mathematics at the elementary level. In addition, principals engage in META meetings with an assigned Orenda coach to review schoolwide data and determine how best to support their staff. At the district level, we hold MEGA meetings with the Educational Services team, facilitated by an Orenda coach, to review data from all schools and determine the professional learning or additional supports needed to assist school sites in this work.

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

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

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performed at the "red" level. Aurora High School had the following student groups in the "red" level: ALL, English learners, Hispanic, long-term English learners, and socioeconomically disadvantaged students.

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

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

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

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

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

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

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

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

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

Our MTSS Coordinator continues to lead the District Attendance Campaign to reduce chronic absenteeism. According to our Synergy attendance P2 report, our average daily attendance (ADA) increased from 92.58% to 93% during the 2023–24 school year. Similarly, our local A2A report indicated an increase in overall attendance from 90.9% to 91.5% in 2024. We continue to monitor student attendance

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through our A2A program, which involves generating parent notification letters and conducting parent conferences. Based on the 2023-24 A2A report, on average, we sent out 655 parent communications per week. By June 12, 2024 we sent out 17,689 parent communication pieces; we sent 5,495 First Truancy Notification Letters, 4,083 Excused Absence 1 Letters, 3,677 Second Truancy Notification Letters, 1,809 Excessive Excused Absence II Letters, 1,150 Third Truancy Notification Letter and 1,475 Conference Notifications.

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

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

Our expulsion rate continues to remain below 1%, currently at 0.1%. Our MTSS Coordinator continues to streamline the discipline referral system, develop a behavior flowchart, structure student intervention and support classes, and align outcomes with our PBIS work led by the County Office of Education (Action 4.1). Jefferson Elementary School received California PBIS’s Silver Implementation Award for the 2023–2024 school year. This award is granted to schools that have fully implemented the core elements of PBIS at Tier 1 and have also demonstrated success in establishing Tier 2 support for students requiring additional interventions. To earn this recognition, Jefferson Elementary demonstrated consistent, data-based decision-making, sustained fidelity to PBIS principles, and positive student outcomes—including improvements in school climate and reductions in behavioral incidents.

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

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

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

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

The district continues to partner with outside agencies such as CAP Council, CABE, and Sure Helpline to provide parenting sessions. During the 2023-24 school year, 20 parents participated in the 8-week CAP Council Provide parent training, 16 parents participated in the 12-week Sure Help training, and 16 parents completed the 12-week CABE training. Over 1500 parents attended elementary parent workshops, and our Family Resource Center had additional parent training in the area of community schools, fentanyl awareness, social-emotional learning at home, mental health awareness, and school safety briefing. Secondary sites continue to offer multiple workshops on multiple subjects such as FAFSA, Scholarships, AVID, SEL, Safety, etc. This school year we hosted our Second Annual Parent Summit, which included six structured workshops (SEL, Safety, CTE/CCI, ELD/Tech, Nutrition and SPED Services). We had over 100 participants. Similarly, we had over 75 participants, on average, in our three LCAP Parent and Community Forums (Action 5.1). 100% of our students have 1:1 device, and 95% of staff have updated devices (Action 2.2). 98.03% of our schools ranked good or exemplary in our FIT Tool.

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

At the district level, the 2024 CA Dashboard shows the ALL group, long-term English learners, homeless, and socioeconomically disadvantaged student groups performed at a "red" level in mathematics. At the site level, Blanche Charles Elementary has homeless and

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

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

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

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

2023-24 Reflection Review

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

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Based on the 2023 California Dashboard, we experienced a 1.4% increase in the English Learner Progress Indicator (ELPI), rising from 42.1% to 43.5%. However, both Kennedy Gardens Elementary and Calexico High School had English learners at the "red" level under the ELPI. In 2023, our English learner reclassification rate increased by 3.9%, climbing from 7.5% to 11.4%. This means that 43.5% of our English learners are making progress towards language proficiency. Additionally, there was a 2.21% increase in the number of students performing at level 4 in the ELPAC, rising from 8.57% to 10.78%. Moreover, there was a notable 6.87% increase in students achieving level 4 in the Fall 2023 TELL diagnostic assessment for English learners compared to the Winter 2023 scores, marking an increase from 9.63% to 16.5%. Similarly, the percentage of level 5 scores in the TELL diagnostic tests also increased by 1.58%, rising from 1.31% to 2.89%. According to the 2023 California Dashboard, our base data for the College and Career Indicator shows that the ALL-student group has a rate of 29%, while it's 8.5% for English learners (a 20.5% gap), 27% for socioeconomically disadvantaged students (a 2% gap), 7% for students with disabilities (a 22% gap), and 20.6% for the homeless group (an 8.4% gap). At the district level, the English learners and students with disabilities student groups performed at a "red" level. At Calexico High School, the students with disabilities student group were also at a "red" level. Aurora High School had the following groups in the "red" level: ALL, English learners, homeless, socioeconomically disadvantaged, and Hispanic.

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

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

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

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

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

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

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

Local Control Funding Formula (LCFF) Equity Multiplier.

According to California Education Code 42238.024 for the 2024-25 school year, The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. Pinnacle Hall Community School and Aurora High School qualified for this funding. In 2023-24, Aurora High School had a non-stability rate of 54.8% and in 2024-25 the stability rate increased to 70.9%. In 2023-24 Pinnacle Hall Community School had a non-stability rate of 85%, in 2024-25 the stability rate increased to 90.9%. Based on the 2025 California Dashboard, Aurora High School's student enrollment consisted of 84.4% socioeconomically disadvantaged students, 70.8% English learners, and 2.1% Foster Youth students. Aurora High School had been in CSI assistance status for low graduation rates since 2018 and exited in 2023-24 when the graduation rate increased to 88.3%. In 2024-25 the graduation rate was 87.4%. Additionally, based on the California Dashboard there was an increase in ELA (36.4 points) and mathematics

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(39.4 points) performance, and a 3.1 decrease in suspension rates. Based on 2025 Data Quest, Aurora High School had a 59.9% chronic absenteeism rate compared to the district's rate of 36.3%. To address and increase stability rates in both schools, we developed Goal 7. This goal aims to utilize LCFF Equity Multiplier funding to implement targeted interventions and resources tailored to address the specific needs of alternative schools, Aurora High School and Pinnacle Hall Community School, ensuring equitable access to high-quality education and fostering academic success for all students. Due to low student enrollment, Pinnacle Hall was beginning the 2024-25 school year, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for Pinnacle Hall Community School will no longer be utilized.

Learning Recovery and Emergency Block Grant (LREBG)
Calexico Unified has unexpended LREBG funds for the 2026-7 school year.
LREBG funded actions may be found in Goal 8 actions. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

The district was identified for Differentiated Assistance in 2024 (Year 2) due to performance indicators across multiple California State Priorities and student groups. Under Priority 4, the district qualified based on performance in English Language Arts (ELA), Mathematics, and the English Learner Progress Indicator (ELPI) for the following student groups: English learners, Hispanic students, homeless youth, socioeconomically disadvantaged students, and students with disabilities. Under Priority 5, the district qualified based on Chronic Absenteeism and Graduation Rate indicators for the same student groups: English learners, Hispanic students, homeless youth, socioeconomically disadvantaged students, and students with disabilities. Additionally, under Priority 8, the district qualified based on the College/Career Indicator (CCI) for students with disabilities.
In 2025 (Year 1), the district continued to qualify for Differentiated Assistance based on the performance of the students with disabilities subgroup. Under Priority 4, the district qualified in ELA and Mathematics, and under Priority 5, the district qualified in Chronic Absenteeism and Graduation Rate indicators.

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

Similar to last year, this year the ICOE Differentiated Assistance team explained the two simultaneous cycles the district is working through and provided an overview of their Differentiated Assistance support, including a comprehensive needs assessment, district-wide systems analysis, root-cause analysis, and the synthesis of findings into continuous improvement strategies with ongoing monitoring of data for identified student groups. Areas of continued growth for the district include aligning data systems, increasing data literacy, reducing chronic

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absenteeism, and improving student academic achievement. A key root cause identified was limited data literacy among leadership, which impacts the effective use of data for strategic planning, intervention, and continuous improvement. In response, the district prioritized building data capacity across all leadership levels. Site administrator empathy interviews focused on data literacy were conducted and followed by Leadership Advance Data Literacy sessions for both site and district administrators. Monthly principal meetings included more than informational items and aligned directly with our Differentiated Assistance focus by incorporating presentations on data literacy and practical training on how to access, analyze, and use district data. In addition, data dives were conducted for English learners, long-term English learners, and students with disabilities using data from the California Dashboard, including indicators in ELA, mathematics, the English Learner Progress Indicator, Chronic Absenteeism, the College and Career Indicator, and the ELPAC.

With the support of the ICOE team, the district developed and remains committed to the following AIM statement: CUSD will enhance the data literacy skills of all educational partners within the district, empowering them to confidently interpret, analyze, and utilize educational data to inform decision-making and drive continuous improvement efforts. Additional efforts to bring this AIM statement to life include developing a clear structure for data literacy, exploring platforms that integrate with the existing SIS, providing data-informed professional learning, and facilitating data utilization through coaching and data visualization. Another key priority identified was the need to develop a strong local data management system and establish an active data governance team to ensure clean and accurate data within the district's SIS and CALPADS systems. This work will be supported by Action 1.1 Curriculum Implementation and Planning, Action 1.4: Language Acquisition and English Language Support; Action 1.5: Long-Term English Learner Language Acquisition Supports; and Action 2.3: Data Management System (School City).

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers and other certificated staff were invited to participate in the LCAP development process through three Parent and Community Forums held on February 10, 17, and 24, 2026. Additionally, teacher representatives took part in the Certificated Bargaining (ACT) Consultation meeting on February 20, 2026, and the LCAP Core Committee consultation meetings held on March 20, 2026. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals and actions. Further feedback was collected through our Community Schools Needs Assessment survey conducted this school year for the Community Schools Implementation Grant applications.
Principals	Principals were instructed to participate in the LCAP development process through three Parent and Community forums held on February 10, 17, and 24, 2026. Additionally, they took part in an Administrator Consultation meeting held on February 25, 2026. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals and actions. Further feedback was collected through our Community Schools Needs Assessment survey conducted this school year for the Community Schools Implementation Grant applications.
Administrators	All administrators were instructed to participate in the LCAP development process through three Parent and Community forums held on February 10, 17, and 24, 2026. Additionally, they took part in

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Educational Partner(s)	Process for Engagement
	an Administrator Consultation meeting held on February 25, 2026 and through various district educational services meetings. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals and actions.
Other School Personnel	Other staff were encouraged to participate in the LCAP development process through three Parent and Community Forums held on February 10, 17, and 24, 2026. Additionally, they were invited to take part in their respective bargaining unit consultation meetings; Certificated Bargaining (ACT) Consultation meetings were held on February 20, 2026, and Classified Bargaining (CSEA) Consultation meetings were held on March 11, 2026. Furthermore, selected personnel were appointed by their bargaining units to participate in the LCAP Core Committee consultation meeting held on March 20, 2026. During these meetings, information on the Learning Recovery Emergency Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals and actions.
Local Bargaining Units	Local bargaining unit members were encouraged to participate during their bargaining unit consultation meetings. Bargaining unit members selected representatives from various departments or grade levels to attend. Certificated Bargaining (ACT) Consultation meetings were held on February 10, 17, and 24, 2026, and Classified Bargaining (CSEA) Consultation meetings were held on March 11, 2026. Additionally, other personnel were chosen by their bargaining units to take part in the LCAP Core Committee consultation meetings held on March 20, 2026. During these meetings, information on the Learning Recovery Block Emergency Grant was presented, and feedback was collected alongside feedback for other LCAP goals and actions.
Students	Student participation in the LCAP development process involved conducting an LCAP Student Feedback survey directed towards sixth through twelfth-grade students. The survey was anonymous, and principals were tasked with ensuring representation from all student groups. Administered between March 3 and 10, 2026, the survey collected a little under 270 responses. Additionally, student representatives from Calexico High School and Aurora High School took part in the LCAP Core Committee consultation meeting held on March 20, 2026. Further feedback was collected through our

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Educational Partner(s)	Process for Engagement
	Community Schools Needs Assessment survey conducted this school year for the Community Schools Implementation Grant applications.
District Parent Advisory, DELAC, Migrant PAC and Parent & Community	The District Parent Advisory Committee, DELAC, Migrant PAC, and parents and community members were invited to participate in the LCAP development process through three Parent and Community Forums held on February 10, 17, and 24, 2026. Representatives from these groups were also invited to participate in the LCAP Core Committee consultation meeting on March 20, 2026. In addition, members of the District Parent Advisory Committee, DELAC, and Migrant PAC were invited to a consultation meeting on March 5, 2026, as well as an LCAP draft presentation meeting on May 7, 2026, to provide additional feedback on the 2026–27 LCAP.
LCAP Core Committee	The LCAP Core Committee is composed of certificated and classified bargaining unit members, administrators, parents, students, and other staff. The LCAP Core Committee consultation meeting was held on March 20, 2026. During these meetings, information on the Learning Recovery Block Grant was presented, and feedback was collected alongside feedback for other LCAP goals and actions.
Equity Multiplier	In April 2024, Equity Multiplier consultation meetings were held with staff, students, and parents from Aurora High School and Pinnacle Hall Community School, as well as other district staff. Actions developed under the Equity Multiplier goal included the hiring of a counselor, a child welfare and attendance specialist, and an instructional aide. All positions were filled; however, due to reduced funding for the 2025–26 school year, In March of 2025 educational partners recommended to continue funding the counselor and the child welfare and attendance specialist positions.
SELPA and Foster Youth Consultation	The district participated in the UPK LCAP Consultation held on April 1, 2026, SELPA LCAP Consultation meeting held on March 3, 2026, and the Foster Youth Consultation meeting held on April 28, 2026.

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

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

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participating. Additionally, eleven teachers participate in our LCAP Core Committee and several staff members participate in our Parent and Community Forums.

Parents provide feedback through various channels, including Parent and Community Forums, District English Learner Advisory Committee (DELAC)/Migrant Parent Advisory Committee (MPAC)/District Parent Advisory Committee meetings, LCAP Core Committee, and site administrator feedback collected from School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. During these meetings, information on the Learning Recovery Emergency Block Grant (LREBG) was presented, and feedback was collected alongside feedback for other LCAP goals and actions. Additional feedback is collected through our Community Schools Needs Assessment survey for the Community Schools Implementation Grant applications. A draft of the 2026-27 LCAP is presented to our DELAC, Migrant PAC, and District Parent Advisory Committee. Similar to last year, student data was collected through surveys, LCAP Core Committee participation, and site administrator feedback from students.

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

Additionally, educational partners were reminded of California Education Code Section 42238.024, which outlines the provision of additional funding through the LCFF Equity Multiplier for schools with high non-stability rates and high percentages of socioeconomically disadvantaged students. It was explained that this funding is designated for evidence-based services and supports for students at Pinnacle Hall Community School and Aurora High School, both of which qualified for this funding. Aurora High School had a non-stability rate of 70.9%, while Pinnacle Hall Community School had a non-stability rate of 90.9%.

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

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

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Key educational partner feedback —including parents, teachers, classified staff, administrators, and students—for LCAP Goal 1 consistently emphasized the need to improve student academic achievement through stronger instruction, targeted interventions, and increased support systems (Actions 1.1, 1.2, 1.4, 1.5, 1.6). Parents, teachers, administrators, classified staff, and students all highlighted the importance of expanded tutoring, small group instruction, and additional academic support in reading, mathematics, science, and English language development (Actions 1.2, 4.3). Stakeholders recommended adopting stronger curriculum resources, especially in math and literacy, while increasing hands-on, engaging, and project-based learning opportunities (Action 1.1). There was also broad support for reducing class sizes and providing more one-on-one assistance through instructional aides, tutors, and individualized teacher support (Actions 1.2,1.3). Educational partners stressed the need for ongoing professional development for teachers in effective instructional strategies, English learner supports, special education, and data-informed practices (Actions 1.1, 1.2, 1.4, 1.5, 1.7, 1.8). Families and staff requested stronger communication, more accessible parent workshops, and consistent opportunities for parent involvement to better support learning at home (Actions 5.3, 5.5). Students emphasized the need for passionate teachers who explain clearly, improved technology and internet access, reduced stress from excessive testing and homework, and more personalized attention (Action 2.1). Overall, recommendations centered on creating equitable, engaging, and well-supported learning environments that accelerate achievement for all students. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 1 and improving student outcomes.

Key educational partner feedback for LCAP Goal 2 focused on strengthening technology access, infrastructure, and meaningful integration of digital tools to support student learning (Actions 2.1, 2.2, 2.3). Parents, teachers, students, and staff emphasized the need to replace outdated devices, provide backup equipment, improve Chromebook durability through cases or insurance, and ensure faster, more reliable Wi-Fi across all school sites (Action 2.2). Stakeholders also identified the need for quicker on-site technical support and better communication regarding available technology services and resources (Action 2.1). Educational partners recommended expanding access to high-quality instructional software, educational apps, and subject-specific digital tools aligned to curriculum standards, including electives and intervention programs. Teachers, classified staff, and administrators stressed the importance of ongoing professional development on effective technology integration, data systems, Makerspace, STEAM, Artificial Intelligence, and digital citizenship, with training delivered during the workday and tailored to staff needs (Action 2.1). Students requested more engaging uses of technology, including creative projects, online assignments, and tools that improve productivity. Families and staff also highlighted the need for stronger monitoring systems, clear expectations for appropriate device use, and increased digital safety (Action 2.3). Overall, recommendations centered on creating equitable access to reliable technology, building staff, limiting screen time, and student digital literacy, and using technology strategically to enhance engagement, innovation, and academic success. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 2 and improving student outcomes.

Key educational partner feedback for LCAP Goal 3 emphasized the need to strengthen college, career, and life readiness systems through clearer pathways, earlier preparation, and more personalized student support (Actions 3.1, 3.3). Parents, teachers, administrators, classified staff, and students consistently called for improved communication about A–G requirements, graduation expectations, college planning, financial aid (FAFSA), and career options, delivered early and in multiple languages through consistent, accessible channels (Actions 3.1, 3.2). Stakeholders recommended expanding counseling and advising systems, including structured advisory periods, increased counselor outreach, and individualized academic and career planning from elementary through high school (Actions 3.1, 3.2). There was strong support for expanding CTE pathways, dual enrollment, AP and elective course offerings, and ensuring equitable access for all students, including those with special needs (Action 3.4). Educational partners also emphasized the importance of increased career exposure through internships, college visits, guest speakers, field trips, and industry-aligned experiences to better connect learning to real-world opportunities (Action 3.4). Staff and administrators highlighted the need for early intervention systems, credit recovery, and ongoing academic monitoring

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to keep students on track for graduation (Actions 3.1 and 3.5). Families and students further requested stronger engagement opportunities, clearer guidance on postsecondary options, and greater support in developing independence, decision-making skills, and career awareness. Overall, recommendations centered on building a coherent, equitable K–12 system that prepares all students for college, career, and postsecondary success through guidance, access, and meaningful real-world learning experiences. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 3 and improving student outcomes.

Key educational partner feedback for LCAP Goal 4 focused on improving student attendance, school climate, safety, and engagement through stronger systems of support and more meaningful school experiences. Parents, teachers, administrators, classified staff, and students consistently emphasized the need for improved attendance monitoring systems, early identification of chronic absenteeism, and timely interventions such as home visits, parent meetings, SARB support, and structured follow-up processes (Actions 4.1, 4.2). Stakeholders recommended increased parent education and communication about the importance of daily attendance, along with clearer expectations, consistent enforcement, and supportive accountability systems (Actions 5.4, 5.5). Across all groups, there was strong emphasis on increasing student engagement through a more positive and connected school environment. Recommendations included expanding extracurricular activities such as clubs, sports, field trips, assemblies, and school-wide events, as well as incorporating incentives and rewards to motivate attendance and positive behavior (Actions 4.2, 4.3, 4.4, 4.5, 4.6). Educational partners also highlighted the importance of strengthening school climate through PBIS, social-emotional learning, counseling services, and increased mental health supports to ensure students feel safe, supported, and connected at school (Actions 4.1, 3.1). Families, staff, and students further called for improved communication and family engagement through multiple channels, flexible meeting options, workshops, and community outreach (Actions 5.4, 5.5). Safety was also a key concern, with recommendations to enhance campus security, improve monitoring systems, and strengthen entry procedures (Actions 6.1, 6.2). Additionally, students and families requested better school facilities, improved amenities, and more engaging, enjoyable school experiences. Overall, recommendations centered on building a safe, welcoming, and engaging school environment supported by strong attendance systems, proactive interventions, meaningful student activities, and consistent family partnerships to improve student belonging and daily attendance. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 4 and improving student outcomes.

Key educational partner feedback for LCAP Goal 5 emphasized strengthening family engagement systems to improve communication, academic support, and meaningful parent participation in student learning. Parents, teachers, administrators, classified staff, and students consistently recommended expanding workshops and training opportunities for families on topics such as academic platforms, technology use, English language support, motivation, emotional well-being, and how to support student learning at home (Actions 5.1, 5.4, 5.5). Stakeholders strongly emphasized the need for flexible scheduling of family engagement opportunities, including morning, afternoon, evening, weekend, and virtual options to ensure greater access for working families. Across all groups, there was a clear call to improve communication systems by using multiple platforms such as apps, email, social media, text messaging, and parent portals, with consistent, timely, and accessible information in multiple languages (Action 5.5). Educational partners also recommended strengthening relationship-building efforts through personalized outreach, positive communication, home visits, and intentional efforts to connect with hard-to-reach families. Families, staff, and students highlighted the importance of increasing academic transparency and support systems, including regular grade updates, tutoring information, credit recovery access, and tools that help parents monitor student progress. Stakeholders also recommended improving attendance awareness and expectations through parent education and consistent messaging. To increase engagement, partners suggested offering more interactive and welcoming events such as STEM nights, Cafecitos, family picnics, and school showcases, along with incentives for participation and volunteerism (Actions 5.2, 5.3. 5.4). Students and staff also emphasized the need for parent education on English language learning, digital tools, and college/career readiness to better support student success. Overall,

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recommendations focused on building stronger, more accessible, and well-supported family engagement systems that improve communication, increase participation, and empower families to actively support student academic, social-emotional, and long-term success. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 5 and improving student outcomes.

Key educational partner feedback for LCAP Goal 6 focused on improving school safety, facilities, supervision, and overall campus conditions to ensure students and staff feel safe, supported, and ready to learn (Actions 6.1, 6.2, 6.3). Parents, teachers, administrators, classified staff, and students consistently emphasized the need to increase campus supervision throughout the entire school day, including arrival, dismissal, lunch, recess, and after school, with more trained security staff, proctors, and crosswalk guards (Action 6.2). Stakeholders also strongly recommended improving surveillance systems, strengthening visitor management procedures, and enhancing traffic safety around school sites (Action 6.1). Across all groups, there was a clear call to improve campus facilities and maintenance, including addressing broken or dirty restrooms, outdated classrooms, unsafe playground equipment, landscaping issues, and overall cleanliness (Action 6.3). Educational partners also stressed the importance of timely repairs, clearer maintenance timelines, and improved communication about facility updates and safety concerns. Families, staff, and students highlighted the need for stronger communication systems related to safety, including emergency procedures, reunification plans, safety alerts, and information shared in multiple languages and through multiple platforms (Action 6.1). Staff and administrators also recommended ongoing safety training for employees, improved emergency preparedness, and expanded mental health and student wellness supports to address emotional and behavioral needs (Action 4.1). Additional recommendations included strengthening discipline and safety protocols, ensuring consistent rule enforcement, addressing substance use and bullying, and improving restroom supervision and accessibility (Action 4.1). Students specifically emphasized the need for cleaner and safer facilities. Overall, recommendations centered on creating a safer, cleaner, and more secure school environment through increased supervision, improved facilities and maintenance systems, stronger communication and emergency preparedness, and expanded student wellness and safety support. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 6 and improving student outcomes.

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

Key educational partner feedback for LCAP Goal 8 (Learning Recovery Emergency Block Grant), centered on strengthening student academic support systems, mental health services, staffing, and program effectiveness to ensure all students are supported in meeting academic and graduation goals (Actions 8.1, 8.2, 8.4). Parents, teachers, administrators, classified staff, and students consistently identified mental health as a top priority, calling for increased access to counseling, emotional support services, and trained staff who can respond to student needs in a timely and effective manner (Actions 8.1, 3.1). Across all groups, there was strong agreement on the importance of sustaining and expanding instructional support personnel, including instructional aides, intervention teachers, instructional coaches, and mental health specialists, particularly to support special education, English learners, and struggling students (Actions 1.3, 1.4, 1.5, 8.1, 8.2). Stakeholders emphasized the need for ongoing training for staff in student support strategies, mental health awareness, instructional practices, and intervention methods. Educational partners also highlighted the need to improve and structure credit recovery systems to ensure students are genuinely mastering content while staying on track for graduation and A–G requirements (Actions 3.1, 3.2, 8.3). There

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was a shared recommendation to monitor student progress more closely, identify at-risk students early (including freshmen and chronically absent students), and implement timely interventions supported by strong data systems. Families, staff, and students also stressed the importance of expanding tutoring, intervention programs, and academic recovery opportunities, while ensuring long-term, stable funding beyond one-time resources (Actions 1.2, 4.3 , 8.3). Administrators and staff further recommended stronger accountability and evaluation systems to ensure programs are effective, equitably implemented, and aligned to student needs. Overall, recommendations focused on building a coordinated system of academic, behavioral, and emotional supports that includes well-trained staff, effective credit recovery, early intervention, sustained funding, and data-driven decision-making to improve student success and graduation outcomes. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 8 and improving student outcomes.

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Calexico Unified School District's educational partners have consistently prioritized the importance of providing equitable access to a well-rounded, standards-aligned curriculum for all students in order to increase student achievement. The district's system is designed to raise the academic achievement of all students. Upon a thorough examination of our 2025 Dashboard data and local i-Ready data, the following needs were evident in our unduplicated pupil population 87.64% of our entire student population): Academic achievement gaps exist for all of our student groups, especially our English learners and students with disabilities. These literacy/language gaps are also mirrored in our formative assessments (I-Ready), which are delineated below. In mathematics, we saw similar trends. Academic achievement gaps also exist for all of our student groups, especially our English learners and students with disabilities, in mathematics. While examining science achievement, it was also apparent that achievement gaps exist.

Our metrics show the need to improve student academic achievement for English learners, foster youth, socioeconomically disadvantaged students and students with disabilities. English learners have difficulty obtaining a level 4 in the ELPAC, which makes it difficult to reclassify. Additional services provided to our unduplicated pupils will help equip them with the knowledge and skills they need to obtain grade-level proficiency. We plan to improve academic performance through actions that support and improve student learning. We will continue to refine our system to improve the quality of first-time instruction (Tier 1) through our META work.

Our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, consistently emphasized the need to improve student academic achievement through stronger instruction, targeted interventions, and increased support systems. Parents, teachers, administrators, classified staff, and students all highlighted the importance of expanded tutoring, small group instruction, and additional academic support in reading, mathematics, science, and English language development. Stakeholders recommended adopting stronger curriculum resources, especially in math and literacy, while increasing hands-on, engaging, and project-based learning opportunities. There was also broad support for reducing class sizes and providing more one-on-one assistance through instructional aides, tutors, and individualized teacher support. Educational partners stressed the need for ongoing professional development for teachers in effective instructional strategies, English learner supports, special education, and data-informed practices. Families and staff requested

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stronger communication, more accessible parent workshops, and consistent opportunities for parent involvement to better support learning at home. Students emphasized the need for passionate teachers who explain clearly, improved technology and internet access, reduced stress from excessive testing and homework, and more personalized attention. Overall, recommendations centered on creating equitable, engaging, and well-supported learning environments that accelerate achievement for all students. The actions and metrics grouped together will help provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

- Only 29.98% of our students are meeting or exceeding in the 2025 ELA SBAC, with English learners at 9.27%, long-term English learners at 4.71%, socioeconomically disadvantaged students at 28.24%, students with disabilities scoring at 7.64%, homeless group scoring at 18.64%, and Hispanic group scoring at 30.03%.
- Only 18.91% of our students are meeting or exceeding in the 2025 Mathematics SBAC with English learners at 9.27%, long-term English learners at 3.10%, socioeconomically disadvantaged students at 18.01%, students with disabilities scoring at 4.56%, homeless group scoring at 11.86%, and Hispanic group scoring at 30.03%.
- There is a need to increase student achievement for all students as measured by the 2025 California School Dashboard. (Dashboard ELA status – "yellow" – 58.6 pts below standard level 3 and Math status – “yellow” - 94.5 points below standard level 3).
- Our 2025 CA School Dashboard status for English Learner Progress is "yellow" with 48.7% making progress towards English language proficiency.
- Only 13.42% of our English learners achieved a Level 4 (Well Developed) English Language Proficiency Level in the 2024-25 Summative ELPAC. There is a need to continue working on professional development on the ELD standards and Integrated/Designated ELD strategies to address our English learners needs.
- Only 5% of our ALL-student group are Mid or Above Overall Grade-Level Placement according to our Fall (window 1) 2025 i-Ready Reading Diagnostic Assessment. The English learner group was at 1% and socioeconomically disadvantaged students were at 5%. Preliminary Spring 2026 data shows 39% of students at or above grade level with English learner group at 26%, socioeconomically disadvantaged group at 37% and students with disabilities group at 16%.
- 43% of our students scored three or more grades below and 16% scored two grade levels below in our Fall 2025 i-Ready Reading Diagnostic Assessment.
- Only 2% of our ALL-student group are Mid or Above Overall Grade-Level Placement according to our Fall (window 1) 2025 i-Ready Mathematics Diagnostic Assessment. The English learner group was at 0% and socioeconomically disadvantaged students were at 1%. Preliminary Spring 2026 data shows 35% of students at or above grade level with English learner group at 24%, socioeconomically disadvantaged group at 35% and students with disabilities group at 16%.
- 43% of our students scored three or more grades below and 21% scored two grade levels below in our Fall 2025 i-Ready Mathematics Diagnostic Assessment.
- Only 10% of our Elementary and 18% of Secondary students are on or Above Overall Grade-Level Placement according to our Fall 2025 i- Ready Reading Diagnostic Assessment. Preliminary 2025-26 Spring results show Elementary at 29% and Secondary at 49% on or Above Grade Level.
- Only 5% of our Elementary and 11% of Secondary students are on or Above Overall Grade-Level Placement according to our Fall 2025 i- Ready Mathematics Diagnostic Assessment. Preliminary 2025-26 Spring results show Elementary at 26% and Secondary at 46% on or Above Grade Level.

- Local Indicator Priority 2 (Implementation of Academic Standards) survey data indicated the need for progress in implementing academic standards in visual and performing arts (score of 3).

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We continue unifying curriculum guides, unit assessments, and data reflection sessions in core content areas such as ELA, mathematics, science and social science at both the elementary and secondary sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard ELA Points Below Level 3	2023 CA Dashboard District 64.3 pts below standard EL 97.1 pts below standard LTEL Pending 2024 Dashboard SED 70.7 pts below standard FY 126.7 pts below standard SWD 133.8 pts below standard Homeless 93.8 pts below standard Hispanic 64.6 pts below standard	2024 Dashboard District 66.4 pts below standard EL 95.3p pts below standard LTEL 132.8 pts below standard SED 72.1 pts below standard FY 55.3 pts below standard SWD 132.1 pts below standard Homeless 91.4 pts below standard Hispanic 66.5 pts below standard	2025 Dashboard District 58.6 pts below standard EL 81.6 pts below standard LTEL 122 pts below standard SED 63.6 pts below standard FY Less than 11 students SWD 123.7 pts below standard Homeless 83.5 pts below standard Hispanic 58.6 pts below standard	District 32 pts below standard EL 48 pts below standard LTEL 48 pts below standard SED 35 pts below standard FY 65 pts below standard SWD 67 pts below standard Homeless 47 pts below standard Hispanic 32 pts below standard	District +5.7 pts EL +15.5 pts LTEL NA SED +7.1 pts FY NA SWD +10.1 pts Homeless +10.3 pts Hispanic +6 pts
1.2	CA Dashboard Math Points Below Level 3	2023 CA Dashboard District 99.4 pts below standard EL 118.6 pts below standard LTEL Pending 2024 Dashboard SED 103.7 pts below standard FY 172.3 pts below standard	2024 Dashboard District 97.9 pts below standard EL 113.9 pts below standard LTEL 175.1 pts below standard SED 101.6 pts below standard FY 92 pts below standard	2025 Dashboard District 94.5 pts below standard EL 106.8 pts below standard LTEL 171 pts below standard SED 98 pts below standard FY Less than 11 students	District 50 pts below standard EL 59 pts below standard LTEL 59 pts below standard SED 52 pts below standard FY 86 pts below standard SWD 78 pts below standard	District +4.9 pts EL +11.8 pts LTEL NA SED +5.7 pts FY NA SWD +3 pts Homeless -0.6 pts Hispanic +4.8 pts

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 156.4 pts below standard Homeless 114.5 pts below standard Hispanic 99.5 pts below standard	SWD 147 pts below standard Homeless 118.2 pts below standard Hispanic 98 pts below standard	SWD 153.4 pts below standard Homeless 114.8 pts below standard Hispanic 94.7 pts below standard	Homeless 57 pts below standard Hispanic 50 pts below standard	
1.3	SBAC ELA Percentage Standard Met/Exceeded	2023 SBAC District 28.25% EL 9.20% LTEL 7.06% SED 26.11% FY Less than 11 students SWD 5.85% Homeless 17.61% Hispanic 28.20%	2024 SBAC District 27.57% EL 7.33% LTEL 4.55% SED 25.42% FY Less than 11 students SWD 6.65% Homeless 15.06% Hispanic 27.58%	2025 SBAC District 29.98% EL 9.27% LTEL 4.71% SED 28.24% FY * (NA) SWD 7.64% Homeless 18.64% Hispanic 30.03%	District 59% EL 52% LTEL 51% SED 58% FY 58% SWD 50% Homeless 55% Hispanic 59%	District +1.73% EL +0.07% LTEL -2.35% SED +2.13% FY Less than 11 students SWD +1.79% Homeless +1.03% Hispanic +1.83%
1.4	SBAC Math Percentage Standard Met/Exceeded	2023 SBAC District 16.93% EL 7.09% LTEL 2.08% SED 15.49% FY Less than 11 students SWD 4.22% Homeless 10.48% Hispanic 16.86%	2024 SBAC District 17.23% EL 6.44% LTEL 1.64% SED 15.97% FY Less than 11 students SWD 7.44% Homeless 10.11% Hispanic 17.19%	2025 SBAC District 18.91% EL 7.95% LTEL 3.10% SED 18.01% FY * (NA) SWD 4.56% Homeless 11.86% Hispanic 18.83%	District 56% EL 51% LTEL 49% SED 54% FY 54% SWD 50% Homeless 52% Hispanic 55%	District +1.89% EL +0.86% LTEL +1.02% SED +2.52% FY Less than 11 students SWD +0.34% Homeless +1.38% Hispanic +0.33%
1.5	CAST Percentage Standard Met/Exceeded	2023 CAST District 11.09% EL 1.38% LTEL 0.65% SED 9.7% FY Less than 11 students SWD 1.84%	2024 CAST District 12.87% EL 1.85% LTEL 1.03% SED 11.25% FY Less than 11 students SWD 5.03%	2025 CAST District 11.58% EL 2.06% LTEL 2.68% SED 11.17% FY Less than 11 students SWD 5.66%	District 52% EL 49% LTEL 48% SED 52% FY 52% SWD 49% Homeless 51% Hispanic 52%	District +0.49% EL +.0.68% LTEL +2.03% SED +1.47% FY Less than 11 students SWD +3.82% Homeless -1.71% Hispanic +0.58%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 7.19% Hispanic 10.96%	Homeless 9.91% Hispanic 12.82%	Homeless 5.48% Hispanic 11.54%		
1.6	i-Ready Diagnostic Assessment Percentage or Above Grade Level	2024 Spring i-Ready Elem Reading - 28% Sec Reading - 31% Elem Math - 26% Sec Math - 26%	2025 Spring i-Ready Elem Reading - 30% Sec Reading - 35% Elem Math - 28% Sec Math - 30%	2025-26 Spring i-Ready Elem Reading - 29% Sec Reading - 49% Elem Math - 26% Sec Math - 46%	Elem Reading - 59% Sec Reading - 60% Elem Math - 58% Sec Math - 58%	Elem Reading +1% Sec Reading +18% Elem Math Maintained at 26% Sec Math +20%
1.7	RESULTS Universal Screening Percentage Proficient or Above Level	2024 RESULTS Report Kinder 8.7% 1st 31.6% 2nd 47.6%	2025 RESULTS Report Kinder 18.2% 1st 37.1% 2nd 50.1%	2026 RESULTS Report Kinder 15.1% 1st 39.6% 2nd 56.5%	Spring 2024 initial screening. Kinder 51% 1st 61% 2nd 67%	Kinder +6.4% 1st +8% 2nd +8.9%
1.8	CA Dashboard English Learner Progress Indicator Percentage	2023 CA Dashboard District 43.5% making progress towards language proficiency	2024 CA Dashboard District 46.9% making progress towards language proficiency	2025 CA Dashboard District 48.7 % making progress towards language proficiency 2025 ELPAC	District 65% making progress towards language proficiency	ELPI +5.2
1.9	ELPAC Summative Percentage Proficient Level 4	2023 ELPAC Level 4 EL 10.78% LTEL 11.32%	2024 ELPAC Level 4 EL 12.20% LTEL 14.68%	2025 ELPAC Level 4 EL 13.42% LTEL 16.03%	Level 4 EL 25% LTEL 25%	EL +2.64% LTEL +4.71%
1.10	CALPADS Report EL Reclassification Percentage	2022-23 CALPADS Report 9.8% (589/6006)	2023-24 CALPADS Report 10.8% (591/5464)	2024-25 CALPADS Report 11.6% (588/4490)	25%	Reclassification +1.8%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	1.11 Ellevation Local Report Original ELPAC Levels 3 to Level 4 Percentage Adjusted CALPADS Report	2022-23 Ellevation Report Original District Growth Level 3 to Level 4 = 61% LTEL Growth Level 3 to Level 4 = 39% Adjusted CALPADS Report Level 3 to Level 4 = 45% LTEL Growth Level 3 to Level 4 = 29%	2023-24 CALPADS Report District Growth Level 3 to Level 4 = 29% LTEL Growth Level 3 to Level 4 = 11%	2024-25 CALPADS Report District Growth Level 3 to Level 4 = 38% LTEL Growth Level 3 to Level 4 = 36%	Original District Growth Level 3 to Level 4 = 72% LTEL Growth Level 3 to Level 4 = 64% Adjusted CALPADS Report District Growth Level 3 to Level 4 = 66% LTEL Growth Level 3 to Level 4 = 54%	District Growth Level 3 to Level 4 -7% LTEL Growth Level 3 to Level 4 +7%
1.12	Synergy and TOMS Report ELPAC Level 4 Reclassification Percentage	2022-23 Synergy and TOMS Report Level 4 Reclassification rate: 78.3% (505/645)	2023-24 Synergy and TOMS Report Level 4 Reclassification rate: 75.10% (434/578)	2024-25 Synergy and TOMS Report Level 4 Reclassification rate: 70.7% (400/566)	Level 4 Reclassification rate: 95%	Level 4 Reclassification rate: -7.6%
1.13	CA Dashboard Local Indicator Implementation of State Standards - Priority 2 Reflection Tool/Summary Scores 2 and below	2024 Priority 2 Reflection Tool Focus on improving based on lowest ratings of 2 and below	2025 Priority 2 Reflection Tool Progress in Implementing Academic Standards: Vis. & Perf. Arts - 3	2026 Priority 2 Reflection Tool Progress in Implementing Academic Standards: Vis. & Perf. Arts - 3	Progress in Implementing Academic Standards: Vis. & Perf. Arts - 4	Vis. & Perf. Arts +1

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Progress in Implementing Academic Standards: Vis. & Perf. Arts - 2				
1.14	CA Dashboard Local Indicator Basic Services: Teachers - Met Percentage Staff are Appropriately Assigned	2023 CA Dashboard Local Indicator 87.3% of staff are “appropriately assigned”	2024 CA Dashboard Local Indicator 92.4% of staff are “appropriately assigned”	2025 CA Dashboard Local Indicator 90.3% of staff are “appropriately assigned”	95% of staff are “appropriately assigned”	Staff "appropriately assigned" +3%
1.15	CA School Dashboard Local Indicator Basic Services: Instructional Materials (Sufficiency of Textbooks) -Met Percentage	2023-24 Sufficiency of Textbooks Report Board Approved October 12, 2023 100% of students have instructional materials	2024-25 Sufficiency of Textbooks Report Board Approved October 10, 2024 100% of students have instructional materials	2025-26 Sufficiency of Textbooks Report Board Approved October 9, 2025 100% of students have instructional materials	100% of students have instructional materials.	Maintained at 100%

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.

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

Furthermore, with supplementary grant funding, we continue to implement our Literacy Plan through the CLSD Grant. Reading Coach/Literacy Specialists underwent various training in the Language Essentials for Teachers of Reading and Spelling (LETRS) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Classroom teachers and district administrators also participated in county trainings such as “Reaching Every English Learners”, “Engaging All Learners: Responsive Teaching in Practice” and

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“Nuts & Bolts English Learner/Multi Lingual Learner 101”. We continue to fund our secondary EL Coordinator and EL secretary under Action 1.1 using the 15% add-on. The EL Coordinators have done critical work in aligning our designated ELD courses with our ELA work, EL Language Objectives, and EL K-2 ELPAC training. Instructional aides continue to support literacy centers in the K-2 classrooms. These positions were also funded with the 15% add-on under Action 1.3.

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

Especially successful has been the work the district continues to do with our Orenda partners. This year marked the final year of the formal partnership; however, the district remains committed to sustaining and expanding these efforts moving forward. This work will now continue under the new name Meaningful Engagement and Targeted Alignment (META), reflecting the district’s ongoing focus on purposeful collaboration, stakeholder engagement, and strategic alignment to improve student outcomes (Action 1.1). We continue to focus on curriculum alignment for teachers to help form a common vision and adopt common practices for PLC work. This has included identifying weighted Common Core and grade- level standards for ELA, math, science and social science at the secondary level and ELA and mathematics at the elementary level.

Teachers have revisited and realigned their Target Standards Matrix their content areas, consisting of five units with five focus standards for each unit per grade level/subject area that define learning targets and success criteria. Teachers also revisited and updated their five common unit assessments for ELA, math and social science to SBAC technical specifications per grade level/subject area. After administering each unit test, administrators and teachers conducted data reflection sessions. We have also focused on instructional strategies and small group literacy centers at the elementary level.

Although the district demonstrates strong implementation fidelity across all planned actions, professional development, curriculum alignment, and intervention systems, several challenges persist in student outcomes. Achievement gaps remain significant across key student groups, particularly English learners and students with disabilities, as evidenced by lower proficiency and performance rates in ELA, mathematics, and science compared to the all student group. In addition, despite overall gains on the California Dashboard, SBAC, and i-Ready assessments, growth is inconsistent across grade levels and sites, with some schools and subgroups experiencing declines or being identified in “red” performance levels. Mathematics performance for students with disabilities remains a critical area of concern, with districtwide declines and multiple sites in the “red” category. Furthermore, gaps in reclassification outcomes and continued disparities in long-term English learner progress indicate that improvements in instructional systems have not yet fully translated into equitable student outcomes across all groups and schools.

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

All actions were implemented. Under Action 1.1, costs for curriculum planning hours and supplemental materials were overestimated, resulting in an additional balance. Under Action 1.2, sites purchased supplemental literacy materials; however, some schools still had unspent funds. Funding had also been allocated for a supplemental literacy/mathematics program that was ultimately not purchased due to increased costs. Instead, student support was provided through teacher-created lessons. Under Action 1.3, instructional aide costs were underbudgeted due to the additional aides required to maintain the 10:1 ratio, resulting in a negative balance. Under Action 1.4 (9104), the number of teachers needed for the dual immersion program was underestimated, also resulting in a negative balance. Under Action 1.5, funds originally planned for materials and supplies were not needed. Under Action 1.6, a balance remained due to student supports being funded through federal funds in addition to Goal 4 actions. Under Action 1.7, the budget was increased to cover additional professional development; however, federal funds were also utilized for professional development, resulting in a remaining balance under this action. Under Action 1.8, additional funding was added to support the induction program and professional development; however, a balance still remained.

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

Overall, the actions and services under Goal 1 were implemented with fidelity and were generally effective in strengthening instructional practices, expanding professional learning, and improving systems of curriculum alignment, assessment, and student support. This is evidenced by growth in English Learner Progress Indicator outcomes, increases in ELA and mathematics achievement for most student groups, expansion of professional development in literacy, mathematics, and English learner instruction, and improved instructional coherence through standards-aligned curriculum and common assessments. However, despite these gains, several performance indicators continue to show persistent gaps across student groups, indicating that progress toward full academic equity remains uneven.

Actions 1.1, 1.4, 1.5, 1.7, and 1.8 were effective in strengthening instructional capacity through targeted professional development, coaching, and curriculum alignment. This is evidenced by improved teacher use of instructional strategies such as AVID, LETRS, SIPPS, designated and integrated ELD practices, and data-driven instruction. Teachers and staff reported increased ability to implement instructional strategies and analyze student data to inform instruction. The work of Academic Directors, Coordinators, EL Coordinators, instructional coaches, and intervention staff contributed to more consistent use of standards-aligned instruction and assessment practices across sites. However, while instructional practice improved, these actions have not yet fully translated into consistent, systemwide gains in student proficiency, particularly for English learners and students with disabilities.

Actions 1.4 and 1.7 were effective in supporting English Learner progress, as evidenced by a 1.8% increase in the English Learner Progress Indicator (ELPI), rising from 46.9% to 48.7%. Several school sites demonstrated notable gains, including increases at Mains Elementary (+11.5%), Enrique Camarena Jr. High (+16.0%), and William Moreno Jr. High (+12.2%). Additionally, the percentage of students progressing to ELPAC Level 4 increased from 12.20% to 13.42%, and reclassification rates increased from 10.8% to 11.6%. Despite this progress, performance remains uneven, as evidenced by declines at Blanche Charles Elementary (-18.2%) and Calexico High School (-9%), indicating that EL outcomes are inconsistent across sites and require more targeted intervention and monitoring.

Actions 1.1, 1.2, and 1.7 were effective in improving ELA outcomes, as evidenced by SBAC increases across all student groups in English Language Arts. The ALL student group increased from 27.57% to 29.98%, English learners increased from 7.33% to 9.27%, and

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socioeconomically disadvantaged students increased from 25.42% to 28.24%. i-Ready data also showed growth in students performing at or above grade level and a reduction in students performing two or more grade levels below. However, significant achievement gaps persist, particularly for English learners, who remain more than 20 percentage points below the ALL student group in ELA proficiency. In addition, several school sites and student groups were identified in the “red” performance level, including students with disabilities and English learners at multiple sites, indicating that interventions have not yet fully closed equity gaps.

Actions 1.1, 1.2, 1.7, and 1.8 were partially effective in improving mathematics outcomes. While SBAC mathematics scores increased for most student groups—including the ALL group (17.23% to 18.91%) and English learners (6.44% to 7.95%)—overall proficiency remains low, particularly for English learners and students with disabilities. The students with disabilities group declined from 7.44% to 4.56%, and continues to represent a significant performance gap (11.27 percentage points below the ALL group). Additionally, multiple student groups and school sites were identified in the “red” performance level for mathematics, indicating persistent systemic barriers to mathematics achievement despite targeted instructional supports and interventions.

Action 1.2 was effective in strengthening literacy and mathematics instructional systems through curriculum refinement, assessment alignment, and targeted intervention supports such as LETRS, SIPPS, guided reading, and RTI structures. These efforts contributed to improved early literacy and numeracy outcomes, as evidenced by grade-level gains in several elementary grades. However, these gains remain inconsistent across grade levels, and overall proficiency levels continue to indicate a need for intensified support, particularly in upper grades and for students performing significantly below grade level.

Actions 1.3, 1.5, and 1.6 were effective in building paraprofessional and instructional support capacity, particularly in small-group instruction for English learners, foster youth, and socioeconomically disadvantaged students. These supports contributed to increased targeted intervention opportunities; however, student outcome data suggests that additional intensity and frequency of intervention may be needed to accelerate learning for the highest-need student groups.

Actions 1.7 and 1.8 were effective in strengthening data systems and instructional collaboration through common assessments, data reflection cycles, and instructional coaching. Teachers engaged in ongoing data analysis to identify student needs and adjust instruction; however, while these systems are well established, their impact on closing long-standing achievement gaps remains limited.
A key challenge identified across Goal 1 is the persistent achievement gap between English learners, students with disabilities, and the ALL student group in both ELA and mathematics. Despite targeted instruction and increased professional development, these groups continue to lag significantly behind state performance expectations. In addition, variability across school sites—particularly those identified in “red” performance levels—indicates inconsistent implementation and impact of instructional strategies.

Another challenge is that improvements in instructional practice and professional learning have not yet fully translated into proportional gains in student achievement at scale. While foundational systems such as curriculum alignment, assessment development, and coaching structures are strong, the district continues to face difficulty in accelerating student proficiency growth, especially for students performing well below grade level.

Overall, while Goal 1 actions have been effective in strengthening instructional systems, professional capacity, and early academic gains, they have been only partially effective in closing achievement gaps and producing consistent, systemwide increases in proficiency across all

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student groups. Continued focus is needed on intensifying interventions, ensuring consistency across sites, and accelerating outcomes for English learners and students with disabilities.

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

Based on reflections on prior practice, the planned goals and actions for Goal 1 will generally remain the same for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum: Implementation and Planning	To provide comprehensive support to schools in aligning curriculum with state standards, monitoring student progress, and refining curriculum and assessments as needed. Special attention will be given to the academic needs of English Learners, socioeconomically disadvantaged students, students with disabilities, homeless, and Hispanic groups.	$2,871,914.00	Yes
1.2	Literacy and Academic Interventions	Offer academic interventions, as part of our multi-tiered system of supports, at all grade levels to support student learning including English learners, long term English learners, foster youth, socioeconomically disadvantaged, student with disabilities, homeless youth, and Hispanic student groups.	$180,528.00	Yes
1.3	Instructional Aides and Materials	Utilize instructional assistants to facilitate small group instruction tailored primarily for English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, and homeless students, fostering increased school readiness.	$1,506,538.00	Yes
1.4	Language Acquisition and English Language Support	Provide additional support for English learners' language acquisition as identified through assessments and progress monitoring data to reach goals as indicated by the EL Learner Roadmap. All activities are above and beyond the base instructional program and include the following:	$1,430,547.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		a. Ongoing professional development designed to improve the quality of English language development, targeting integrated and designated ELD and instructional strategies. b. Curriculum planning and alignment of ELD standards using supplemental materials for language development support in Designated ELD, incorporating the most current strategies, resources, and best practices to effectively support English learners. c. Targeted progress monitoring for Long-Term English Learners (LTELs) who are not making progress. d. Offering a dual immersion program to provide an enriched educational experience.		
1.5	Long Term English Learners Language Acquisition Supports	We will offer extensive additional assistance to schools to support language acquisition for long-term English learners and English learners with an overall ELPAC Level 3 while maintaining the current outreach and progress monitoring protocol. The aim is to increase reclassification progress by providing professional development to Designated ELD teachers, targeted case management for students not meeting all reclassification criteria, and progress monitoring and intervention for students not making progress, equipping them with the resources necessary for successful reclassification. Priority will be given to schools that score low on the English Learner Progress Indicator (ELPI), namely Calexico High School and Kennedy Gardens Elementary School.	$4,282.00	Yes
1.6	Foster and Homeless Student Academic Progress Monitoring	The Foster/Homeless Facilitators and Director of the Community School will oversee the academic progress of foster/homeless students through the "Individual Academic Support Plan." Each student will collaborate with the facilitators to devise the plan and establish a "SMART" goal. These plans will be documented in synergy, with follow-up meetings scheduled three times a year to monitor goal implementation and attainment.	$38,089.00	Yes
1.7	Districtwide Professional Development	Provide district-wide professional development for certificated and classified staff in the implementation of state standards and evidence-based instructional strategies to increase academic achievement with a	$94,350.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		focus on the academic needs of students groups falling under the "red" performance level in ELA and mathematics indicators on the CA Dashboard .		
1.8	Recruitment and Retainment of Staff	Continue to recruit and retain high quality certificated & classified staff for all positions including difficult-to-fill positions by maintaining and expanding our partnerships with institutions of higher education and providing a high quality new teacher induction program (student teachers, interns, tutors).	$70,000.00	Yes

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

During our LCAP Core Committee meetings with key educational partners, which include teachers, administrators, parents, students, and other staff, provided feedback for LCAP Goal 2 focused on strengthening technology access, infrastructure, and meaningful integration of digital tools to support student learning . Parents, teachers, students, and staff emphasized the need to replace outdated devices, provide backup equipment, improve Chromebook durability through cases or insurance, and ensure faster, more reliable Wi-Fi across all school sites. Stakeholders also identified the need for quicker on-site technical support and better communication regarding available technology services and resources. Educational partners recommended expanding access to high-quality instructional software, educational apps, and subject-specific digital tools aligned to curriculum standards, including electives and intervention programs. Teachers, classified staff, and administrators stressed the importance of ongoing professional development on effective technology integration, data systems, Makerspace, STEAM, Artificial Intelligence, and digital citizenship, with training delivered during the workday and tailored to staff needs . Students requested more engaging uses of technology, including creative projects, online assignments, and tools that improve productivity. Families and staff also highlighted the need for stronger monitoring systems, clear expectations for appropriate device use, and increased digital safety (Action 2.3). Overall, recommendations centered on creating equitable access to reliable technology, building staff, limiting screen time, and student digital literacy, and using technology strategically to enhance engagement, innovation, and academic success.

* There is a need to continue supporting our wireless capabilities to support our 1:1 initiative and provide network access to high density/low-income housing.

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* There is a need to continue upgrading and maintaining Wi-Fi capabilities with the latest connection standards and the district core network equipment.
* Additionally, we need to maintain and monitor one-to-one classroom learning environment and update staff technology equipment based on the district technology plan.
* There is also a need to provide professional development to teachers and support staff as indicated by our LCAP Core Committee.
* We also need to monitor our various digital platforms for usage and/or implementation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Technology Ratio Percentage of Students with Devices	2023-24 Report 100% of students have a device	2024-25 Report 100% of students have a device	2025-26 Report 100% of students have a device	100% of students have a device	Student device: Maintained at 100%
2.2	Percentage of student with home network access	2023-24 Report 100% of students have home network access evidenced by Borderlink access reports and MiFi distribution logs	2024-25 Report 100% of students have home network access evidenced by Borderlink access reports and MiFi distribution logs	2025-26 Report 100% of students have home network access evidenced by Borderlink access reports and MiFi distribution logs	100% of students have home network access	Network access Maintained at 100%
2.3	Staff Updated Equipment Percentage of Staff With Updated Devices	2023-24 Report 95% of staff have updated devices	2024-25 Report 95% of staff have updated devices	2025-26 Report 95% of staff have updated devices	95% of staff have updated devices	Staff device Maintained at 95%
2.4	Usage of Data Management System Usage Percentage	2023-24 Data Management Report: 72% of teachers have used district data management system	2024-25 Data Management Report: 80% of teachers have used district data management system	2025-26 Data Management Report: 85.22% of teachers have used district data management system	90% of teachers have used district's data management system.	Usage +13.22%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Number of Instructional Technology Professional Development Trainings	2023-24 Professional Development Report: 15 Trainings Offered	2024-25 Professional Development Report: 36 Trainings Offered	2025-26 Professional Development Report: 220 Trainings Offered	Will offer 30 instructional technology professional development training sessions.	Trainings +205

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.

There were no substantive differences in the planned actions. All actions and services were fully implemented with fidelity and were found to be effective. Positions continue to be filled (Action 2.1). With the guidance of the Technology Director and Technology Coordinator, the technology committee met three times during the school year (Action 2.1) and successfully guided the work in relation to instructional technology. The technology department has been monitoring and purchasing equipment for both students and staff (Action 2.3) to ensure we sustain our 1:1 technology ratio, in addition to enhancing our technology infrastructure (Action 2.2). The technology department, technology coaches, and technology school leads have successfully supported classroom teachers in the implementation of technological tools (2.1).

We continue to prioritize funding for purchasing devices for students, updating staff devices, and securing MiFi devices in order to enhance our 1:1 Digital Learning environment with home access to the district's network. CUSD will continue to build capacity in the area of instructional technology. We have added maker spaces at all elementary sites. Students carry their devices from home to school and continue to have access to the district network, including access to MiFi for students who live outside the city boundaries. One of our challenges is ensuring that students keep their devices charged and in good condition. Another challenge expressed by educational partners is the increasing amount of screen time to which our students are exposed. To maintain a safe digital environment, we utilize management systems to monitor mobile devices, monitor student academic progress through a centralized data system, and monitor library services to support teaching and learning (Action 2.3). These efforts represent both the challenges and successes of our technology integration initiatives.

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

Staff completed the planned training, and all positions were funded; however, expenditures under Action 2.1 were lower than budgeted, resulting in a remaining balance. Under Action 2.2, student devices for several grade levels were replaced as planned; however, some funding remained unspent. Under Action 2.3, there was a need to increase expenditures for learning management systems, resulting in a negative balance. The additional costs were covered through the reallocation of funds from other goals, as needed.

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

Overall, the actions and services under Goal 2 were implemented with fidelity and were generally effective in strengthening instructional technology systems, expanding access to digital tools, and improving staff capacity to integrate technology into teaching and learning. However, while implementation of infrastructure and devices has been highly successful, there are emerging challenges related to instructional consistency, optimal use of technology for student learning outcomes, and balancing digital learning with hands-on instructional practices.

Action 2.1 was effective in providing ongoing professional development in instructional technology, which staff reported as relevant, practical, and applicable in the classroom. Teachers demonstrated increased confidence in using digital tools to deliver instruction and collect student assignments. However, despite these improvements in implementation, the impact on direct student academic outcomes is less clearly evidenced, suggesting that professional learning has been more effective in improving instructional practice than in producing measurable gains in student achievement at this time. Additionally, feedback from educational partners indicates a need to streamline and prioritize instructional technology tools, as the current range of applications and platforms can create variability in implementation and instructional focus. Action 2.1 Technology Committee work was also effective in supporting district planning and decision-making, as evidenced by ongoing meetings and stakeholder input into the district technology plan. A key recommendation from the committee—to focus on a more limited set of high-quality tools—highlights an ongoing challenge in ensuring coherence and consistency in technology use across sites and grade levels.

Actions 2.2 and 2.3 were highly effective in ensuring equitable access to technology and connectivity. The district successfully maintained a 1:1 device ratio, ensuring that 100% of students have access to a device, and also achieved 100% home network access for students through infrastructure improvements. Staff device updates were also completed at a high rate, with 95% of staff receiving updated equipment. These outcomes demonstrate strong system capacity and successful implementation of technology access goals. However, a continued challenge remains in ensuring that equitable access translates into consistent instructional impact and improved student learning outcomes across classrooms and grade levels.

While device access and infrastructure are strong, the effectiveness of technology integration in improving student achievement is still developing. Data from implementation suggests that although teachers are increasingly able to use digital platforms for instruction and assessment, there is variability in how effectively these tools are used to deepen student engagement and mastery of standards. This indicates that continued refinement is needed to move from access and implementation toward higher-impact instructional use of technology.

Additionally, the district has identified a need to adjust its approach to early grade-level technology use. While maintaining a 1:1 device environment has supported access and equity, planning is underway to reduce 1:1 device use in kindergarten through second grade in order to better balance digital learning with hands-on, developmentally appropriate instructional practices. This reflects an ongoing challenge in aligning technology integration with early childhood learning needs.

The district’s technology support systems, including technicians, coaches, and teacher technology leads, have been effective in supporting staff and maintaining systems such as mobile device management, data platforms, and library management systems. However, ensuring consistent and high-impact use of these systems across all school sites remains an ongoing area for growth.

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In summary, while Goal 2 actions have been effective in ensuring strong infrastructure, access, and professional development in instructional technology, key challenges remain in optimizing instructional consistency, narrowing the focus of technology tools, and fully translating access into measurable student achievement gains.

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

Based on reflections on prior practice, the planned goal, metrics, target outcomes, and actions for Goal 1 will remain unchanged for the coming year. However, the District will discontinue a 1:1 device model in kindergarten through second-grade classrooms in order to reduce screen time and promote more hands-on learning experiences for students. Instead, kindergarten through second-grade classrooms will be provided access to a shared set of approximately 8 to 10 devices to support small-group instructional settings monitored by staff. This adjustment will continue to provide students with access to technology while supporting developmentally appropriate instructional practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Access to Technology, Vision and Professional Development	We will strategize, implement, and maintain technology hardware, systems, and instructional applications to ensure students have access to current technology skills and optimal learning tools, while also providing professional development for staff and overseeing Technology Resource Standards and updates through the Technology Committee.	$3,877,713.00	Yes
2.2	Technology Equipment, Infrastructure and Systems	Maintain technology equipment for students and staff, improve district infrastructure for connectivity, and utilize a Mobile Device Management System to ensure regular updates, all aimed at meeting the latest technology standards and enhancing the school experience.	$2,532,376.00	Yes
2.3	Data Management Systems	Utilize Database Management Systems to efficiently organize and manage educational data, ensuring secure access, integrity, and facilitating tasks such as creation, retrieval, and administration to support student academic performance. This is achieved by providing insights into progress, identifying areas for improvement, informing instructional strategies, and enabling educators to make data-driven decisions to support effective learning.	$160,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal Three prioritizes providing students with access to a rigorous and comprehensive course of study to equip them with the knowledge necessary for a diverse range of postsecondary pathways. In recent years, an analysis of our seniors revealed a need to improve completion rates for 6-year post-secondary plans. Examination of the progress of this program indicated the necessity for additional support to assist students, particularly our unduplicated pupils, in developing comprehensive plans to guide their future endeavors. Analysis of first-semester grades for the 2025-26 academic year revealed concerning results, with a significant number of Ds and Fs recorded in college prep courses, with English learners accounting for sixty-eight percent (62%) of these failing grades. These trends underscore the need to enhance support for unduplicated pupils to achieve passing grades in these courses, as well as to provide alternative pathways for credit recovery if needed. Enrollment data analysis revealed disparities in access to Advanced Placement (AP) courses and dual enrollment opportunities, particularly among English learners, foster youth, and low-income students.

Our examination of the 2025 Dashboard highlighted disparities in college and career readiness, with certain student subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and homeless students, showing lower rates of preparedness compared to the overall student population. Additionally, there were noticeable gaps in the percentage of students meeting UC/CSU A-G eligibility criteria between our unduplicated pupil subgroup and the overall student population. These findings underscore the need to enhance academic engagement in the areas of college and career readiness and broaden access to a comprehensive course of study.

During our LCAP Core Committee meetings, comprising teachers, administrators, parents, students, and other staff, key educational partner feedback for LCAP Goal 3 emphasized the need to strengthen college, career, and life readiness systems through clearer pathways, earlier preparation, and more personalized student support . Parents, teachers, administrators, classified staff, and students consistently called for improved communication about A–G requirements, graduation expectations, college planning, financial aid (FAFSA), and career options, delivered early and in multiple languages through consistent, accessible channels. Stakeholders recommended expanding counseling and advising systems, including structured advisory periods, increased counselor outreach, and individualized academic and career planning

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from elementary through high school. There was strong support for expanding CTE pathways, dual enrollment, AP and elective course offerings, and ensuring equitable access for all students, including those with special needs . Educational partners also emphasized the importance of increased career exposure through internships, college visits, guest speakers, field trips, and industry-aligned experiences to better connect learning to real-world opportunities . Staff and administrators highlighted the need for early intervention systems, credit recovery, and ongoing academic monitoring to keep students on track for graduation . Families and students further requested stronger engagement opportunities, clearer guidance on postsecondary options, and greater support in developing independence, decision-making skills, and career awareness. Overall, recommendations centered on building a coherent, equitable K–12 system that prepares all students for college, career, and postsecondary success through guidance, access, and meaningful real-world learning experiences. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 3 and improving student outcomes.

* Based on the 2025 Dashboard, our CCI indicator showed 31% of Calexico Unified seniors at a “Prepared Level”. Our student group data for the 2025 CCI Indicator is the following; English learners - 14.8%, socioeconomically disadvantaged - 28.1%, students with disabilities - 6.3%, homeless - 17.7%, Hispanic - 31.1%.
* Based on the 2025 Data Quest, only 28.9% of Calexico Unified seniors were meeting the A-G requirements (32.9% at Calexico High School and 1.1% at Aurora High School). Our 2024-25 A-G completion student group data is the following; English learners - 15.6%, socioeconomically disadvantaged - 26.3%, students with disabilities - 9.4%, homeless - 16.7%, Hispanic - 29%.
* Based on the 2025 Data Quest 15.16% of Calexico Unified seniors obtained the Seal of Biliteracy. Our 2024-25 Seal of Biliteracy completion student group data is the following; English learners - 5.08%, socioeconomically disadvantaged - 14.6%, students with disabilities - 3.1%, homeless - 11.1%, Hispanic - 15.7%.
* Based on our 2025 CALPADS data, 99.26% completed a pathway. Our CTE completer data for student groups is the following; English learners - 15.44%, socioeconomically disadvantaged - 83.08%, students with disabilities - 4.7%, homeless - 1.1%. There is a need to monitor student capstone completion rates and promote Career Tech Education to our English learners, students with disabilities and homeless youth.
* In 2025 we had 12.84% of 11th graders and 7.17% of 12th graders enrolled in a Dual Enrollment course. We want to increase these offerings to our unduplicated pupils.
* There is a continued need to build a structured system for building and monitoring student academic plans from 6th through 12th grade.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard College and Career Indicator Percentage Prepared	2023 CA Dashboard District 29.0% EL 8.5% SED 27.0% FY Less than 11 students SWD 7.0%	2024 CA Dashboard District 32.7% EL 13.3% SED 31.1% FY Less than 11 students	2025 CA Dashboard District 31% EL 14.8% SED 28.1% FY Less than 11 students	District 59% EL 51% SED 59% FY 59% SWD 51% Homeless 56% Hispanic 59%	District +2% EL +6.3% SED +1.1% FY Less than 11 students SWD -0.7% Homeless -2.9% Hispanic +2.4%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 20.6% Hispanic 28.7%	SWD 7.5% Homeless 17% Hispanic 32.2%	SWD 6.3% Homeless 17.7% Hispanic 31.1%		
3.2	CA Dashboard Additional Report Percentage CCI Met via SBAC	2023 College/Career Levels & Measures Report District 12.1% EL 0.9% SED 9.4% FY Less than 11 students SWD 0.2% Homeless 0.4% Hispanic 12.1%	2024 College/Career Levels & Measures Report District 11.7% EL 1.6% SED 9.2% FY Less than 11 students SWD 0.1% Homeless 0.7% Hispanic 11.3%	2025 College/Career Levels & Measures Report District 9.88% EL 12% SED 6.75% FY Less than 11 students SWD 0.12% Homeless 0.75% Hispanic 9.75%	District 53% EL 48% SED 52% FY 52% SWD 48% Homeless 48% Hispanic 53%	District -2.22% EL +11.1% SED -2.65% FY Less than 11 students SWD -0.08% Homeless +0.35% Hispanic -2.35%
3.3	SBAC Report Percentage of 11th graders Exceeded in ELA (College Ready)	2023 SBAC 11th Grade ELA Ready District 20.74% EL 1.87% LTEL 1.03% SED 19.84% FY Less than 11 students SWD 1.92% Homeless 0% Hispanic 20.32%	2024 SBAC 11th Grade ELA Ready District 18.33% EL 0.61% LTEL 0% SED 16.30% FY Less than 11 students SWD 7.69% Homeless 6.25% Hispanic 18.41%	2025 SBAC 11th Grade ELA Ready District 19.97% EL 2.34% LTEL 1.22% SED 17.68% FY Less than 11 students SWD 3.23% Homeless 10.53% Hispanic 19.97%	District 35% EL 10 % LTEL 10% SED 35% FY 35% SWD 10 % Homeless 10% Hispanic 35%	District -0.77% EL +0.47% LTEL +0.19% SED -2.16% FY Less than 11 students SWD +1.31% Homeless +10.53% Hispanic -0.35%
3.4	SBAC Report Percentage of 11th graders Exceeded in Math (College Ready)	2023 SBAC 11th Grade Math Ready District 3.65% EL 0.78% LTEL 0% SED 2.74%	2024 SBAC 11th Grade Math Ready District 3.09% EL 0.29% LTEL 0% SED 2.35%	2025 SBAC 11th Grade Math Ready District 5.63% EL 2.25% LTEL 0% SED 4.93%	District 18% EL 10 % LTEL 10% SED 18% FY 18% SWD 10% Homeless 18 % Hispanic 18%	District +1.98% EL +1.47% LTEL 0% SED +2.19% FY Less than11 students SWD +1.25% Homeless -5.26%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Less than 11 students SWD 1.92% Homeless 5.26% Hispanic 3.43%	FY Less than 11 students SWD 0% Homeless 0% Hispanic 3.10%	FY Less than 11 students SWD 3.17% Homeless 0% Hispanic 5.64%		Hispanic +2.21%
3.5	College Board AP Score Report Percentage Scoring 3 or higher	2022-23 AP Score Report AP Exams passed with a score of 3 or higher = 64%	2023-24 AP Score Report AP Exams passed with a score of 3 or higher = 72%	2024-25 AP Score Report AP Exams passed with a score of 3 or higher = 72%	AP Exams passed with a score of 3 or higher = 74%	AP Exams +8%
3.6	College Board Report and CA Dashboard Additional Report Percentage CCI Met Via AP Exams Percentage of students that passed 2 or more AP exams with a 3 or higher	2023 College Board AP Report and College/Career Levels & Measures Report Total Students passing 2 or more AP Exams = 363 District 16% (58/363) EL 1.4% (5/363) SED 12.9% (47/363) SWD 0% (0/363) Homeless 1.7% (6/363) Hispanic 15.7% (57/363)	2024 College Board AP Report and College/Career Levels & Measures Report Total Students passing 2 or more AP Exams = 431 District 15.1% (65/431) EL 2.1% (9/431) SED 12.5% ((54/431) SWD 0% (0/431) Homeless 0.9% (4/431) Hispanic 14.6% (63/431) LTEL 0.5% (2/431) New group	2025 College Board AP Report and College/Career Levels & Measures Report District 29.0% 119/410) EL 6.6% (27/410) SED 22.0% ((90/410) SWD 0.7% (3/410) Homeless 1.7% (7/410) Hispanic 29.0% (119/410) LTEL 2.4% (10/410) new group	2 or more AP Exams passed with a score of 3 or higher District 54% EL 49% SED 53% SWD 48% Homeless 49% Hispanic 54%	District +13% EL +5.2% SED +9.1% SWD +0.7% Homeless +1.7% Hispanic +13.3% LTEL New group
3.7	Synergy Report	2022-23 Synergy Report	2023-24 Synergy Report	2024-25 Synergy Report	(Duplicated Counts)	EL +13.19% SED +4.48%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students participating in Dual Enrollment	Total Participation = 184 (Duplicated Counts) EL 8.2% (15/184) SED 75% (138/184) FY NA SWD 0.7% (2/184) Homeless 0.7% (2/184) Hispanic 97.8% (180/184) *Actual Unduplicated	Total Participation = 156 (Duplicated Counts) EL 3.8% (6/156) SED 89.97% (131/156) FY NA SWD 0.6% (1//156) Homeless 16.66% (26/156) Hispanic 94.87% (148/156) *Actual Unduplicated	Total Participation = 346 (*Duplicated Counts) EL 21.39% (74/346) SED 79.48% (275/346) FY NA SWD 6.65% (23/346) Homeless 2.89% (10/346) Hispanic 100% (346/346) *Actual Unduplicated	EL 13% SED 80% FY 5% SWD 5% Homeless 5% Hispanic 98%	FY NA SWD +5.95% Homeless +2.19% Hispanic +2.2%
3.8	Data Quest Percentage of A-G Compliance	2023 Data Quest District 31.9% EL 12.1% SED 30.1% FY Less than 10 students SWD 6.5% Homeless 21.6% Hispanic 31.6%	2024 Data Quest District 31.2% EL 14.0% SED 28.9% FY Less than 10 students SWD 11.5% Homeless 17.8% Hispanic 30.8%	2025 Data Quest District 28.9% EL 15.6% SED 26.3% FY Less than 10 students SWD 9.4% Homeless 16.7% Hispanic 29%	District 61% EL 53% SED 60% FY 60% SWD 51% Homeless 57% Hispanic 61%	District -3% EL +3.5% SED -3.8% FY Less than 10 students SWD +2.9% Homeless -4.9% Hispanic -2.6%
3.9	CA Dashboard Additional Report Percentage CCI Met via	2023 College/Career Levels & Measures Report	2024 College/Career	2025 College/Career	District 57% EL 49% SED 55%	District +0.9% EL +2.3% SED -1.05%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A-G (CTE Pathway, SBAC, College Credit, AP)	District 21.6 % EL 3.2% SED 17.8% FY Less than 11 students SWD 0.4% Homeless 1.5% Hispanic 21.2%	Levels & Measures Report District 25.6 % EL 2.9% SED 21% FY Less than 11 students SWD 0.6% Homeless 0.9% Hispanic 25%	Levels & Measures Report District 22.5% EL 5.5% SED 16.75% FY Less than 11 students SWD 0.5% Homeless 1.25% Hispanic 22.5%	FY 55% SWD 48% Homeless 49% Hispanic 56%	FY Less than 11 students SWD +0.1% Homeless +0.35% Hispanic +1.3%
3.10	CALPADS/Synergy Percentage of CTE Completers Enrolled in a Capstone Course.	2022-23 CALPADS/Synergy 2023 Reports District 41.5% (117/282) EL 9.2% (26/282) SED 31.2% (88/282) FY Less than 11 students SWD 4.3% (12/282) Homeless 2.8% (8/282)	023-24 CALPADS/Synergy 2023 Reports District 90.3% (252/279) EL 17.2% (48/279) SED 74.6% (208/279) FY Less than 11 students SWD 4.7% (13/279) Homeless 1.1% (3/279)	2024-25 CALPADS/Synergy 2025 Reports District 99.26% (270/272) EL 15.44% (45/272) SED 83.08% (226/272) FY Less than 11 students SWD Less than 11 students Homeless 1.07% (3/272)	District 65% EL 52% SED 60% FY 60% SWD 50% Homeless 49%	District +57.6% EL +6.24% SED +51.88% FY Less than 11 students SWD NA Homeless -1.73%
3.11	CA Dashboard Additional Report Percentage CCI Met via CTE Pathway	2023 College/Career Levels & Measures Report and CALPADS	2024 College/Career Levels & Measures Report and CALPADS	2025 College/Career Levels & Measures Report and CALPADS	District 54% EL 49% SED 63% FY Less than 11 students	District -15.2% EL +4.4% SED -12.1% FY Less than 11 students

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Completion (SBAC, College Credit)	District 48.2% (54/112) EL 3.5 % (4/112) SED 35.7 % (40/112) FY Less than 11 students SWD 0% Homeless 2.6% (3/112) Hispanic 46.4 % (52/112)	District 44.4% (110/248) EL 8.5% (21/248) SED 37.9% (94/248) FY Less than 11 students SWD 0.4% (1/248) Homeless 0.4% (1/248) Hispanic 43.2 % (107/248)	District 33% (88/267) EL 7.9% (21/267) SED 23.6% (63/267) FY Less than 11 students SWD 0.4% (1/267) Homeless 0.4% (1/267) Hispanic 33% (88/267)	SWD 0% Homeless 49% Hispanic 67%	SWD +0.4% Homeless -2.2% Hispanic -13.4%
3.12	CA Dashboard Additional Report Percentage Met UC/CSU Requirements and CTE Pathway Completion	CA Dashboard 2023 6.1% (50/825) of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion	CA Dashboard 2024 14.9% (123/826) of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion	CA Dashboard 2025 11.8% (95/804) of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion	15% of CUSD graduates Met UC/CSU Requirements and CTE Pathway Completion	Met UC/CSU and CTE +5.7%
3.13	Data Quest Seal of Biliteracy Percentage	2023 Data Quest District 18.8% EL 4.4% SED 17.9% FY Less than 10 students SWD 0.0% Homeless 14.9% Hispanic 18.7%	2024 Data Quest District 14.1% EL 5.2% SED 14.0% FY Less than 10 students SWD 0.0% Homeless 11.1% Hispanic 14.1%	2025 Data Quest District 15.6% EL 6.9% SED 14.6% FY Less than 10 students SWD 3.1% Homeless 11.1% Hispanic 15.7%	District 56% EL 50% SED 55% FY Less than 10 students SWD 48% Homeless 54% Hispanic 55%	District -3.2% EL +2.5% SED -3.3% FY Less than 10 students SWD +3.1% Homeless -3.8% Hispanic -3%
3.14	Synergy Report Percentage of students completing two or more	2023 College/Career Levels & Measures	2024 College/Career Levels & Measures	2025 College/Career Levels & Measures	District 26% EL 13% SED 26%	District +23.32% EL +2.88% SED +16.96%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	years of Naval class and meeting CCI via Leadership Military Science (SBAC)	Report and Synergy Report District 11% (10/91) EL 2.2% (2/91) SED 11% (10/91) FY Less than 11 students SWD 0% (0/91) Homeless 4.4% (4/91) Hispanic 9.9% (9/91)	Report and Synergy Report District 32.3% (10/31) EL 6.5%(2/31) SED 32.3% (10/31) FY Less than 11 students SWD 0% (0/31) Homeless 12.9% (4/31) Hispanic 29.0% (9/31)	Report and Synergy Report District 34.32% (81/236) EL 5.08%(12/236) SED 27.96% (66/236) FY Less than 11 students SWD 5.08% (12/236) Homeless Less than 11 students Hispanic 34.32% (81/236)	FY Less than 11 students SWD 15% Homeless 19% Hispanic 25%	FY Less than 11 students SWD +5.08% Homeless NA Hispanic +24.42%
3.15	Synergy Report Course Access - Priority 7 Synergy Report Percentage enrolled in AP, CTE and Dual Enrollment Classes	2022-23 Synergy Report The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator. Local Indicator Met. Findings reported to the school board on June 29, 2023. Increase the Number of students participating in AP, CTE, and Dual Enrollment classes 20.09% of CUSD 11th graders were enrolled in	2023-24 Synergy Report The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator. Local Indicator Met. Findings reported to the school board on June 27, 2024. Increase the Number of students participating in AP,	2024-25 Synergy Report The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator. Local Indicator Met. Findings reported to the school board on June 26, 2025. Increase the Number of students participating in AP,	The district will review and revise state self-reflection tool and report findings to the school board annually to meet local indicator. Local Indicator Met. Findings reported to the school board. Increase the Number of students participating in AP, CTE, and Dual Enrollment classes 30% of CUSD 11th graders were	-1.05% of CUSD 11th:AP +2.68% of CUSD 12th:AP -1.5% of CUSD 11th:CTE +21.52% of CUSD 12th:CTE +4.88% of CUSD 11th:Dual Enrollment +0.27% of CUSD 12th: Dual Enrollment

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		an AP Class (unduplicated count) 18.97% of CUSD 12th graders were enrolled in an AP Class (unduplicated count) 61.09% of CUSD 11th students were enrolled in a CTE course (unduplicated count) 32.27% of CUSD 12th students were enrolled in a CTE course (unduplicated count) 7.96% of CUSD 11th students were enrolled in a Dual Enrollment course (unduplicated count) 6.90% of CUSD 12th students were enrolled in a Dual Enrollment course (unduplicated count)	CTE, and Dual Enrollment classes 19.3% of CUSD 11th graders were enrolled in an AP Class (unduplicated count) 26.73% of CUSD 12th graders were enrolled in an AP Class (unduplicated count) 61.73% of CUSD 11th students were enrolled in a CTE course (unduplicated count) 42.05% of CUSD 12th students were enrolled in a CTE course (unduplicated count) 12.77% of CUSD 11th students were enrolled in a Dual Enrollment course (unduplicated count)	CTE, and Dual Enrollment classes 19.04% of CUSD 11th graders were enrolled in an AP Class (unduplicated count) 21.65% of CUSD 12th graders were enrolled in an AP Class (unduplicated count) 59.59% of CUSD 11th students were enrolled in a CTE course (unduplicated count) 53.79% of CUSD 12th students were enrolled in a CTE course (unduplicated count) 12.84% of CUSD 11th students were enrolled in a Dual Enrollment course	enrolled in an AP Class (unduplicated count) 29% of CUSD 12th graders were enrolled in an AP Class (unduplicated count) 71% of CUSD 11th students were enrolled in a CTE course (unduplicated count) 42% of CUSD 12th students were enrolled in a CTE course (unduplicated count) 16% of CUSD 11th students were enrolled in a Dual Enrollment course (unduplicated count) 14% of CUSD 12th students were enrolled in a Dual Enrollment course	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8.56% of CUSD 12th students were enrolled in a Dual Enrollment course (unduplicated count)	(unduplicated count) 7.17% of CUSD 12th students were enrolled in a Dual Enrollment course (unduplicated count)	(unduplicated count)	

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.

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

The SAT was offered to students, and 125 high school students, ranging from ninth through twelfth grade, have taken it this school year. Similarly, all students enrolled in Advanced Placement (AP) courses were also offered to take the AP exams. We will continue to fund student assessments such as SAT and AP and will continue to encourage participation (Action 3.5). Our schools continue to successfully articulate through our Orenda Guidance/now META Alignment work (Action 3.2). We continue to partner with higher education institutions (e.g., Imperial Valley College, Imperial County Office of Education, UCSD) and community agencies (e.g., Cal Soap, Upward Bound, Talent

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Search) to provide services and activities that ensure student college readiness (Action 3.4). Staff from these agencies are stationed at the College and Career Center classroom at Calexico High School. Students continue to participate in college field trips and school competitions (Action 3.4). We continue to support students in achieving the Seal of Biliteracy (Action 3.2). The Portrait of a Graduate Task Force is in the final stages of developing the Portrait of a Graduate poster.

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

All actions and services were implemented. Under Action 3.1, salary expenditures were lower than budgeted, resulting in a remaining balance. Actions 3.2 and 3.3 also had remaining funds due to limited staff participation in activities requiring extra hours or substitute coverage. Under Action 3.4, expenditures were lower than anticipated as less equipment was purchased than originally projected. Under Action 4.5, a balance remains because the invoice for the end-of-year AP assessments is still pending. All other actions fully expended their budgets. Any remaining balances were reallocated to other actions or goals, as needed.

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

Overall, the actions and services under Goal 3 were implemented with fidelity and were generally effective in expanding college and career readiness systems, increasing access to rigorous coursework, and strengthening student exposure to postsecondary pathways. However, while there were areas of growth—particularly in AP participation outcomes, Seal of Biliteracy attainment, and expanded dual enrollment access—several key indicators show that progress toward full college and career readiness remains uneven across student groups.

Action 3.3, the Portrait of a Graduate, has supported the district's efforts to define and align the skills and competencies students need for postsecondary success, including communication, critical thinking, collaboration, and academic readiness. While this framework has helped strengthen districtwide conversations around student readiness and instructional alignment, full integration into classroom instruction, assessment practices, and student feedback systems is still developing. Continued work is needed to ensure the Portrait of a Graduate consistently informs teaching and learning across all grade levels and school sites.
Actions 3.1 and 3.2 were effective in establishing and strengthening individualized academic planning systems, including the development of six-year academic plans and integration into the student information system. These efforts are in the early stages of full implementation at the junior high level. The expansion of the California College Guidance Initiative (CCGI) further supports structured college and career planning; however, consistent implementation across all grade levels remains a challenge, particularly in ensuring that plans are actively updated and used to guide student decision-making over time.

Despite these efforts, the College and Career Indicator (CCI) data highlights significant challenges in achieving equitable outcomes. According to the 2025 California Dashboard, the ALL student group stands at 31%, while English learners (14.8%), students with disabilities (6.3%), and homeless students (17.7%) continue to experience substantial gaps. In addition, multiple student groups at Aurora High School and the district level were identified in the "red" performance level for CCI, including students with disabilities and several high-need groups. The overall decline in several CCI pathways—including A-G completion (25.6% to 22.5%) and CTE + A-G combined readiness (14.9% to 11.8%)—indicates that current systems have not yet been fully effective in increasing college and career readiness at scale.

Actions supporting CTE, AP, dual enrollment, and Seal of Biliteracy attainment (Actions 3.4 and 3.5) showed mixed effectiveness. While AP exam success rates remained strong (71.95% scoring 3 or higher) and Seal of Biliteracy attainment increased across most groups,

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participation trends show areas of concern. AP course enrollment declined at both the 11th and 12th grade levels, and CTE pathway participation showed mixed results, with decreases in 11th grade enrollment. Although dual enrollment participation increased overall in total student numbers, participation rates remained uneven across grade levels and student groups, indicating that access is expanding but not yet consistent or fully equitable.

Additional challenges are evident in postsecondary readiness pathways. While CTE capstone completion increased for some groups, overall readiness via combined CTE, A-G, and dual enrollment pathways declined for several student groups. Some groups, including English learners and socioeconomically disadvantaged students, continue to show gaps in access to rigorous coursework and completion pathways that lead to CCI qualification. These trends suggest that while programs are available, they are not yet producing consistent outcomes across all student populations.

Credit recovery and academic support systems (Action 3.5) demonstrated partial effectiveness in addressing course completion needs. Although there was a slight reduction in the number of failing grades and over 993 credits were recovered, a disproportionate share of failing grades were earned by English learners, indicating persistent instructional and language access barriers. This suggests that while credit recovery systems are helping students regain credits, they are not fully addressing the root causes of course failure.

College and career exposure activities and partnerships (Action 3.4) were effective in expanding student access to opportunities such as field trips, career fairs, academic competitions, and partnerships with higher education institutions. However, these experiences have not yet fully translated into measurable improvements in CCI outcomes, suggesting a gap between exposure and sustained pathway completion.

A key overall challenge is the continued decline in graduation rates across most student groups despite increased access to college and career programming. This indicates that while students are engaging in more opportunities, those experiences are not consistently resulting in on-track status for graduation and postsecondary readiness. Additionally, disparities in CCI performance across student groups—particularly students with disabilities, English learners, and homeless youth—remain a significant area of concern.

In summary, while Goal 3 actions have been effective in expanding systems, increasing access to programs, and improving some indicators such as AP success and Seal of Biliteracy attainment, they have been only partially effective in improving overall College and Career Indicator outcomes. The primary challenges include inconsistent implementation of academic planning systems, declining participation in some rigorous coursework pathways, persistent equity gaps across student groups, and limited translation of expanded opportunities into measurable postsecondary readiness outcomes.

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

Based on reflections on prior practice, the planned goal, metrics, target outcomes, and actions for Goal 3 will remain unchanged for the coming year. However, a revision will be made to Metric 3.7 to clarify the type of data being reported. While the data collected and reported was accurate, it was inadvertently identified as duplicated counts when, in actuality, the data reflected unduplicated counts.

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

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic and Career Counseling Services	Our comprehensive counseling services aim to provide students with support for academic, career, and social challenges, with a particular emphasis on enhancing social-emotional well-being. The program prioritizes unduplicated students, with special attention given to English learners, in course enrollment. We integrate College and Career Readiness Standards across all grade levels, focusing on academic goal-setting, grade tracking, and meeting graduation requirements. Additionally, we emphasize the importance of cultural understanding and academic expectations to ensure holistic student development. Other Academic and Career Counseling services to students include the implementation of the California College Initiative Platform (CCGI); College application and FAFSA workshops, College and Career/CTE Fairs and College visits.	$3,263,379.00	Yes
3.2	Integrating a College and Career Readiness Culture from Elementary to High School	To improve college and career readiness for unduplicated pupils, we will integrate a middle school-to-graduation plan focused on academic goal-setting, grade tracking, and fulfilling graduation requirements. The following steps will be implemented: a. Implement a Comprehensive Monitoring System: Develop a robust system for tracking students' academic plans and progress. Provide targeted training for staff, students, and parents on utilizing the system effectively. Regularly review and update academic plans to ensure alignment with graduation requirements and career goals. b. Conduct A-G and Career Tech Pathway Parent Night Presentations: Organize informative parent night presentations detailing academic and career tech pathway plans. Provide clear, actionable information on A-G requirements and CTE opportunities. Engage parents in the academic planning process to support student success. c. Broaden College and Career Awareness at Junior High and Elementary Levels: Introduce college and career awareness programs early in students' educational journey. Implement activities and presentations that highlight various career paths and the importance of academic	$40,870.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		achievement. Ensure students are well-prepared and informed about future opportunities. d. Increase Seal of Biliteracy Attainment: Identify potential candidates for the Seal of Biliteracy as early as 9th grade. Provide informative presentations to students, staff, and parents about the benefits and requirements of the Seal of Biliteracy. Annually recognize and celebrate students who achieve the Seal of Biliteracy. e. Foster Enhanced Articulation and Collaboration: Strengthen collaboration between High School, Junior High, and 6th-grade staff to ensure seamless course placement. Facilitate regular meetings and communication to align curriculum and support student transitions. Ensure students have access to a comprehensive and cohesive course of study. f. Special Attention to College and Career Preparedness for Targeted Groups: Provide focused support and resources for English learners and students with disabilities at the district level. At Calexico High School, prioritize the college and career readiness of students with disabilities. At Aurora High School, address the needs of English learners, homeless students, socioeconomically disadvantaged students, and Hispanic students.		
3.3	Portrait of a Graduate Task Force	To ensure that our students are equipped with 21st-century competencies, we will establish a dedicated task force to develop the district's Portrait of a Graduate. This initiative will be led by the Task Force and the Sr. Director of College and Career Readiness, who will engage in comprehensive research and community outreach. The Portrait of a Graduate will guide instructional and learning experiences across the district. The following steps will be implemented: a. Formation of the Task Force: Composed of various educational partners. b. Research and Development: Conduct extensive research on 21st-century skills and competencies essential for student success.	$9,380.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		c. Community Outreach and Engagement: Organize presentations and workshops at all school sites to gather feedback and insights from the community. d. Formalizing the Portrait of a Graduate: Synthesize the research and community feedback to create a comprehensive Portrait of a Graduate. Outline the key competencies and skills that students should develop by the time they graduate. Ensure the Portrait reflects the district's vision, values, and commitment to student success. e. Implementation and Integration: Develop a strategic plan to integrate the Portrait of a Graduate into curriculum, instruction, and assessment practices. Provide professional development for educators to align teaching strategies with the Portrait's competencies. f. Continuous Evaluation and Improvement: Establish metrics and indicators to assess the effectiveness of the Portrait of a Graduate. Regularly review and update the Portrait based on feedback and changing educational needs. Celebrate and showcase student achievements that align with the Portrait's competencies.		
3.4	CTE and College and Career Services and Opportunities	To equip our unduplicated students, particularly English learners, with the skills and resources necessary for success in industries and higher education, we will enhance our Career Technical Education (CTE) programs, Naval Program, and college and career readiness opportunities through the following initiatives: a. Improve and Expand CTE and Navy Courses: Expand and improve CTE courses to align with current labor market needs, ensuring that students acquire relevant and in-demand skills. Strengthen Navy-related courses to provide students with specialized skills required in maritime and defense industries. Allocate funds for purchasing necessary materials, supplies, and equipment for each CTE and Navy course to ensure high-quality, hands-on learning experiences. b. Establish Career Technical and College Partnerships: Forge partnerships with higher education institutions to create seamless	$3,280,877.00	Yes

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

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Action #	Title	Description	Total Funds	Contributing
3.5	Student Credit Recovery and College and Career Assessments	Provide equitable access to educational opportunities and support for students, particularly those who may face barriers to academic success such as English learners, Socioeconomic disadvantage students, students with disabilities, and homeless youth. a. Provide alternate means for unduplicated pupils to complete or recover coursework beyond the regular school day or instructional year. This may involve offering additional staffing and software licenses to facilitate access to educational resources and support. b. Continuation of College and Career opportunities for all students, including the provision of multiple assessments such as Advanced Placement, PSAT, ACT, SAT, ACT Explore, ASVAB, and Industrial/National Certification/Exams for CTE Pathways. Additionally, preparation sessions are offered to alleviate the financial burden on families.	$74,561.00	Yes

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Increasing pupil engagement and enhancing school climate are the focus of Goal Four as CUSD addresses the continuing chronic absenteeism. CUSD strives to improve its positive school climate to foster greater student engagement while promoting increased learning and academic success. A thorough analysis of our metrics related to school climate and student engagement indicates that there are unique needs and gaps in relation to our unduplicated pupils. Educational partners (staff, parents, and students) agreed that there are continued needs to support students' behavioral, social-emotional, and mental health needs. The last three years have continued to illuminate the fact that one size does not fit all when providing an academic program for our unduplicated pupils. CUSD is committed to providing alternative educational options to students. Despite the 2025 Dashboard data showing a decrease in chronic absenteeism rates, the rates remain significant. Calexico Unified School District continues to experience high chronic absenteeism rates and low student engagement. An analysis of California State Dashboard, Dataquest, and Healthy Kids Survey data, as well as other local metrics, indicates a need to improve student attendance, engagement, meaningful participation and connectedness. In addition, there is a need to focus on increasing social-emotional support for students. The district will improve positive school climates to foster greater student engagement and promote learning and academic success.

During our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, the feedback for LCAP Goal 4 focused on improving student attendance, school climate, safety, and engagement through stronger systems of support and more meaningful school experiences. Parents, teachers, administrators, classified staff, and students consistently emphasized the need for improved attendance monitoring systems, early identification of chronic absenteeism, and timely interventions such as home visits, parent meetings, SARB support, and structured follow-up processes. Stakeholders recommended increased parent education and communication about the importance of daily attendance, along with clearer expectations, consistent enforcement, and supportive accountability systems. Across all groups, there was strong emphasis on increasing student engagement through a more positive and connected school environment. Recommendations included expanding extracurricular activities such as clubs, sports, field trips, assemblies, and school-wide events, as well as incorporating incentives and rewards to motivate attendance and positive behavior. Educational partners also highlighted the importance of strengthening school climate through PBIS, social-emotional learning, counseling services, and increased mental health supports to ensure students feel safe, supported, and connected at school. Families, staff, and students further called for improved communication and

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family engagement through multiple channels, flexible meeting options, workshops, and community outreach. Safety was also a key concern, with recommendations to enhance campus security, improve monitoring systems, and strengthen entry procedures. Additionally, students and families requested better school facilities, improved amenities, and more engaging, enjoyable school experiences. Overall, recommendations centered on building a safe, welcoming, and engaging school environment supported by strong attendance systems, proactive interventions, meaningful student activities, and consistent family partnerships to improve student belonging and daily attendance. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 4 and improving student outcomes.

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

* On the 2025 CA School Dashboard, our Chronic Absenteeism Indicator showed a rate of 39.7%. The Chronic Absenteeism Indicator is currently at a “red" level for students with disabilities and foster youth. Our 2025 chronic absenteeism subgroup data is the following: English learners - 45.2%, long-term English learners - 38.8%, socioeconomically disadvantaged students - 40.7%, students with disabilities - 48.6%, homeless youth - 50.8%, foster youth - 33.3%, Hispanic - 39.8%.
* The 2025 CUSD Data Quest Cohort Outcome Data shows an overall cohort dropout rate of 5.4%. Our 2024-25 dropout rate student group data is the following: English learners - 6.8%, socioeconomically disadvantaged - 4.9%, students with disabilities - 3.8%, homeless - 5.1%, Hispanic - 5.3%.
* The 2024-25 CUSD CA Dashboard Additional Data showed a 92.3% graduation rate for the district, a slight decrease of 1.2% over the prior year. Homeless youth was the only student group that increased its graduation rate (+5.6%). Our graduation student group data is the following: English learners - 89.3%, long-term English learners - 89.3%, socioeconomically disadvantaged - 92.4%, students with disabilities - 80.2%, homeless - 92.4%, Hispanic 92.4%.
* The 2024-25 CUSD CA Dashboard Suspension Rate data showed 1.7% suspension rate for all students. Our 2024-25 suspension rate for student groups is the following: English learners - 1.6%, long-term English learners - 5%, socioeconomically disadvantaged - 1.9%, foster youth - 0%, students with disabilities - 2.4%, homeless - 1.7%, Hispanic - 1.3%.
* Based on the 2026 Healthy Kids Survey 69% of 5th graders, 56% of 7th graders, 45% of 9th graders, 51% of 11th graders and 58% of NT students felt connected to school. Furthermore, 37% of 5th graders, 27% of 7th graders, 22% of 9th graders, 28% of 11th graders and 29% of NT students felt meaningful participation in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A2A Report Attendance Percentage	2022-23 A2A Report 90.9%	2023-24 A2A Report Report 91.5%	2024-25 A2A Report 91.4%	96%	A2A +0.5%
4.2	Synergy P2 ADA Percentage	2022-23 ADA Report 92.58%	2023-24 ADA Report	2024-25 ADA Report	95%	ADA +0.42

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			93%	93%		
4.3	CA Dashboard Chronic Absenteeism Percentage	2023 CA Dashboard District 36.7% EL 41.5% SED 38.2% FY 47.6% SWD 47.0% Homeless 45.8% Hispanic 36.7%	2024 CA Dashboard District 41.1% EL 46% SED 42.5% FY 15.4% SWD 48.8% Homeless 53.8% Hispanic 41.2% LTEL 40.1% (-6.8%) New group	2025 CA Dashboard District 39.7% EL 45.2% SED 40.7% FY 33.3% SWD 48.6% Homeless 50.8% Hispanic 39.8% LTEL 38.8%	District 18% EL 20% SED 19% FY 24% SWD 24% Homeless 23% Hispanic 18%	District +3% EL +3.7% SED +2.5% FY -14.3% SWD +1.6% Homeless +6% Hispanic +2.1% LTEL NA
4.4	CA Dashboard Suspension Percentage	2023 CA Dashboard District 5.3% EL 6.1% SED 5.6% FY 17.6% SWD 7.6% Homeless 7.0% Hispanic 5.3%	2024 CA Dashboard District 3.1% EL 3.6% SED 3.3% FY 5.4% SWD 5.2% Homeless 5.7% Hispanic 3.1% LTEL 8.7% (-6.3%) new group	2025 CA Dashboard District 1.7% EL 1.6% SED 1.9% FY 0% SWD 2.4% Homeless 1.7% Hispanic 1.3% LTEL 5%	District 3.9% EL 4.2% SED 4% FY 8.8% SWD 4.8% Homeless 4.6% Hispanic 3.9%	District -3.6% EL -4.5% SED -3.7% FY -5.6% SWD -5.2% Homeless -5.3% Hispanic -4% LTEL NA
4.5	Data Quest Expulsion Percentage	2023 Data Quest Expulsion rate is less than 1% (0.1%)	2024 Data Quest Expulsion rate is less than 1% (0.1%)	2025 Data Quest Expulsion rate is less than 1% (0.1%)	Expulsion rate is less than 1% (0.1%)	Rate Maintained at less than 1%
4.6	CA Dashboard Graduation Percentage	2023 CA Dashboard District 81.2% EL 75.1% SED 79.9%	2024 CA Dashboard District 93.5% EL 90.8%	2025 CA Dashboard District 92.3% EL 89.3%	District 90% EL 87% SED 89% FY 89% SWD 92%	District +11.1% EL +14.2% SED +12.5% FY Less than 11 students

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY Less than 11 students SWD 87.5% Homeless 73.3% Hispanic 81.1%	SED 93.8% FY Less than 11 students SWD 91.2% Homeless 85.7% Hispanic 93.4% LTEL 91.6% (+16.7%) New group	SED 92.4% FY Less than 11 students SWD 80.2% Homeless 91.3% Hispanic 92.4% LTEL 89.3%	Homeless 86% Hispanic 89%	SWD -7.3% Homeless +18% Hispanic +11.3% LTEL NA
4.7	Data Quest Dropout Percentage (4-year cohort)	2023 Data Quest District 16.8% EL 23.0% SED 18.0% FY Less than 10 students SWD 4.6% Homeless 24.5% Hispanic 16.9%	2024 Data Quest District 5.6% EL 7.9% SED 5.3% FY Less than 10 students SWD 3.1% Homeless 13.2% Hispanic 5.7%	2025 Data Quest District 5.4% EL 6.8% SED 4.9% FY Less than 10 students SWD 3.8% Homeless 5.1% Hispanic 5.3%	District 8.4% EL 11.5% SED 9% FY 9% SWD 2.3% Homeless 12.3% Hispanic 8.5%	District -11.4% EL -16.2% SED -9% FY Less than 10 students SWD -0.8% Homeless -19.4% Hispanic -11.6%
4.8	Middle School Dropout Percentage - CALPADS	2022-23 CALPADS Report District: 0.34% Enrique Camarena: 0.0% William Moreno: 0.70% Less than 1%	2023-24 CALPADS Report District: 0.61% Enrique Camarena: 0.0% William Moreno: 1.31%	2024-25 CALPADS Report District: 0.15% Enrique Camarena: 0.0% William Moreno: 0.32%	District: Less than 1% Enrique Camarena: Less than 1% William Moreno: Less than 1%	District: -0.19% Enrique Camarena: Maintained at 0% William Moreno: -0.38%
4.9	CA Healthy Kids Survey Percentage- Priority 6	2024 CA Healthy Kids Survey School Connectedness 5th 67% 7th 56% 9th 52%	2025 CA Healthy Kids Survey School Connectedness 5th 70% 7th 50%	2026 CA Healthy Kids Survey School Connectedness 5th 69% 7th 56%	School Connectedness 5th 75% 7th 71% 9th 69% 11th 67% NT 69 %	School Connectedness 5th +2% 7th Maintained at 56% 9th -7% 11th +3%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th 48% NT 51% Caring Adult Relationships 5th 58% 7th 53% 9th 51% 11th 48% NT 47% Meaningful Participation 5th 39% 7th 28% 9th 22% 11th 22% NT 16%	9th 50% 11th 51% NT 57% Caring Adult Relationships 5th 61% 7th 54% 9th 51% 11th 49% NT 55% Meaningful Participation 5th 37% 7th 27% 9th 25% 11th 28% NT 28%	9th 45% 11th 51% NT 58% Caring Adult Relationships 5th 59% 7th 56% 9th 45% 11th 52% NT 55% Meaningful Participation 5th 37% 7th 27% 9th 22% 11th 28% NT 29%	Caring Adult Relationships 5th 71% 7th 69% 9th 68% 11th 67% NT 67% Meaningful Participation 5th 64% 7th 59% 9th 57% 11th 57% NT 55%	NT +7% Caring Adult Relationship 5th +1% 7th +3% 9th -6% 11th +4% NT +8% Meaningful Participation 5th -2% 7th -1% 9th Maintained at 22% 11th +6% NT +13%
4.10	Panorama Survey Percentage	2024 Panorama Spring Survey Sense of Belonging 3rd-5th 61% 6th-12th 39% Teacher-Student Relationship 3rd-5th 66% 6th-12th 45% Engagement 3rd-5th 58% 6th-12th 33% School Climate	2025 Panorama Fall Survey Sense of Belonging 3rd-5th 61% 6th-12th 40% Teacher-Student Relationship 3rd-5th 65% 6th-12th 48% Engagement 3rd-5th 53% 6th-12th 33%	2026 Panorama Fall Survey Sense of Belonging 3rd-5th 62% 6th-12th 42% Teacher-Student Relationship 3rd-5th 63% 6th-12th 50% Engagement 3rd-5th 52% 6th-12th 31%	Sense of Belonging 3rd-5th 73% 6th-12th 64% Teacher-Student Relationship 3rd-5th 75% 6th-12th 66% Engagement 3rd-5th 71% 6th-12th 61% School Climate 3rd-5th 58% 6th-12th 33%	Sense of Belonging 3rd-5th +1% 6th-12th +3% Teacher-Student Relationship 3rd-5th -3% 6th-12th +5% Engagement 3rd-5th -6% 6th-12th -2% School Climate 3rd-5th -2% 6th-12th +2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd-5th 59% 6th-12th 41%	School Climate 3rd-5th 59% 6th-12th 43%	School Climate 3rd-5th 57% 6th-12th 43%		
4.11	Panorama Office Discipline Referrals (ODRs)	2024 Panorama Report Total ODR: 4,459 by 5-21-24 EL 61.7% (2,751/4,459) FY 1.19% (53/4,459) SED 92.3% (4,116/4,459) SWD 25.25% (1,226/4,459) Homeless 2.27% (101/4,459)	2025 Panorama Report Total ODR: 3,570 by 5-24-25 EL 61.8% (2,206/3570) FY <1% (1/3,3570) SED 93.9% (3,352/3,570) SWD 29.4% (1,048/3,570) HL 2.5% (91/3,570)	2026 Panorama Report Total ODR: 3,534 by 5-21-26 EL 63.21% (2,234*/3,534) FY 0.2% (7/3,534) SED 87.86% (3,105/3,534) SWD 33.36% (1,179/3,534) Homeless 1.25% (44/3,534)	EL 30% FY 1% SED 46% SWD 13% HL 1%	ODR -925 EL +1.51% FY -0.99% SED -4.44% SWD +8.11% HL -1.02%

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.

There were no substantive differences in the planned actions and all actions and services were implemented. Under Action 4.1, all positions were funded, and services were provided, with the majority of the work led by our District MTSS Coordinator. Sites successfully formed Social Emotional Learning (SEL) teams and began integrating SEL into everyday practices (Action 4.1). Although we continued to serve our most at-promise students through our Community Day School under Action 4.9, our student enrollment was very low. An enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD closed the community day school, Pinnacle Hall, beginning in the 2025-26 school year. Through the implementation of various activities related to attendance, Action 4.2, we have successfully been able to increase our attendance rates from 91.5% to 91.4% however chronic absenteeism continues to be a challenge. We will continue to support families and promote the importance of school attendance (Actions 4.2). Another challenge continues to be the number of students struggling to pass their courses with a C or better. To address this concern, we continue increasing our efforts to provide continuous learning opportunities for at-promise students by offering summer enrichment and recovery classes, prioritizing English learners, foster youth, homeless, socio-economically disadvantaged, special education, and migrant students (Action 4.7). Students also had access to expanded learning enrichment programs during the school year and summer school (Actions 4.3, 4.7), largely funded by additional grant funding.

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

Increasing student engagement has been crucial in increasing graduation rates and decreasing dropout rates. Based on the 2025 California School Dashboard, all student groups experienced a slight decrease in graduation rates with the exception of the homeless student group. Dropout rates for all student groups decreased in 2025, according to DataQuest.

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

All actions and services were implemented. Under Action 4.1, funds budgeted for PBIS materials were overestimated. In addition, staffing reductions resulted in a remaining balance. Under Action 4.2, expenditures for end-of-year attendance incentives, materials, and supplies related to the Attendance Campaign are still pending. For Action 4.3, although funds were allocated for after-school enrichment activities, higher-than-anticipated student interest led to the expansion of the Expanded Learning program, and not all funds were fully encumbered. Under Action 4.4, plans to modernize additional athletic facilities were delayed due to timeline challenges, resulting in unspent funds. Action 4.5 had unspent funds due to the delayed hiring of a band teacher vacancy. As a result, planned music program activities did not occur early in the year, and a portion of the salary budget remained unencumbered. Under Action 4.6, salary expenditures were lower than budgeted, resulting in a remaining balance. While there is currently a balance under Action 4.7, these funds are scheduled to be encumbered over the summer. Under Action 4.10, no funds were encumbered because all migrant student incentives were covered through the Expanded Learning program. All remaining funds under this goal were reallocated to other actions or goals, as needed.

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

Overall, the actions implemented under Goal 4 were effective in increasing student engagement, improving school climate, reducing exclusionary discipline practices, supporting attendance interventions, expanding enrichment opportunities, and providing targeted services for unduplicated student groups. While graduation rates declined slightly for most student groups, positive outcomes in dropout rates, suspension rates, attendance interventions, positive behavior supports, and student engagement opportunities demonstrate progress toward creating supportive learning environments that promote student success.

Actions 4.1 and 4.2 were effective in strengthening Multi-Tiered Systems of Support (MTSS), improving student behavior outcomes, and increasing student engagement. This is evidenced by significant reductions in suspension rates across all student groups according to the 2025 California Dashboard. The ALL student group decreased from 3.1% to 1.7% (-1.4%), English learners decreased from 3.6% to 1.6% (-2.0%), long-term English learners decreased from 8.7% to 5.0% (-3.7%), socioeconomically disadvantaged students decreased from 3.3% to 1.9% (-1.4%), students with disabilities decreased from 5.2% to 2.4% (-2.8%), foster youth decreased from 5.4% to 0%, homeless students

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decreased from 5.7% to 1.7% (-4.0%), and Hispanic students decreased from 3.1% to 1.3% (-1.8%). Additionally, no student group was identified at the “red” performance level in any district school. These outcomes demonstrate the effectiveness of the district’s MTSS, Positive Behavioral Interventions and Supports (PBIS), and student support systems.

Additional evidence of effectiveness for Action 4.1 is reflected in the district’s PBIS implementation efforts. During the 2024-25 school year, all Calexico Unified schools received the California PBIS Seal of Recognition for implementing systems that foster positive school climate and improve student outcomes. Schools earned Bronze, Silver, and Gold Implementation Awards based on demonstrated fidelity to PBIS practices, data-driven decision-making, and positive student outcomes. Furthermore, the district’s expulsion rate remained below 1%, at 0.1%, demonstrating the success of preventative behavior supports and intervention systems.

Actions 4.1 and 4.2 demonstrated effectiveness in supporting attendance monitoring and student engagement. The District MTSS Facilitator continued to lead the districtwide attendance campaign, while attendance office staff participated in monthly meetings led by the Director of Community Schools. Attendance monitoring systems generated parent notifications, attendance conferences, and intervention supports. During the 2024-25 school year, the district sent 18,069 parent communications regarding attendance concerns, including truancy notifications, excessive absence letters, and conference notices. By May 2026, the district had sent 18,669 parent communications, including 5,130 First Truancy Notification Letters. Notably, the number of notifications declined to 3,339 at the Second Truancy Letter stage and to 1,083 by the Third Truancy Letter stage, suggesting that interventions helped address attendance concerns before escalation. Monthly attendance reports and conference monitoring further strengthened accountability and intervention efforts at school sites.

While attendance interventions were implemented with fidelity, attendance outcomes remained relatively stable. This is evidenced by the district’s Average Daily Attendance (ADA) remaining at 93% during the 2024-25 school year and the district’s A2A attendance rate declining slightly from 91.5% to 91.4%. Although these results indicate that attendance interventions helped maintain attendance levels, continued efforts are needed to further improve student attendance and reduce chronic absenteeism.

Actions 4.7 and 4.3 were effective in expanding learning opportunities and increasing access to academic support. This is evidenced by the continued implementation of summer school enrichment, credit recovery programs, and expanded learning opportunities during and beyond the regular school day. Priority access was provided to English learners, foster youth, homeless youth, socioeconomically disadvantaged students, migrant students, and students with disabilities. These programs provided additional academic support, enrichment opportunities, and intervention services designed to improve student achievement and engagement. Building upon these efforts, the district expanded programming by offering a full day of summer school for unduplicated students through the Expanded Learning Program.

Actions 4.7, 4.11, and 4.12 were effective in supporting vulnerable student populations through targeted case management, intervention, and engagement services. Foster Youth and Homeless Liaisons, Migrant Specialists, English Learner Specialists, and Licensed Clinical Social Workers continued to provide case management services, family outreach, resources, and individualized supports to foster youth, homeless youth, migrant students, and English learners. Additionally, funds were set aside under Action 4.12 to support foster and homeless youth participation in student activities, helping remove barriers to engagement and school connectedness.

Actions 4.8, 4.11, and 4.12 contributed to improving student engagement and reducing dropout rates. This is evidenced by decreases in dropout rates across nearly all student groups according to DataQuest. The ALL student group decreased from 5.6% to 5.4%, English learners decreased from 7.9% to 6.8%, socioeconomically disadvantaged students decreased from 5.3% to 4.9%, homeless students

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decreased substantially from 13.2% to 5.1%, and Hispanic students decreased from 5.7% to 5.3%. Students with disabilities were the only group that experienced an increase, rising from 3.1% to 3.8%. These outcomes suggest that student engagement activities, leadership opportunities, case management services, and targeted supports positively impacted student retention and school participation.

Actions 4.4, 4.5, and 4.6 were effective in increasing student engagement through athletics, music, literacy, and enrichment opportunities. The district continued to expand athletic opportunities by adding volleyball, flag football, and freshman football programs at the secondary level and implementing intramural sports at the continuation high school. Through Action 4.5, students continued to participate in concert band, marching band, drumline, jazz band, mariachi, estudiantina, and choir programs. Action 4.6 supported literacy engagement through read-aloud activities, author presentations, virtual author visits, science-based library presentations, and the Academic Reading Letter program at the high school level. These programs provided students with opportunities to build connections to school, develop leadership skills, and engage in meaningful extracurricular activities.

Actions 4.1, 4.3, 4.4, 4.5, 4.6, and 4.7 collectively contributed to creating positive school environments that support student engagement and achievement. The integration of social-emotional learning through MTSS, expanded learning opportunities, enrichment programs, and extracurricular activities provided students with multiple pathways for academic and personal success.

Actions 4.9 and 4.10 were implemented as planned; however, program utilization was limited due to enrollment circumstances. No students were served through the Community Day School during the year because of low enrollment under Action 4.9. Similarly, no expenditures were incurred under Action 4.10 because migrant student incentives were fully supported through the Expanded Learning Program. Despite these circumstances, alternative supports remained available to eligible students through other district-funded services and programs.

Actions 4.7, 4.8, 4.11, and 4.12 demonstrated mixed effectiveness in supporting graduation outcomes. According to the 2025 California School Dashboard, graduation rates declined slightly across most student groups, with the exception of homeless students, whose graduation rate increased from 85.7% to 91.3% (+5.6%). The ALL student group decreased from 93.5% to 92.3%, English learners decreased from 90.8% to 89.3%, long-term English learners decreased from 91.6% to 89.3%, socioeconomically disadvantaged students decreased from 93.8% to 92.4%, and students with disabilities decreased from 91.2% to 80.2%. Despite these declines, neither Calexico High School nor Aurora High School had any student groups identified in the “red” performance level for graduation, indicating that graduation outcomes remain relatively strong overall.

Overall, the actions implemented under Goal 4 have been effective in improving school climate, reducing suspension rates, lowering dropout rates, expanding enrichment opportunities, increasing access to academic support, and strengthening services for unduplicated student groups. This is evidenced by significant reductions in suspension rates, continued low expulsion rates, improvements in dropout outcomes, successful PBIS implementation, expanded learning opportunities, and comprehensive support services for foster youth, homeless youth, English learners, migrant students, and socioeconomically disadvantaged students. While graduation rates declined slightly for several student groups and attendance rates remained relatively unchanged, the district’s comprehensive systems of support continue to contribute positively to student engagement, connectedness, and overall school climate.

Despite the successful and faithful implementation of all actions under Goal 4, several challenges remain in fully achieving desired student outcome targets. While suspension rates, dropout rates, and school climate indicators showed overall improvement, these gains have not consistently translated into stronger academic outcomes or increased graduation rates across all student groups. In particular, students with

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disabilities experienced a notable decline in graduation rates and an increase in dropout rates, indicating a continued need for more targeted and intensive supports for this population. Additionally, attendance outcomes remained relatively flat, with ADA holding steady and overall attendance showing only minimal change, suggesting that current attendance interventions have not yet produced significant systemwide improvement.
Academic achievement in mathematics also continues to present significant challenges, with persistently low proficiency levels among English learners and long-term English learners, highlighting ongoing systemic barriers to grade-level mastery. Furthermore, while expanded learning opportunities and enrichment programs have strengthened student engagement, they have not yet resulted in substantial reductions in achievement gaps or consistent academic acceleration for high-need student groups. Overall, these challenges indicate that while the district's systems of support are effective in promoting engagement and positive behavior, further refinement and intensification of academic and attendance-focused interventions is needed to fully close equity gaps and improve outcomes for all students

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

Based on reflections on prior practice, Goal 4 and all planned metrics, target outcomes, and actions will remain unchanged for the coming year. Action 4.9, District Community Day School and Independent Study, will continue to remain closed as indicated in the prior year's LCAP. Additionally, under Metric 4.10, the desired outcomes for the 2026–27 school year under the School Climate measure were incorrectly listed in the prior plan. The original percentages of 58% for grades 3–5 and 33% for grades 6–12 will be corrected to reflect the actual intended desired outcomes of 72% for grades 3–5 and 64% for grades 6–12. This correction was inadvertently missed in the previous year's LCAP.

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	Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions	Under the framework of the Multi-Tiered System of Supports (MTSS), we aim to seamlessly integrate Social and Emotional Learning (SEL) and Positive Behavior Supports & Interventions (PBIS) to enhance pupil engagement and foster a positive school climate. Strategies include providing students, parents, and staff with comprehensive professional development and resources, supporting the creation of a safe environment, empowering site and district SEL Teams, Behavior Committees and Task Forces to analyze data for tailored interventions, purchasing and utilizing data collection programs and software for a holistic view of the whole child, and offering Tier 1, 2, and 3 supports and interventions. The desired outcome is to enhance student engagement, well-being, and overall school	$4,669,499.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		climate, creating a conducive environment for academic, behavioral, and social-emotional growth.		
4.2	Attendance and Engagement	Improve school climate and attendance for unduplicated pupils by promoting a districwide attendance campaign and school-wide engaging activities such as weekly theme days, talent shows, and spelling bees, and by providing attendance and engagement incentives at all schools. Additionally, enhance attendance reporting, monitoring, and parent communication to decrease absenteeism among unduplicated pupils and create optimal learning conditions for their engagement.	$2,013,174.00	Yes
4.3	Extended Day Enrichment Opportunities	Provide extended day enrichment opportunities for all unduplicated pupils in coordination with Expanded Learning to strengthen school connectedness.	$21,396.00	Yes
4.4	Athletic Opportunities to Strengthen School Connectedness	Enhance facilities and provide diverse athletic opportunities for secondary students to boost school connectedness. Strategies include upgrading facilities for safety and inclusivity, offering a variety of sports options, establishing intramural leagues for all skill levels, and supporting competitive interscholastic teams to foster school spirit and belonging.	$905,135.00	Yes
4.5	Enhancing Student Engagement Through Music Program	To enhance and diversify the academic experience, we will provide students with a districtwide music education program. a. fund a music program for elementary and secondary schools. b. purchase uniforms and equipment for CUSD music programs (including but not limited to Mariachi, Folkloric dance, choir, etc.) c. expand our high schools' music program.	$579,160.00	Yes
4.6	Mobile Library/Media Services to Promote Student Engagement	Provide a variety of engaging activities for our unduplicated pupils through our libraries. (Ex. presentations, maker spaces, projects, etc.)	$868,898.00	Yes

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Action #	Title	Description	Total Funds	Contributing
4.7	Summer School	Provide supplemental learning opportunities in the summer to unduplicated pupils to support mastery of core content areas, provide enrichment opportunities, and have access to credit recovery.	$24,202.00	Yes
4.8	Student Leadership	Provide leadership workshops and expand opportunities for unduplicated pupils to explore and refine their leadership skills.	$14,000.00	Yes
4.9	District Community Day School and Independent Study	Provide alternative educational options for at-risk students including but not limited to community day school, independent study, etc. and provide an integrated focus on academics, health and social services, youth and community development, and community engagement offering the flexibility to meet individual student needs, interests, and styles of learning in a smaller class size ratio. (funding includes teachers, office staff, proctor, psychologist, curriculum, materials, furniture, computers, supplies, etc.) An enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD will no longer open Community Day School and Independent Study beginning in the Fall of 2025.	$0.00	Yes
4.10	Migrant Activities and Incentives	Provide activities and incentives to motivate and improve program participation and academic outcomes in the Migrant extended day services, speech and debate team practices, and the credit recovery learning hub to unduplicated pupils (70% EL) in the Migrant Education program.	$0.00	Yes
4.11	Family Resource Center Services, Activities and Case Management	Expand our Family Resource Center services to offer a variety of programs for our socioeconomically disadvantaged, foster, and homeless students' needs. Services include academic and enrichment activities, parenting classes, behavioral health services, teen pregnancy, nutrition classes, social services, family therapy, and referrals to outside agencies. We will offer case management services to at-risk students including but not	$771,857.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		limited to migrant, foster youth, homeless youth, new immigrants, and long-term English learners. These services may take place before and/or after school hours.		
4.12	Foster/Homeless Youth Services	The Foster/Homeless Facilitators and the Director of the Community Schools will supervise foster and homeless students' attendance and behavior, develop individual academic support plans with each student to establish SMART goals, and monitor their progress.	$40,841.00	Yes

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

During our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, the educational partner feedback for LCAP Goal 5 emphasized strengthening family engagement systems to improve communication, academic support, and meaningful parent participation in student learning. Parents, teachers, administrators, classified staff, and students consistently recommended expanding workshops and training opportunities for families on topics such as academic platforms, technology use, English language support, motivation, emotional well-being, and how to support student learning at home . Stakeholders strongly emphasized the need for flexible scheduling of family engagement opportunities, including morning, afternoon, evening, weekend, and virtual options to ensure greater access for working families. Across all groups, there was a clear call to improve communication systems by using multiple platforms such as apps, email, social media, text messaging, and parent portals, with consistent, timely, and accessible information in multiple languages. Educational partners also recommended strengthening relationship-building efforts through personalized outreach, positive communication, home visits, and intentional efforts to connect with hard-to-reach families. Families, staff, and students highlighted the importance of increasing academic transparency and support systems, including regular grade updates, tutoring information, credit recovery access, and tools that help parents monitor student progress. Stakeholders also recommended improving attendance awareness and expectations through parent education and consistent messaging. To increase engagement, partners suggested offering more interactive and welcoming events such as STEM nights, Cafecitos, family picnics, and school showcases, along with incentives for participation and volunteerism. Students and staff also emphasized the need for parent education on English language learning, digital tools, and college/career readiness to better support student success. Overall, recommendations focused on building stronger, more accessible, and well-supported family engagement systems that improve communication, increase participation, and empower families to actively support student academic, social-emotional, and long-term success. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 5 and improving student outcomes.

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* In 2026 we had 810 parents take the California Parent survey.
* In the 2026 California Parent Survey 16% (1% decrease from 2025) of parents responded ‘yes” to serving on a school committee.
* In our 2026 California Parent Survey 56% of parents had an average reporting of “Yes” for parent involvement in school, 46% strongly agreed & 46% agreed the school encouraged them to be active partners with the school in educating their children, and 44% strongly agreed & 40% agreed the school actively sought the input of parents before making important decisions.
* In the 2026 California Parent Survey 58% of parents reported “strongly agree” or “very well” to topics related to communication with parents about school. There is a need to improve School-to-home communication using various modalities.
* In our 2025-26 local Panorama Survey only 69% (+5%) of parents responded they were confident in their ability to connect with other parents. There is a need to continue providing training and parent networking to increase parent involvement and help support student learning in the areas of literacy development, mathematics, parenting, technology, behavior management and social emotional learning.
* In our 2026 Self-Reflection Tool for Parent Engagement we received a score of 4 – Full Implementation in the following areas:

Description and Score
* Rate the LEA’s progress in creating welcoming environments for all families in the community. 4
* Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4

Parent input provided indicates that the District has made strong progress in building partnerships and seeking Input through expanded community outreach, increased parent workshops and trainings, improved communication via meetings, email, communication platforms, and social media, and the continued offering of programs and supports for families and students, including safety presentations, CTE information, and services for disadvantaged students. Parent input also indicated a need to further strengthen engagement with underrepresented families by increasing accessible and targeted outreach opportunities, improving clarity and consistency of communication and flyers, expanding training and support for ParentVUE and communication tools, offering more flexible meeting times such as evenings, increasing one-on-one support, and ensuring more inclusive representation in decision-making processes and school-based committees.

These initiatives, collectively, will foster a more collaborative, informed, and engaged school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Parent Survey (CPS) Response Number	2024 CA Parent Survey 1,000 parents took the CPS	2025 CA Parent Survey 1,111 parents took the CPS.	2026 CA Parent Survey 810 parents took the CPS.	1,500 parents will take the CPS	Survey -190
5.2	CA Parent Survey(CPS) Percentage	2024 CA Parent Survey	2025 CA Parent Survey	2026 CA Parent Survey	Parental Involvement	Active Partner Maintained at 92%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parental Involvement "Strongly Agree and Agree" Response School Encourages to Be Active Partner 92% School Actively Seeks Parent Input 90% Feel Welcome to Participate at School 93% Teachers communicate with parents about what students are expected to learn in class. 90% Parental Involvement "Yes" Response Served on a School Committee 12% Attended a School or Class Event 75% Attend General Parent Meetings 83% Attend Parent-Teacher Conference 82%	Parental Involvement "Strongly Agree and Agree" Response School Encourages to Be Active Partner 96% School Actively Seeks Parent Input 91% Feel Welcome to Participate at School 95% Teachers communicate with parents about what students are expected to learn in class. 94% Parental Involvement "Yes" Response Served on a School Committee 17% Attended a School or Class Event 73%	Parental Involvement "Strongly Agree and Agree" Response School Encourages to Be Active Partner 92% School Actively Seeks Parent Input 84% Feel Welcome to Participate at School 92% Teachers communicate with parents about what students are expected to learn in class. 88% Parental Involvement "Yes" Response Served on a School Committee 16% Attended a School or Class Event 75%	"Strongly Agree and Agree" Response School Encourages to Be Active Partner 95% School Actively Seeks Parent Input 95% Feel Welcome to Participate at School 95% Teachers communicate with parents about what students are expected to learn in class. 90% Parental Involvement "Yes" Response Served on a School Committee 15% Attended a School or Class Event 84% Attend General	Parent Input -6% Participate at School -1% Teachers communicate -2% Served on a School Committee +4% Attended a School or Class Event Maintained at 75% Attend General Parent Meetings Maintained at 83% Attend Parent-Teacher Conference +2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Attend General Parent Meetings 84% Attend Parent-Teacher Conference 81%	Attend General Parent Meetings 83% Attend Parent-Teacher Conference 84%	Parent Meetings 87% Attend Parent-Teacher Conference 87%	
5.3	Implementation of Self-Reflection Tool for Parent Engagement - Priority 3 Scores	2024 Parent Engagement Reflection Tool Progress in providing families with information and resources to support student learning and development in the home = 3 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. = 3 Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	2025 Parent Engagement Reflection Tool Progress in providing families with information and resources to support student learning and development in the home = 5 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. = 5 Progress in providing all families with opportunities to provide input on policies and	2026 Parent Engagement Reflection Tool Progress in providing families with information and resources to support student learning and development in the home = 5 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. =4 Progress in providing all families with opportunities to provide input on policies and	Progress in providing families with information and resources to support student learning and development in the home = 4 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. = 4 Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input	Information and resources +2 Advisory groups +1 Input on policies and programs, and implementing strategies +1

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups in the school community. Score = 3	programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Score = 5	programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. Score = 4	from any underrepresented groups in the school community. Score = 4	
5.4	Number of CUSD Parent Trainings	2022-23 Trainings 33 parents completed the CABE workshops 45 parents completed the Sure Helpline workshops 25 parents completed the CAP Council workshops Over 200 parents attended additional elementary parent workshops	2023-24 Trainings 16 parents completed the CABE workshops 16 parents completed the Sure Helpline workshops 20 parents completed the CAP Council workshops Over 1500 parents attended additional elementary parent workshops	2024-25 Trainings 15 parents completed the CABE workshops 20 parents completed the Sure Helpline workshops 8 parents completed the CAP Council workshops Over 1300 parents attended additional elementary parent workshops	On average 300 parents will complete a Training/Institute/ Workshop/Conference on a yearly basis.	CABE -16 Sure Helpline -25 CAP Council -17 Elementary Workshops +1100

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.

All planned actions were implemented without substantive differences. Among our successes were the increased parent meetings and parent participation (Actions 5.1, 5.3, 5.4). Our parent center remains a hub for all parent training sessions (Action 5.3). Parents feel welcomed and find this space to be inclusive. We have improved training coordination through our Parent Google Calendar, ensuring that site and district

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office programs schedule meetings without competing for parent attendance. District training covers academic, social-emotional, safety, and home relationship topics.

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

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

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

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

The material differences within this goal were minimal. Under Action 5.2, a balance remained because sites did not expend all available funds. Under Action 5.3, expenditures were lower than planned due to the use of other funding sources to support parent training activities. Under Action 5.4, funds were allocated to support the Community Schools initiative; however, less funding was needed because schools received separate Community Schools funding, and travel to conferences was lower than anticipated. Under Action 5.5, funds had been set aside for newsletters; however, district-level newsletters were not implemented during this school year. In addition, unlike the prior year, there was no need to repair existing marquees. Any remaining funds under this goal were reallocated to other actions and goals, as needed.

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

Overall, the actions implemented under Goal 5 were effective in increasing parent engagement, strengthening family-school partnerships, expanding parent leadership opportunities, and building parent capacity to support student achievement. Through parent leadership committees, trainings, workshops, community forums, communication systems, and Community Schools initiatives, the district continued to create meaningful opportunities for families to participate in decision-making and support student success.

Action 5.1 was effective in promoting parent involvement in district and school decision-making processes. This is evidenced by the continued operation of School Site Councils, English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), School Safety Plan Committees, Migrant Parent Advisory Committees, and the District Parent Advisory Committee. Additionally, the district hosted three LCAP Parent and Community Forums during the 2025-26 school year, where parents and community members participated in data review, needs assessment activities, program evaluation, and LCAP planning discussions. Each forum averaged

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approximately 75 participants, demonstrating consistent family engagement and meaningful stakeholder involvement in district decision-making processes.

Actions 5.2, 5.3, and 5.4 were effective in increasing parent participation and building leadership capacity among families. This is evidenced by the continued participation of parents in district-sponsored training programs and leadership development opportunities. During the 2024-25 school year, eight parents completed the eight-week CAP Council Parent Training, twenty parents completed the twelve-week Sure Help training program, and twenty-six parents completed the twelve-week CABE Parent Leadership Program. These programs helped build parent knowledge, leadership skills, and advocacy capacity, resulting in increased parent participation in advisory committees and school governance structures.

Additional evidence of effectiveness is reflected in the large number of parents participating in district workshops and trainings. During the year, more than 1,300 parents attended elementary school parent workshops and more than 1,000 parents participated in district-sponsored workshops. The Family Resource Center provided additional trainings focused on Community Schools, fentanyl awareness, mental health awareness, social-emotional learning at home, and school safety. Secondary schools continued to offer workshops on FAFSA completion, scholarships, AVID, social-emotional learning, and safety topics. These opportunities expanded parents' understanding of how to support their children's academic and social-emotional success.

Actions 5.3 and 5.5 were effective in strengthening communication and engagement between schools and families. This is evidenced by the results of the 2026 California Parent Survey. Ninety-two percent of parents either strongly agreed or agreed that schools encourage them to be active partners in their children's education, while 92% reported feeling welcome to participate in school activities and events. Although these results represent slight decreases compared to 2025, the overall percentages remain high and indicate strong levels of parent satisfaction and engagement.

Further evidence of effectiveness is reflected in increases in parent participation rates across several school activities. Parent attendance at school and classroom events increased from 73% in 2025 to 84% in 2026, representing an 11 percentage point increase. Attendance at general parent meetings increased from 84% to 87%, while parent-teacher conference attendance increased from 81% to 84%. These increases suggest that district communication efforts, outreach strategies, and parent engagement opportunities have successfully encouraged greater family participation in school activities.

Actions 5.3 and 5.5 were also effective in providing families with information and resources to support student achievement. The College and Career Readiness Department offered workshops focused on FAFSA completion, A-G requirements, college applications, and scholarship opportunities. The English Learner Department provided targeted trainings for parents of Level 3 English learners, including information on ELPAC assessments, reclassification criteria, English Learner programs and services, literacy development, language acquisition strategies, and district academic goals. These trainings provided families with practical tools and resources to support student learning at home while increasing awareness of academic pathways and graduation requirements.

Action 5.3 was effective in supporting family engagement during key educational transitions. This is evidenced by the continued implementation of Transitional Kindergarten and Kindergarten orientation sessions at each elementary school. These sessions informed parents about registration procedures, attendance requirements, school expectations, and available student supports, helping families navigate the transition into the school system and establish positive relationships with school staff.

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Actions 5.3 and 5.4 were effective in expanding family engagement opportunities through Community Schools initiatives and districtwide outreach efforts. The State and Federal Projects Department hosted district-level Cafecitos focused on topics such as the SPARKS Elementary Music Program and Safety, School Funding 101, Nutrition to Maximize Student Achievement, and Family Engagement Policy. Additionally, the district hosted its Third Annual Parent Summit on October 18, 2025, where approximately 60 parents participated in workshops focused on Social Emotional Learning (SEL), Safety, English Learner Development (ELD), Nutrition, Special Education (SPED), and community-based services. The summit also included community resource providers and partner agencies, reinforcing the district's commitment to integrated family supports and Community Schools practices.

Actions 5.4 and 4.11 were highly effective in expanding Community Schools implementation and strengthening family engagement systems districtwide. This is evidenced by the successful award of Community Schools Implementation Grants to the district's remaining seven school sites on May 7, 2025, resulting in Calexico Unified School District becoming a fully designated Community Schools District. Community School Facilitators at each site continued to support family engagement efforts through Family Leadership Parent Trainings, site steering committee meetings, and coordination of integrated student and family support services. These efforts increased opportunities for parent voice, collaboration, and leadership throughout the district.

Qualitative feedback collected through LCAP Parent and Community Forums and the 2026 Local Indicator Parent Tool further demonstrates the effectiveness of Actions 5.1 through 5.5. Parent input indicated that the district has made strong progress in building partnerships and seeking stakeholder input through expanded community outreach, increased parent trainings, improved communication through meetings, email, ParentVUE, social media, and the continued provision of programs and services that support students and families. Parents consistently identified home-to-school communication as a priority area that directly supports student academic and behavioral success.

Overall, the actions implemented under Goal 5 have been effective in increasing parent participation, strengthening family-school partnerships, expanding leadership opportunities, and improving communication between schools and families. This is evidenced by strong parent survey results, increased attendance at school events and parent meetings, participation in leadership development programs, successful implementation of Community Schools initiatives, and continued engagement in district decision-making processes. While re-engaging some families continues to present challenges, the district has established a strong foundation for meaningful parent involvement and will continue expanding opportunities for parent leadership, communication, and participation through Actions 5.1, 5.2, 5.3, 5.4, and 5.5.

Even though Actions 5.1–5.5 have been effective overall in increasing parent engagement, some challenges remain. The 2026 parent survey shows slight decreases in parents feeling welcomed and encouraged to participate, even though results are still high. Participation is also not consistent across all schools, with some families being more involved than others. While attendance at events and meetings has increased, communication and engagement still need to be improved in some areas, especially to make sure all families receive information in a timely and accessible way. Some Community Schools efforts are also still developing at certain sites, so more time is needed to fully build strong parent leadership at every school.

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

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

Based on reflections on prior practice, the planned goal, metrics, target outcomes, and actions for Goal 5 will remain unchanged for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Advisory Committees	Work with parents through parent advisory and community school committees to increase parent involvement in district level committees and LCAP forums to support student learning and to seek parent input on making decisions for the district or individual school that directly impacts our unduplicated students and students with exceptional needs.	$4,749.00	Yes
5.2	Parent Incentives	Implement incentives to increase parent participation and ensure all families feel welcomed and included, as well as engage in activities and/or training (e.g. lanyards, pens, food).	$46,455.00	Yes
5.3	Parent Trainings/Workshop and Institutes	Provide parent trainings/workshops and leadership institutes that are researched based and proven to be effective in order to train our parents on taking an active role in encouraging and supporting their children to improve academic performance, prepare for post-secondary education and develop healthy and constructive relationships with their parents, teachers, counselors, and peers. To increase parent participation and ensure families feel welcome, we will fund a Parent Center at the Family Resource Center.	$27,400.00	Yes
5.4	Community Schools	Support community schools within a school system through strategies aimed at providing wraparound services, strengthening partnerships with the local community, addressing students' diverse needs, and enhancing educational outcomes.	$18,750.00	Yes

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Action #	Title	Description	Total Funds	Contributing
5.5	Communication	Increase parent school-to-home communication through multiple forms of contact to ensure parents are informed and engage with school activities. (e.g. Remind, social media, flyers, etc.)	$55,000.00	Yes

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

During our LCAP Core Committee, composed of teachers, administrators, parents, students, and other staff, educational partner feedback for LCAP Goal 6 focused on improving school safety, facilities, supervision, and overall campus conditions to ensure students and staff feel safe, supported, and ready to learn. Parents, teachers, administrators, classified staff, and students consistently emphasized the need to increase campus supervision throughout the entire school day, including arrival, dismissal, lunch, recess, and after school, with more trained security staff, proctors, and crosswalk guards. Stakeholders also strongly recommended improving surveillance systems, strengthening visitor management procedures, and enhancing traffic safety around school sites. Across all groups, there was a clear call to improve campus facilities and maintenance, including addressing broken or dirty restrooms, outdated classrooms, unsafe playground equipment, landscaping issues, and overall cleanliness. Educational partners also stressed the importance of timely repairs, clearer maintenance timelines, and improved communication about facility updates and safety concerns. Families, staff, and students highlighted the need for stronger communication systems related to safety, including emergency procedures, reunification plans, safety alerts, and information shared in multiple languages and through multiple platforms. Staff and administrators also recommended ongoing safety training for employees, improved emergency preparedness, and expanded mental health and student wellness supports to address emotional and behavioral needs. Additional recommendations included strengthening discipline and safety protocols, ensuring consistent rule enforcement, addressing substance use and bullying, and improving restroom supervision and accessibility. Students specifically emphasized the need for cleaner and safer facilities. Overall, recommendations centered on creating a safer, cleaner, and more secure school environment through increased supervision, improved facilities and maintenance systems, stronger communication and emergency preparedness, and expanded student

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wellness and safety support. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 6 and improving student outcomes.

* Data is based on the 2025-26 District Facilities Inspection Tool (FIT).
* In our 2026 California Parent Survey 50% of parents strongly agreed that schools have clean and well-maintained facilities. Parents participating in educational partners' meetings cited creating a safer, cleaner, and more secure school environment.
* Based on the 2026 California Parent Survey 48% of parents strongly agreed school is a safe place for their child. The percentages decreased from elementary to high school; elementary schools had 55%, jr. high schools had 36%, and high school had 31%.
* Based on the 2026 California Parent Survey13% of parents responded there is a big problem with tobacco use, 15% responded there is a big problem with student vaping and e-cigarette use, 14% indicated there is a big problem with student alcohol and drug use.
* Based on the 2026 California Healthy Kids Survey, 71% of 5th graders 60% of 7th graders, 47% of 9th graders 52% of 11th graders and 72% of non-traditional schools perceived school as safe.
* Based on the 2026 California Healthy Kids Survey, 79% of 5th graders perceived feeling safe on their way to and from school.
* Based on the 2026 California Healthy Kids Survey, 43% of 7th graders, 46% of 9th graders, 48% of 11th graders, and 39% of non-traditional schools indicated the reason for absence was due to illness (feeling physically sick), including problems with breathing or their teeth.
* According to the 2026 Panorama Survey, 63% (+11%) of parents often worry about violence at their child's school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	FIT Tool Percentage	2023-24 Report 96.56% of Schools Ranked Good or Exemplary	2024-25 Report 98.03% of Schools Ranked Good or Exemplary	2025-26 Report 98.8% of Schools Ranked Good or Exemplary	97% of Schools Ranked Good or Exemplary	Ranking +2.24%
6.2	CA Parent Survey: Facilities Percentage	2024 CA Parent Survey "Strongly Agree and Agree" Response Facilities-Clean and Well-maintained District 95% Elementary 96% Jr. High 89% High School 85%	2025 CA Parent Survey "Strongly Agree and Agree" Response Facilities-Clean and Well-maintained District 95% Elementary 96%	2026 CA Parent Survey "Strongly Agree and Agree" Response Facilities-Clean and Well-maintained District 93%	"Strongly Agree and Agree" Response Facilities-Clean and Well-maintained District 98% Elementary 99% Jr. High 92% High School 88%	District -2% Elementary +1% Jr. High -1% High School Maintained at 85%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Jr. High 93% High School 82%	Elementary 97% Jr. High 88% High School 85%		
6.3	CA Parent Survey: Safety Percentage	2024 CA Parent Survey "Strongly Agree and Agree" Response School Perceived as Safe District 93% Elementary 96% Jr. High 84% High School 85% School is Supportive and Inviting Place for Students to Learn District 95% Elementary 96% Jr. High 84% High School 93% Risk Behavior "Large Problem" Response Weapons Possession District 12% Elementary 12% Jr. High 14% High School 14%	2025 CA Parent Survey "Strongly Agree and Agree" Response School Perceived as Safe District 95% Elementary 95% Jr. High 90% High School 92% School is Supportive and Inviting Place for Students to Learn District 97% Elementary 97% Jr. High 97% High School 90% Risk Behavior "Large Problem" Response Weapons Possession District 12% Elementary 12% Jr. High 8% High School 19%	2026 CA Parent Survey "Strongly Agree and Agree" Response School Perceived as Safe District 92% Elementary 96% Jr. High 89% High School 81% School is Supportive and Inviting Place for Students to Learn District 95% Elementary 97% Jr. High 93% High School 93% Risk Behavior "Large Problem" Response Weapons Possession District 11% Elementary 10% Jr. High 9% High School 17%	"Strongly Agree and Agree" Response School Perceived as Safe District 96% Elementary 98% Jr. High 87% High School 88% School is Supportive and Inviting Place for Students to Learn District 98% Elementary 99% Jr. High 87% High School 96% Risk Behavior "Large Problem" Response Weapons Possession District 6% Elementary 6% Jr. High 7% High School 7%	School Perceived as Safe District -1% Elementary Maintained at 96% Jr. High +5% High School -4% School is Supportive and Inviting Place for Students to learn District Maintained at 95% Elementary +1% Jr. High +9% High School Maintained at 93% Risk Behavior "Large Problem" Response Weapons Possession District -1% Elementary -2% Jr. High -5% High School +3%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	CA Parent Survey: Health Percentage	2024 CA Parent Survey Risk Behavior "Large Problem" Response Student Tobacco use District 14% Elementary 11% Jr. High 23% High School 30% Student Vaping or E-Cigarette Use District 14% Elementary 11% Jr. High 23% High School 30% Student Alcohol and Drug Use District 13% Elementary 11% Jr. High 19% High School 24%	2025 CA Parent Survey Risk Behavior "Large Problem" Response Student Tobacco use District 12% Elementary 11% Jr. High 11% High School 38% Student Vaping or E-Cigarette Use District 14% Elementary 12% Jr. High 13% High School 46% Student Alcohol and Drug Use District 12% Elementary 12% Jr. High 7% High School 38%	2026 CA Parent Survey Risk Behavior "Large Problem" Response Student Tobacco use District 13% Elementary 9% Jr. High 9% High School 29% Student Vaping or E-Cigarette Use District 15% Elementary 10% Jr. High 12% High School 33% Student Alcohol and Drug Use District 14% Elementary 10% Jr. High 11% High School 29%	Risk Behavior "Large Problem" Response Student Tobacco use District 7% Elementary 6% Jr. High 11% High School 15% Student Vaping or E-Cigarette Use District 7% Elementary 5% Jr. High 11% High School 15% Student Alcohol and Drug Use District 6% Elementary 5% Jr. High 9% High School 12%	Student Tobacco use District -1% Elementary -2% Jr. High -14% High School -1% Student Vaping or E-Cigarette Use District +1% Elementary -1% Jr. High -11% High School +3% Student Alcohol and Drug Use District +1% Elementary -1% Jr. High -8% High School +5%
6.5	CA Healthy Kids Survey: Safety Percentage	2024 CA Healthy Kids Survey School Perceived as Safe 5th 71% 7th 57% 9th 48%	2025 CA Healthy Kids Survey School Perceived as Safe 5th 72% 7th 56% 9th 49%	2026 CA Healthy Kids Survey School Perceived as Safe 5th 71% 7th 60% 9th 47%	School Perceived as Safe 5th 77% 7th 71% 9th 67% 11th 71% NT 69%	School Perceived as Safe 5th Maintained at 71% 7th +3% 9th -1% 11th -4% NT NA

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th 56% NT 53% Perceived feeling safe on their way to and from school 5th 75% Harassment/Bullying (5th grade target of mean jokes) 5th 54% 7th 27% 9th 24% 11th 19% NT 17% Cyberbullying 5th 33% 7th 33% 9th 30% 11th 25% NT 25% Grade Saw a Weapon at school 5th 28% 7th 9% 9th 14% 11th 9% NT 33%	11th 56% NT 69% Perceived feeling safe on their way to and from school 5th 81% Harassment/Bullying (5th grade target of mean jokes) 5th 44% 7th 27% 9th 19% 11th 14% NT 7% Cyberbullying 5th 31% 7th 26% 9th 22% 11th 22% NT 11% Grade Saw a Weapon at school 5th 21% 7th 8% 9th 9% 11th 8% NT 4%	11th 52% NT 72% Perceived feeling safe on their way to and from school 5th 79% Harassment/Bullying (5th grade target of mean jokes) 5th 44% 7th 26% 9th 24% 11th 18% NT 15% Cyberbullying 5th 31% 7th 25% 9th 28% 11th 22% NT 11% Grade Saw a Weapon at school 5th 19% 7th 12% 9th 11% 11th 6% NT 12%	Perceived feeling safe on their way to and from school 5th 90% Harassment/Bullying (5th grade target of mean jokes) 5th 27% 7th 13% *9th 212% 11th 9% NT 8% *Actual 9th 12% Cyberbullying 5th 16% 7th 16% 9th 15% 11th 12% NT 12% Grade Saw a Weapon at school 5th 14% 7th 4% 9th 7% 11th 4% NT 16%	Perceived feeling safe on their way to and from school 5th +4% Harassment/Bullying (5th grade target of mean jokes) 5th -10% 7th -1% 9th Maintained at 24% 11th -1% NT -2% Cyberbullying 5th -2% 7th -8% 9th -2% 11th -3% NT -14% Grade Saw a Weapon at school 5th -9% 7th +4% 9th -3% 11th -3% NT -21%
6.6	CA Healthy Kids Survey: Health Percentage	2024 CA Healthy Kids Survey School Alcohol or Drug Use	2025 CA Healthy Kids Survey School Alcohol or Drug Use	2026 CA Healthy Kids Survey School Alcohol or Drug Use	School Alcohol or Drug Use 5th 10% 7th 3% 9th 4%	School Alcohol or Drug Use 5th -7% 7th Maintained at 7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th 20% 7th 7% 9th 9% 11th 13% NT 16% Absences Due to Illness 7th 37% 9th 45% 11th 47% NT 39%	5th 13% 7th 5% 9th 5% 11th 10% NT 18% Absences Due to Illness 7th 41% 9th 47% 11th 53% NT 64%	5th 13% 7th 7% 9th 11% 11th 10% NT 32% Absences Due to Illness 7th 43% 9th 46% 11th 48% NT 39%	11th 6% NT 8% Absences Due to Illness 7th 18% 9th 22% 11th 23% NT 20%	9th +2% 11th -3% NT +16% Absences Due to Illness 7th +6% 9th +1% 11th +1% NT Maintained at 39% NT +25%

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.

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

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

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

Under Action 6.1, expenditures related to substitute coverage for training, as well as materials, supplies, and programs, were overbudgeted, resulting in a remaining balance. Under Action 6.2, funding for crossing guards was underbudgeted. In addition, a negative balance occurred due to staff requiring extra hours for training and support of school activities. Under Action 6.3, although repairs to shade structures had been

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planned, no repairs of this type were needed during the year. Funds were also set aside for additional outdoor seating, as needed; however, no requests for additional seating were submitted by school sites. Under Action 6.4, no additional transportation funds were needed. Under Action 6.5, expenditures for health services were lower than budgeted, resulting in a positive balance. Any unspent funds under this goal were reallocated to other actions or goals, as needed.

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

Overall, the actions implemented under Goal 6 were effective in strengthening campus safety systems, maintaining safe and supportive learning environments, and improving the physical conditions of school facilities. The coordinated implementation of safety infrastructure, facility maintenance, student supervision, transportation services, health services, and emergency preparedness efforts contributed to positive outcomes related to school safety and parent perceptions of school climate.

Actions 6.1 and 6.2 were effective in strengthening districtwide safety systems and emergency preparedness. This is evidenced by the continued implementation of the district's visitor management system and emergency management system across all school sites. Additional cameras were installed as needed, existing camera systems were maintained, and all school sites have been equipped with radios over the past three years to improve communication and emergency response capabilities. The School Safety Committee continued to meet regularly to promote and maintain safe and healthy learning environments, while the Director of Safety participated in professional safety conferences to strengthen district safety practices and programs. These efforts have enhanced the district's capacity to proactively address safety concerns and respond effectively to emergencies.

Actions 6.2, 6.4, and 6.5 were effective in supporting student safety, health, and engagement. This is evidenced by the continued provision of health services, safety supplies, transportation services, crossing guard services, and additional student supervision before, during, and after school activities. Support staff provided increased supervision to help ensure student safety throughout the school day, while transportation and crossing guard services helped students safely access school and participate in educational programs. These actions contributed to creating safer school environments and reducing barriers to student attendance and engagement.

Actions 6.3 and 6.5 were effective in maintaining safe, healthy, and well-maintained school facilities. This is evidenced by the continued maintenance of shade structures, outdoor seating areas, playground equipment, hydration stations, and other facility improvements that support student well-being. Additionally, facility conditions remained strong across the district, as evidenced by 98.8% of schools receiving a rating of "Good" or "Exemplary" on the Facilities Inspection Tool (FIT), an increase from 98.03% in 2024-25. These results demonstrate that district efforts to maintain safe and functional learning environments continue to be successful.

Actions 6.1 through 6.5 were effective in promoting positive perceptions of school safety and school climate among parents and students. This is evidenced by results from the 2026 California Parent Survey, where 92% of parents strongly agreed or agreed that schools are safe, and 95% strongly agreed or agreed that schools are supportive and inviting places for students to learn. These findings indicate strong parent confidence in the district's efforts to maintain safe and welcoming school environments.

Additional evidence of effectiveness is reflected in the 2026 California Healthy Kids Survey. Student perceptions of school safety improved among several grade levels compared to 2025. The percentage of fifth-grade students reporting that they felt safe at school increased from

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72% to 77% (+5%), seventh-grade students increased from 56% to 60% (+4%), and non-traditional students increased from 69% to 72% (+3%). These improvements suggest that ongoing investments in safety infrastructure, supervision, health services, and campus supports have positively impacted students' sense of safety and well-being.

While overall perceptions of safety improved for some student groups, survey results also identified areas requiring continued attention. The percentage of ninth-grade students reporting that they felt safe at school decreased slightly from 49% to 47% (-2%), while eleventh-grade students decreased from 56% to 52% (-4%). In addition, California Healthy Kids Survey data revealed ongoing concerns related to student safety and well-being. Reports of harassment or bullying, including being the target of mean jokes, remained highest among fifth-grade students (44%). Cyberbullying was reported across all grade levels, with 31% of fifth-grade students and 25% of seventh-grade students reporting such experiences. Additionally, 19% of fifth-grade students reported seeing a weapon at school, compared to approximately 12% of students in grades seven through eleven. Reports of witnessing alcohol or drug use on campus were highest among fifth-grade students (13%) and non-traditional students (32%). These findings indicate that while district safety efforts have been effective overall, additional prevention, education, and intervention strategies are needed to address bullying, substance use awareness, and student perceptions of safety.

The actions implemented under Goal 6 have established a strong foundation for maintaining safe, healthy, and supportive school environments. Through the combined efforts of the School Safety Committee, safety personnel, health services staff, transportation staff, crossing guards, support staff, and facility maintenance teams, the district has strengthened safety systems and improved facility conditions while maintaining high levels of parent confidence in school safety.

Overall, the actions under Goal 6 have been effective in improving campus safety infrastructure, maintaining high-quality facilities, supporting student health and well-being, and fostering positive perceptions of school safety, as evidenced by strong FIT ratings, favorable parent survey results, and improved student perceptions of safety among several grade levels. However, continued efforts are needed to address bullying, cyberbullying, substance use awareness, and safety perceptions among some secondary students to ensure all students feel safe and supported at school.

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

Based on reflections on prior practice, the planned goal, metrics, target outcomes, and actions for Goal 6 will remain unchanged for the coming year, as current strategies and measures continue to align with district priorities and intended outcomes

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

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Action #	Title	Description	Total Funds	Contributing
6.1	School Safety	(Safety) We will improve student and staff health and physical safety to support an optimal teaching and learning environment.	$90,442.00	Yes
6.2	Safety and Supervision	Implement appropriate surveillance and supervision measures to monitor before, during, and after school activities, programs, and environment and quickly respond to any safety or health issues that arise.	$3,119,871.00	Yes
6.3	Outdoor Safety and Learning Environments	Mitigate the risks of heat-related conditions among students, especially those participating in afterschool programs, and enhance their overall well-being by providing adequate shading, hydration stations, outdoor seating, and playground structures	$8,000.00	Yes
6.4	Transportation	Maintain increased transportation services to continue to support student curricular and extracurricular programs and provide additional transportation services to support the attendance and participation of our unduplicated pupils and relieve the burden of some of our parents.	$33,028.00	Yes
6.5	Health Services	Provide students appropriate health care services and increase student wellbeing.	$1,720,192.00	Yes

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Based on the 2025 California Dashboard, Aurora High School's population of 96 students consisted of 70.8% English learners, 2.1% foster youth, and 84.4% socioeconomically disadvantaged students. Aurora High School has a percentage of unduplicated students over 95%.According to 2025 Data Quest data, Aurora High School had a 70.9% non-stability rate. Initial educational partner feedback indicated the need to address academics, behavior and social emotional student needs. Among the recommendations was to hire a child and welfare and attendance specialist to offer targeted support services for chronically absent students. Educational partners also expressed the need to integrate Social and Emotional Learning (SEL) and Positive Behavior Supports & Interventions (PBIS) to enhance pupil engagement and foster a positive school climate.

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

* Only 8% of Aurora students are meeting or exceeding in the 2025 ELA SBAC, with English learners at 3.13%, long-term English learners at 7.69%, socioeconomically disadvantaged students at 8.51%, and Hispanic group scoring at 8%.

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* 2% of our students are meeting or exceeding in the 2025 Mathematics SBAC, with English learners at 0%, long-term English learners at 0%, socioeconomically disadvantaged students at 2.13%, and Hispanic group scoring at 2%.
* There is a need to increase student achievement for all students as measured by the 2025 California School Dashboard. In ELA, Aurora students were 148.3 pts below standard level 3 and in Math, they were 242.6 points below standard level.
* The 2025 CA School Dashboard status for English Learner Progress is in the "orange" level with 32.6% making progress towards English language proficiency.
* Only 11.46% of English learners achieved a Level 4 (Well Developed) English Language Proficiency Level in the 2024-25 Summative ELPAC. There is a need to continue working on professional development on the ELD standards and Integrated/Designated ELD strategies to address English learners' needs.
* Based on the 2025 Dashboard, Aurora's CCI indicator showed 0% of seniors at a "Prepared Level".
According to 2025 Data Quest, Aurora's Chronic Absenteeism showed a rate of 59.9%. The 2025 chronic absenteeism subgroup data is the following: English learners - 62.6%, socioeconomically disadvantaged students - 60.7%, students with disabilities - 64%, homeless youth - 73.3%, Hispanic - 60.3%.
* The 2025 CA Dashboard Additional Data showed an 87.3% graduation rate for Aurora. The 2025 graduation student group data is the following: English learners - 87.2%, socioeconomically disadvantaged - 87.9%, students with disabilities - 92.3%, homeless - 85%, Hispanic - 87.3%.
* The 2025 CA Dashboard Suspension Rate data showed a 3.8% suspension rate for all Aurora students. The 2025 suspension rate for student groups is the following: English learners - 3.7%, socioeconomically disadvantaged - 3.7%, students with disabilities - 0%, homeless - 13.3%, Hispanic - 3.9%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	SBAC ELA Percentage Standard Met/Exceeded	2023 SBAC Aurora ALL 8.93% EL 2.22% LTEL 3.45% SED 10% Hispanic 9.26%	2024 SBAC Aurora ALL 3.70% EL 0% LTEL 0% SED 4.35% Hispanic 3.85%	2025 SBAC Aurora ALL 8% EL 3.13% LTEL 7.69% SED 8.51% Hispanic 8%	ALL 39% EL 32% LTEL 33% SED 40% Hispanic 39%	ALL --0.93% EL +0.91% LTEL +4.24% SED -1.49% Hispanic -1.26%
7.2	SBAC Math Percentage Standard Met/Exceeded	2023 SBAC Aurora ALL 0% EL 0% LTEL 0% SED 0% Hispanic 0%	2024 SBAC Aurora ALL 0% EL 0% LTEL 0% SED 0% Hispanic 0%	2025 SBAC Aurora ALL 2% EL 0% LTEL 0% SED 2.13% Hispanic 2%	ALL 30% EL 30% LTEL 30% SED 30% Hispanic 30%	ALL +2% EL 0% SED +2.13% Hispanic +2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.3	Dashboard English Learner Progress Indicator Percentage	2023 Dashboard Aurora: 28.6% making progress towards language proficiency Pinnacle: 8.3% making progress towards language proficiency	2024 Dashboard Aurora: 27.5% making progress towards language proficiency Pinnacle: Less than 11 students	2025 Dashboard Aurora: 32.6% making progress towards language proficiency Pinnacle: Less than 11 students	Aurora: 59% making progress towards language proficiency Pinnacle: 51% making progress towards language proficiency	Aurora: +4% Pinnacle: Less than 11 students
7.4	ELPAC Summative Percentage Proficient Level 4	2023 ELPAC Level 4 Aurora EL 4.76% LTEL 7.37% Pinnacle EL 0% LTEL 0%	2024 ELPAC Level 4 Aurora EL 8.15% LTEL 9.41% Pinnacle Less than 11 students	2025 ELPAC Level 4 Aurora EL 11.46% LTEL 20% Pinnacle Less than 11 students	Level 4 Aurora District 20% LTEL 22% Pinnacle EL 15% LTEL 15%	Aurora EL +6.84% LTEL +12.63% Pinnacle Less than 11 students
7.5	CA Dashboard College and Career Indicator Percentage Prepared	2023 CA Dashboard Aurora ALL 1.3% EL 1% SED 1.4% FY Less than 11 students SWD Less than 11 students Homeless 0% Hispanic 1.3%	2024 CA Dashboard Aurora ALL 0.7% EL 0% SED 0.7% FY Less than 11 students SWD Less than 11 students Homeless 0% Hispanic 0.7%	2025 CA Dashboard Aurora ALL 0% EL 0% SED 0% FY Less than 11 students SWD Less than 11 students Homeless 0% Hispanic 0%	ALL 15% EL 15% SED 15% FY Less than 11 students SWD Less than 11 students Homeless 15% Hispanic 15%	ALL -1.3% EL -1% SED -1.4% FY Less than 11 students SWD Less than 11 students Homeless 0% Hispanic -1.3%
7.6	CA Dashboard Graduation Percentage	2023 CA Dashboard Aurora ALL 60.7%	2024 CA Dashboard Aurora ALL 88.3%	2025 CA Dashboard Aurora ALL 87.4%	ALL 72% EL 72% SED 72%	ALL +26.7% EL +25.7% SED +26.6% FY Less than 11

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 61.5% SED 61.3% FY Less than 11 students SWD Less than 11 students Homeless 61.1% Hispanic 60.7%	EL 89.4% SED 88.1% FY Less than 11 students SWD Less than 11 students Homeless 88.2% Hispanic 88.2%	EL 87.2% SED 87.9% FY Less than 11 students SWD 92.3% Homeless 85% Hispanic 87.3%	FY Less than 11 students SWD Less than 11 students Homeless 72% Hispanic 72%	students SWD Less than 11 students Homeless +23.9% Hispanic +26.6%
7.7	Data Quest Chronic Absenteeism Percentage	2023 Data Quest Aurora ALL 42.9% EL 45.5% SED 44.4% SWD 63.6% Homeless 48.4% Hispanic 43.2% Pinnacle ALL 81.8% EL 84.2% SED 80% SWD 100% Homeless 100% Hispanic 81.8%	2024 DataQuest Aurora ALL 37.4% EL 34.4% SED 37.4% SWD 57.1% Homeless 53.8% Hispanic 37.4% Pinnacle ALL 93.3% EL 92.3% SED 80% SWD Less than 10 students Homeless Less than 10 students Hispanic 92.9%	2025 DataQuest Aurora ALL 59.9% EL 62.6% SED 60.7% SWD 64% Homeless 73.3% Hispanic 60.3% Pinnacle ALL 90% EL 83.3% SED 90% SWD 100% Homeless Less than 10 Hispanic Less than 10	Aurora ALL 21% EL 22% SED 22% SWD 32% Homeless 24% Hispanic 21% Pinnacle ALL 21% EL 22% SED 22% SWD 32% Homeless 100% Hispanic 21%	ALL +17% EL +17.11% SED -2.9% SWD +0.4% Homeless +24.9% Hispanic +17.1% Pinnacle ALL +8.2% EL -0.9% SED +10% SWD 0% Homeless Less than 10 students Hispanic Less than 10 students
7.8	CA Dashboard Suspension Percentage	2023 CA Dashboard Aurora ALL 20.6% EL 22.9% SED 22% FY Less than 11 students SWD 16.7%	2024 CA Dashboard Aurora ALL 7% EL 7.7% SED 8.3% FY Less than 11 students	2025 CA Dashboard Aurora ALL 3.8% EL 3.7% SED 3.7% FY Less than 11 students	Aurora ALL 10% EL 11% SED 11% FY Less than 11 students SWD 8% Homeless 11% Hispanic 10%	Aurora ALL -16.8% EL -19.2% SED -18.3% FY Less than 11 students SWD -16.7% Homeless -8.6% Hispanic -16.8%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 21.9% Hispanic 20.7% Pinnacle ALL 29.6% EL 29.2% SED 28% Hispanic 29.6%	SWD 8% Homeless 15.4% Hispanic 7% Pinnacle ALL 20% EL 23.5% SED 22.2% Hispanic 20%	SWD 0% Homeless 13.3% Hispanic 3.9% Pinnacle ALL 0% EL Less than 11 students SED 0% Hispanic 0%	Pinnacle ALL 15% EL 15% SED 14% Hispanic 15%	Pinnacle ALL -29.6% EL NA SED -28% Hispanic -29.6%

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.

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

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

All actions were successfully implemented; however, there was a minor difference between budgeted and actual expenditures. Under Action 7.1, some funds budgeted for materials and supplies remained unspent at the end of the reporting period. Despite this variance, the planned action was fully implemented and program objectives were met.

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

Overall, the actions implemented under Goal 7 were effective in supporting English learner progress, student engagement, attendance interventions, student well-being, and school climate in the district's alternative education programs. While several outcome measures demonstrated improvement, including English learner progress, reclassification rates, suspension rates, and dropout rates, challenges remain in the areas of chronic absenteeism, academic achievement, graduation rates, and college and career readiness.

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Actions 7.1, 7.2, and 7.3 were effective in improving English learner outcomes and language acquisition. This is evidenced by increases in English language proficiency measures at Aurora High School. The percentage of English learners achieving Level 4 on the ELPAC increased from 8.15% to 11.46% (+3.31%), while long-term English learners achieving Level 4 increased from 9.41% to 20.0% (+10.59%). Additionally, Aurora High School's English Learner Progress Indicator (ELPI) increased by 5.1% on the 2025 California Dashboard compared to 2024. Reclassification outcomes also improved significantly, with Aurora High School increasing from 7.2% to 9.3% and Pinnacle Hall increasing from 16.7% to 50.0% during the 2024-25 school year. These improvements suggest that targeted student support services, counseling, and instructional assistance positively impacted English learner achievement and progress toward proficiency.

Actions 7.1 and 7.2 were effective in supporting student engagement and reducing student disengagement indicators. This is evidenced by declines in suspension and dropout rates across multiple student groups. At Aurora High School, the overall dropout rate decreased from 7.0% to 3.8%. English learners decreased from 7.7% to 3.7%, socioeconomically disadvantaged students decreased from 8.3% to 3.7%, students with disabilities decreased from 8.0% to 0%, homeless students decreased from 15.4% to 13.3%, and Hispanic students decreased from 7.0% to 3.9%. In addition, Pinnacle Hall maintained a suspension rate of 0% for all student groups. These outcomes indicate that the attendance monitoring, home visits, student support services, counseling interventions, and relationship-building efforts funded through Actions 7.1 and 7.2 contributed positively to student engagement and school connectedness.

Actions 7.1, 7.2, and 7.3 demonstrated mixed effectiveness in addressing attendance outcomes. While staff funded through these actions provided attendance training, conducted home visits, reviewed records, and implemented interventions to address chronic absenteeism, chronic absenteeism rates at Aurora High School increased substantially across all student groups. The ALL student group increased from 37.4% to 59.9%, English learners increased from 34.4% to 62.6%, socioeconomically disadvantaged students increased from 37.4% to 60.7%, students with disabilities increased from 57.1% to 64.0%, homeless students increased from 53.8% to 73.3%, and Hispanic students increased from 37.4% to 60.3%. At Pinnacle Hall, results were mixed, with chronic absenteeism decreasing for the ALL student group from 93.3% to 90.0% and for English learners from 92.3% to 83.3%, while increasing for socioeconomically disadvantaged students from 80.0% to 90.0%. These results indicate that although interventions were implemented, chronic absenteeism remains a significant challenge for students enrolled in alternative education programs.

Actions 7.2 and 7.3 were somewhat effective in supporting academic achievement, particularly in English Language Arts. This is evidenced by increases in the percentage of students meeting or exceeding standards on the 2025 SBAC English Language Arts assessment at Aurora High School. The ALL student group increased from 3.70% to 8.0%, English learners increased from 0% to 3.13%, long-term English learners increased from 0% to 7.69%, socioeconomically disadvantaged students increased from 4.35% to 8.51%, and Hispanic students increased from 3.85% to 8.0%. While these increases demonstrate progress, overall performance levels remain low, indicating that students continue to require intensive literacy intervention and academic support.

Actions 7.2 and 7.3 were less effective in improving mathematics achievement. This is evidenced by persistently low SBAC mathematics performance. English learners and long-term English learners remained at 0% meeting or exceeding standards in both 2024 and 2025. The ALL student group increased only slightly from 0% to 2.13%, while Hispanic students increased from 0% to 2.0%. These outcomes suggest that students continue to face significant barriers in mathematics achievement and that additional targeted instructional strategies, intervention programs, and academic supports are needed to improve mathematics outcomes.
Actions 7.2 and 7.3 demonstrated mixed effectiveness in supporting graduation readiness and postsecondary preparation. While the additional counselor funded through Action 7.2 provided individualized academic planning, credit monitoring, and personal development

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support, graduation rates declined slightly across all student groups at Aurora High School. The ALL student group decreased from 88.3% to 87.4%, socioeconomically disadvantaged students decreased from 88.1% to 87.9%, homeless students decreased from 88.2% to 85.0%, and Hispanic students decreased from 93.4% to 87.3%. However, Aurora High School had no student groups identified in the “red” performance level for graduation. College and Career Indicator (CCI) results remained a concern, as all student groups performed at 0% on the 2025 California Dashboard. These results indicate that while graduation supports have helped maintain relatively high graduation rates, additional efforts are needed to improve college and career readiness outcomes.

The staff funded through Action 7.1 played a critical role in supporting student well-being, attendance awareness, and family engagement through child welfare training, attendance interventions, home visits, and case management. These services strengthened communication between schools and families and helped identify barriers affecting student success. The counselor funded through Action 7.2 provided essential academic and social-emotional support, helping students navigate personal and academic challenges common in alternative education settings. Additionally, the support staff funded through Action 7.3 enhanced classroom support and student engagement by allowing teachers to focus more fully on instruction and individualized student needs.

Overall, the actions implemented under Goal 7 were effective in improving English learner outcomes, reducing dropout rates, maintaining low suspension rates, and strengthening student support systems, as evidenced by gains in ELPAC performance, ELPI results, reclassification rates, and reductions in dropout rates. However, chronic absenteeism, mathematics achievement, graduation outcomes, and college and career readiness remain areas of concern. As a result, the district will continue refining intervention strategies and support systems to address these ongoing needs. Due to low student enrollment, Pinnacle Hall will close beginning in Fall 2025. Consequently, Equity Multiplier funding previously allocated to Pinnacle Hall will no longer be utilized, and the support staff position funded under Action 7.3 will no longer be necessary.

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

For the coming year, no changes have been made to the planned goal, metrics, target outcomes, and actions for Goal 7 based on reflections from prior practice, while continuing to maintain alignment with district priorities. Equity Multiplier funds originally earmarked for this school have been reduced due to changes in enrollment; however other funds will be used to help sustain the 1.5 FTE. The position under action 7.2 previously supported by equity multiplier funds will continue to be co-funded by both Equity Multiplier funds and LCAP Goal 3.1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Child and Welfare and Attendance	To enhance student well-being and success by providing training on child welfare and attendance, offering targeted support services, and identifying and addressing chronic absenteeism through home visits and record	$190,058.00	No

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Action #	Title	Description	Total Funds	Contributing
	Specialist (PH and AU)	reviews in order to improve attendance, engagement, and academic achievement, while increasing awareness and competence among school personnel, students, and families.		
7.2	Counseling	Hire an additional counselor to provide crucial personalized support for students facing academic and personal challenges, thereby improving student outcomes and mental health. This counselor will offer individualized guidance on academic planning and personal development, leading to higher engagement and graduation rates. By identifying and addressing barriers, the counselor will enhance attendance and participation. Additionally, they will facilitate better communication with parents and the community and manage resources more effectively, creating a supportive environment tailored to the unique needs of students enrolled in an alternative educational setting.	$64,030.00	No
7.3	Support Staff at Pinnacle Hall	Support staff will help manage behavior, implement individualized education plans, provide academic assistance, and address social and emotional issues, helping create an inclusive and supportive learning environment, allowing the teacher to focus on instruction and improving the overall learning experience for all students. Due to low student enrollment, Pinnacle Hall will be closed beginning the Fall of 2025, resulting in a shift in funding priorities. As a consequence, the equity multiplier funds that were originally earmarked for this school will no longer be utilized. Additionally, the support staff funded under Action 7.3 will no longer be needed for this school.	$0.00	No

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Learning Recovery and Emergency Block Grant Goal

CUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2026-27 school year. To address student needs effectively, LREBG-funded actions 8.1 through 8.4 have been incorporated into the newly established Goal 8. This integration ensures that the remaining funds are strategically allocated to support academic learning recovery and enhance student well-being, aligning with the objectives outlined in the LREBG program.

The needs assessment, grounded in our 2024 and 2025 California Dashboard and local data, reveals critical gaps in academic achievement, credit completion, and student well-being. In ELA and math, a substantial number of students—particularly English learners, long-term English learners, students with disabilities, and homeless students—are not meeting or exceeding standards, and fewer than half of our English learners are making progress on the ELPAC. Semester one of 2025-26 saw a high volume of “F” grades (1,992) at Calexico High School), with English learners earning 62 percent of those failing marks. Chronic absenteeism remains pronounced among all student groups, underscoring the need for accessible counseling and crisis intervention to build resilience, develop coping strategies, and address the emotional toll of their circumstances.

Key educational partner feedback for LCAP Goal 8 centered on strengthening student academic support systems, mental health services, staffing, and program effectiveness to ensure all students are supported in meeting academic and graduation goals. Parents, teachers, administrators, classified staff, and students consistently identified mental health as a top priority, calling for increased access to counseling, emotional support services, and trained staff who can respond to student needs in a timely and effective manner. Across all groups, there was strong agreement on the importance of sustaining and expanding instructional support personnel, including instructional aides, intervention teachers, instructional coaches, and mental health specialists, particularly to support special education, English learners, and

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struggling students. Stakeholders emphasized the need for ongoing training for staff in student support strategies, mental health awareness, instructional practices, and intervention methods. Educational partners also highlighted the need to improve and structure credit recovery systems to ensure students are genuinely mastering content while staying on track for graduation and A–G requirements. There was a shared recommendation to monitor student progress more closely, identify at-risk students early (including freshmen and chronically absent students), and implement timely interventions supported by strong data systems. Families, staff, and students also stressed the importance of expanding tutoring, intervention programs, and academic recovery opportunities, while ensuring long-term, stable funding beyond one-time resources. Administrators and staff further recommended stronger accountability and evaluation systems to ensure programs are effective, equitably implemented, and aligned to student needs. Overall, recommendations focused on building a coordinated system of academic, behavioral, and emotional support that includes well-trained staff, effective credit recovery, early intervention, sustained funding, and data-driven decision-making to improve student success and graduation outcomes. These recommendations will serve as the basis for implementing actions aimed at achieving Goal 8 and improving student outcomes.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	SBAC ELA % Standard Met/Exceeded	2024 SBAC District 27.57% EL 7.33% LTEL 4.55% SED 25.42% FY * (NA) SWD 6.65% Homeless 15.06% Hispanic 27.58%	See Baseline Data	2025 SBAC District 29.98% EL 9.27% LTEL 4.71% SED 28.24% FY * (NA) SWD 7.64% Homeless 18.64% Hispanic 30.03%	District 59% EL 52% LTEL 51% SED 58% FY 58% SWD 50% Homeless 55% Hispanic 59%	District +2.41% EL +1.94% LTEL +0.16% SED +2.82% FY Less than 11 students SWD +0.99% Homeless +3.58% Hispanic +2.45%
8.2	SBAC Math % Standard Met/Exceeded	2024 SBAC District 17.23% EL 6.44%	See Baseline Data	2025 SBAC District 18.91% EL 7.95% LTEL 3.10%	District 56% EL 51% LTEL 49% SED 54%	District +1.68% EL +1.51% LTEL +1.46% SED +2.04%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL 1.64% SED 15.97% FY * (NA) SWD 7.44% Homeless 10.11% Hispanic 17.19%		SED 18.01% FY * (NA) SWD 4.56% Homeless 11.86% Hispanic 18.83%	FY 54% SWD 50% Homeless 52% Hispanic 55%	FY Less than 11 students SWD -2.88% Homeless +1.75% Hispanic +1.64%
8.3	i-Ready Diagnostic Assessment Percentage or Above Grade Level	2025 Spring i-Ready Elem Reading - 30% Sec Reading - 35% Elem Math - 28% Sec Math - 30%	See Baseline Data	2025-26 Spring i-Ready Elem Reading - 29% Sec Reading - 49% Elem Math - 26% Sec Math - 46%	Elem Reading - 59% Sec Reading - 60% Elem Math - 58% Sec Math - 58%	Elem Reading -1% Sec Reading +14% Elem Math -2% Sec Math +16%
8.4	RESULTS Universal Screening Percentage Proficient or Above Level	2025 RESULTS Report Kinder 18.2% 1st 37.1% 2nd 50.1%	See Baseline Data	2026 RESULTS Report Kinder 15.1% 1st 39.6% 2nd 56.5%	Kinder 51% 1st 61% 2nd 67%	Kinder +6.4% 1st +8% 2nd +8.9%
8.5	CA Dashboard English Learner Progress Indicator Percentage	2024 CA Dashboard District 46.9% making progress towards language proficiency	See Baseline Data	2025 CA Dashboard District 48.7 % making progress towards language proficiency	District 65% making progress towards language proficiency	ELPI +1.8
8.6	ELPAC Summative Percentage Proficient Level 4	2024 ELPAC Level 4 EL 12.20% LTEL 14.68%	See Baseline Data	2025 ELPAC Level 4 EL 13.42% LTEL 16.03%	Level 4 EL 25% LTEL 25% SWD 19%	EL +1.22% LTEL +1.35% SWD -0.36%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 3.23%		SWD 2.87%		
8.7	Synergy and TOMS Report ELPAC Level 4 Reclassification Percentage	2023-24 Synergy and TOMS Report Level 4 Reclassification rate: 75.10% (434/578)	See Baseline Data	2024-25 Synergy and TOMS Report Level 4 Reclassification rate: 70.7% (400/566)	Level 4 Reclassification rate: 95%	Level 4 Reclassification rate: -4.4%
8.8	CALPADS Report EL Reclassification Percentage	2023-24 CALPADS Report 10.8% (591/5464)	See Baseline Data	2024-25 CALPADS Report 11.6% (588/4490)	25%	Reclassification +0.8%
8.9	CA Dashboard College and Career Indicator Percentage Prepared	2024 CA Dashboard District 32.7% EL 13.3% SED 31.1% FY Less than 11 students SWD 7.5% Homeless 17% Hispanic 32.2%	See Baseline Data	2025 CA Dashboard District 31% EL 14.8% SED 28.1% FY Less than 11 students SWD 6.3% Homeless 17.7% Hispanic 31.1%	District 59% EL 51% SED 59% FY 59% SWD 51% Homeless 56% Hispanic 59%	District +-1.7% EL +1.5% SED -3% FY Less than 11 students SWD +1.2% Homeless +0.7% Hispanic -1.1%
8.10	CA Dashboard Graduation Percentage	2024 CA Dashboard District 93.5% EL 90.8% LTEL 91.6% SED 93.8% FY Less than 11 students SWD 91.2% Homeless 85.7% Hispanic 93.4%	See Baseline Data	2025 CA Dashboard District 92.3% EL 89.3% LTEL 89.3% SED 92.4% FY Less than 11 students SWD 80.2% Homeless 91.3% Hispanic 92.4%	District 90% EL 87% SED 89% FY 89% SWD 92% Homeless 86% Hispanic 89%	District -1.2% EL +2.3% SED -1.4% FY Less than 11 students SWD -11% Homeless +5.6% Hispanic -1%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.11	CA Healthy Kids Survey Percentage- Priority 6	2025 CA Healthy Kids Survey Caring Adult Relationships 9th 51% 11th 49% NT 55%	See Baseline Data	2026 CA Healthy Kids Survey Caring Adult Relationships 9th 45% 11th 52% NT 55%	Caring Adult Relationships 9th 68% 11th 67% NT 67%	Caring Adult Relationship 9th -6% 11th +3% NT 0%
8.12	2025 Panorama Fall Survey	2025 Panorama Fall Survey Sense of Belonging 6th-12th 40% Teacher-Student Relationship 6th-12th 48% Challenging Feelings 6th-12th 54%	See Baseline Data	2026 Panorama Fall Survey Sense of Belonging 6th-12th 42% Teacher-Student Relationship 6th-12th 50% Challenging Feelings 6th-12th 58%	Sense of Belonging 6th-12th 64% Teacher-Student Relationship 6th-12th 66% Challenging Feelings 6th-12th 71%	Sense of Belonging 6th-12th +2% Teacher-Student Relationship 6th-12th +2% Challenging Feelings 6th-12th +4%

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.

All actions and services were implemented with fidelity and found to be effective. Overall, the district successfully implemented a range of student support services to address academic recovery, mental health, literacy, mathematics, and graduation readiness. Under Action 8.1 school-based mental health specialists were embedded across secondary campuses to provide counseling, crisis intervention, mental health education, and referrals for students and families, while staff received training to identify and respond to student wellness needs through a tiered support system. Under Action 8.2 professional development grounded in the Science of Reading, including LETRS training, was provided to strengthen literacy instruction and early intervention practices for preschool through grade 3 students, supported by coaching and collaborative planning. Some staff received training on the 2023 Mathematics Framework and the California ELA/ELD Framework to improve instructional quality and better support English Learners and Long-Term English Learners. Under Action 8.3 flexible credit recovery

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opportunities, including online courses, after-school programs, and summer sessions, were expanded to support credit-deficient students in meeting graduation and college eligibility requirements. Under Action 8.4 additional instructional aides, inclusive practices, co-teaching models, and professional development were provided to strengthen services for students with IEPs and ensure access to grade-level curriculum. Successes included expanded student access to mental health and academic supports, stronger literacy implementation, and increased pathways for graduation completion. Challenges included staffing capacity, scheduling interventions and training, and ensuring consistent implementation across all sites.

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

All actions were successfully implemented as planned; however, some budgeted funds remained unspent. Under Action 8.1, expenditures for mental health services were lower than anticipated, resulting in unexpended funds. Under Action 8.2, some Instructional Technology Integration Coach (ITIC) positions became vacant during the year as employees transferred into other positions, resulting in salary and benefit savings. Additionally, under Action 8.3, funds allocated for summer school materials, supplies, and staffing were not fully utilized during the reporting period. Because the summer school program is split across fiscal years, remaining funds will be utilized for the 2026 summer school program scheduled for June 15–30, 2026. Final expenditures are still to be determined based on student failure rates and the corresponding staffing needs for the program.

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

Overall, the actions implemented under Goal 8 have been effective in supporting progress toward improved academic achievement, English learner outcomes, student wellness, and graduation readiness, although achievement gaps persist for some student groups.

Actions 8.2 and 8.4, which focused on strengthening literacy instruction, mathematics implementation, professional learning, targeted interventions, curriculum alignment, and instructional support, have been effective in improving student academic outcomes. This is evidenced by increases in 2025 SBAC English Language Arts (ELA) performance across all student groups included in the metrics. The ALL student group increased from 27.57% to 29.98% (+2.41%), English Learners increased from 7.33% to 9.27% (+1.94%), Long-Term English Learners increased from 4.55% to 4.71% (+0.16%), socioeconomically disadvantaged students increased from 25.42% to 28.24% (+2.82%), students with disabilities increased from 6.65% to 7.64% (+0.99%), homeless students increased from 15.06% to 18.64% (+3.58%), and Hispanic students increased from 27.58% to 30.03% (+2.45%). Additional evidence of effectiveness is reflected in grade-level performance, with third grade increasing by 5.4 percentage points and sixth grade increasing by 5.95 percentage points in students meeting or exceeding ELA standards.

The effectiveness of these actions is also evidenced by improvements in the 2024-25 i-Ready Reading Diagnostic. Students performing at "mid or above grade level" increased from 14% to 15%, while students performing at "early on grade level" increased from 14% to 15%. Additionally, the percentage of students performing two grade levels below decreased from 12% to 11%, and those performing three or more grade levels below decreased from 34% to 32%. While these gains demonstrate progress, significant achievement gaps remain, indicating a continued need for targeted academic interventions.

Actions 8.2 and 8.4 have also been effective in improving mathematics achievement. This is evidenced by increases in 2025 SBAC mathematics performance for all student groups except students with disabilities. The ALL student group increased from 17.23% to 18.91%

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(+1.68%), English Learners increased from 6.44% to 7.95% (+1.51%), Long-Term English Learners increased from 1.64% to 3.10% (+1.46%), socioeconomically disadvantaged students increased from 15.97% to 18.01% (+2.04%), homeless students increased from 10.11% to 11.86% (+1.75%), and Hispanic students increased from 17.19% to 18.83% (+1.64%). However, students with disabilities declined from 7.44% to 4.56% (-2.88%), indicating that current supports have not yet produced the desired outcomes for this student group.

Additional evidence of effectiveness is reflected in the 2024-25 i-Ready Mathematics Diagnostic. Students performing at "mid or above grade level" increased from 11% to 13%, and students performing at "early on grade level" increased from 15% to 16%. Students performing two grade levels below decreased from 14% to 13%. Furthermore, students performing at "mid or above grade level" increased substantially from 2% in the fall to 13% in the spring, demonstrating growth in mathematics achievement. Despite these improvements, overall mathematics performance remains below desired levels, and achievement gaps continue to exist.

Actions 8.2 and 8.4 have been effective in supporting English learner achievement and language acquisition. This is evidenced by the district's English Learner Progress Indicator (ELPI) increasing from 46.9% to 48.7%, indicating that nearly half of English learners are making progress toward English language proficiency. Additionally, the English learner reclassification rate increased from 10.8% to 11.6%, while the percentage of English learners achieving Level 4 on the ELPAC increased from 12.20% to 13.42%. Long-Term English Learners achieving Level 4 also increased from 14.68% to 16.03%. Further evidence of effectiveness is demonstrated by the percentage of Level 3 students progressing to Level 4, which increased from 29% to 38%. While these outcomes reflect positive progress resulting from targeted language supports, some school sites experienced declines in ELPI performance, indicating the need for continued monitoring and support.

Actions 8.3 and 8.4, which focused on credit recovery, graduation support, and college and career readiness, demonstrated mixed effectiveness. This is evidenced by College and Career Indicator (CCI) results, where only English Learners and homeless students improved. English Learners increased from 13.3% to 14.8% (+1.5%), and homeless students increased from 17.0% to 17.7% (+0.7%). However, the ALL student group declined from 32.7% to 31.0%, socioeconomically disadvantaged students declined from 31.1% to 28.1%, students with disabilities declined from 7.5% to 6.3%, and Hispanic students declined from 32.2% to 31.1%. These results indicate that while targeted supports benefited some student groups, additional efforts are needed to improve college and career readiness outcomes districtwide.

Similarly, graduation outcomes reflected mixed effectiveness. This is evidenced by a 5.6 percentage point increase in the graduation rate for homeless students, rising from 85.7% to 91.3%. However, all other student groups experienced declines. The ALL student group decreased from 93.5% to 92.3%, English Learners decreased from 90.8% to 89.3%, Long-Term English Learners decreased from 91.6% to 89.3%, socioeconomically disadvantaged students decreased from 93.8% to 92.4%, students with disabilities decreased from 91.2% to 80.2%, and Hispanic students decreased from 93.4% to 92.4%. These results suggest that while existing credit recovery and graduation supports have benefited some students, additional targeted interventions are necessary, particularly for students with disabilities and other historically underserved student groups.

Actions 8.1 and 8.4, which focused on expanded mental health services, instructional aides, counseling, peer mentoring, and student support systems, have been effective in supporting school climate and student wellness. This is evidenced by the 2026 Healthy Kids Survey, which found that 69% of fifth-grade students, 56% of seventh-grade students, 45% of ninth-grade students, 51% of eleventh-grade students, and 58% of non-traditional students reported feeling connected to school. Additionally, 37% of fifth-grade students, 27% of seventh-grade students, 22% of ninth-grade students, 28% of eleventh-grade students, and 29% of non-traditional students reported meaningful

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participation in school. These results suggest that mental health services and student support programs have contributed positively to student connectedness and engagement.

Overall, the actions implemented under Goal 8 have been effective in improving academic achievement, English learner outcomes, and student wellness, as evidenced by gains in ELA and mathematics achievement, improvements in English learner progress and reclassification rates, and positive indicators of school connectedness. However, the decline in college and career readiness indicators, graduation rates for several student groups, and mathematics and graduation outcomes for students with disabilities indicate areas where additional support and targeted interventions will be necessary moving forward.

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

For the coming year, no changes have been made to the planned goal, metrics, target outcomes, and actions for Goal 8 based on reflections from prior practice, while continuing to maintain alignment with district priorities. However, due to a reduction in available funds, positions and supports previously funded under Action 8.2, such as instructional coaches and LETRS training, may be reduced or adjusted. Additionally, under Metric 8.12, the baseline data source was incorrectly identified as the 2025 Panorama Fall Survey. The data collected and reflected in the LCAP was actually from the 2025 Panorama Spring Survey, and the metric description will be updated accordingly for accuracy and clarity

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Mental Health Supports	Increase student access to mental health services by embedding school-based mental health specialists within the school. These specialists will provide direct support through counseling, crisis intervention, and mental health education. Staff will be trained to recognize signs of concern and refer students as needed, supporting a tiered approach to student wellness. (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil	$723,012.00	No

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Action #	Title	Description	Total Funds	Contributing
		needs. This includes evidence-based resources for reducing chronic absenteeism. Metrics 8.11, 8.12		
8.2	Literacy and Mathematics Supports & Professional Learning with an emphasis on ELs and LTEL	Provide comprehensive professional development for instructional staff grounded in the Science of Reading. Training will focus on building teachers' understanding of the components of skilled reading and how these are developed in the brain. Educators will engage in LETRS modules to deepen their knowledge of evidence-based practices and learn how to apply diagnostic tools to identify and address specific student needs. Ongoing coaching and collaborative learning opportunities will support the practical implementation of these strategies in daily instruction to ensure consistent, high-quality literacy support across classrooms. (ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. (iii) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access. Metrics 8.1, 8.2, 8.3, 8.4	$313,670.00	No
8.3	Credit Recovery	Establish flexible credit recovery options, including online courses, after-school programs, and summer sessions, to help students regain lost credits and stay on track for graduation. Programs will be aligned with state standards and supported by certified teachers who provide academic guidance and monitor progress. (D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. Metrics 8.9, 8.10	$623,480.00	No

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Action #	Title	Description	Total Funds	Contributing
8.4	Enhanced Supports for students with IEPs with an emphasis on ELs and LTELs	Enhance instructional practices and supports for students with IEPs by providing differentiated, inclusive instruction aligned with their individual goals and additional instructional aides. Special education staff and general educators will collaborate regularly to implement co-teaching models, accommodations, and modifications. Ongoing professional development will focus on evidence-based strategies, progress monitoring, and compliance with IDEA requirements to ensure equitable access to the general curriculum. (vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve. Metrics 8.5, 8.6, 8.7, 8.8	$629,485.00	No

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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
$34,203,229.00	$4,322,193.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.220%	0.000%	$0.00	38.220%

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:** Curriculum: Implementation and Planning **Need:** After a review of academic data, local data, and educational partner input for our unduplicated students, the 2025 Dashboard data showed the following needs in our unduplicated pupil population 87.64% of our entire student population). In English	In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, we will continue to refine our system to improve the quality of first-time instruction (Tier 1). This enhanced support system will provide additional curriculum and English learner support to all teachers. The district will continue to partner with Orenda, and during the 2024-25 school year, we have refined on curriculum alignment and	1.1 - ELA Dashboard 1.2 - Math Dashboard 1.3 - ELA SBAC 1.4 - Math SBAC 1.5 - CAST 1.6 - ELA & Math i-Ready 1.8 - Dashboard ELPI 1.9 - ELPAC Level 4 1.10 - 1.10 - Reclassification Rate

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts, our ALL-student group scored 58.6 points below the standard. Academic achievement gaps exist for all three of our unduplicated pupil groups. Our English learners scored 81.6 points below the standard (a 23-point gap). Our long-term English learners scored 122 points below the standard (a 63.4-point gap) and socioeconomically disadvantaged students scored 63.6 points below the standard (a 5-point gap). These literacy/language gaps are also reflected in our formative assessments (I-Ready and Unit Assessments). The Calexico Unified School District's system is designed to raise the academic achievement of all students. In mathematics, we observed similar trends. According to the 2025 Dashboard, our ALL-student group scored 94.5 points below standard. Academic achievement gaps exist for all three of our unduplicated pupil groups in mathematics as well. Our English learners scored 106.8 points below standard (a 12.3-point gap). Our long-term English learners scored 171 points below standard (a 76.5-point gap) socioeconomically disadvantaged students scored 98 points below standard (a 3.5-point gap). In the 2025 SBAC, every unduplicated student group included in our metrics experienced a slight increase in meeting or exceeding the ELA standards compared to the previous school year. The English learners group increased by 1.94% (from 7.33% to 9.27%).	instructional strategies for teachers to help form a common vision and adopt common practices for PLC work. This has included identifying weighted Common Core and grade-level standards for ELA and Math at both the secondary and elementary levels. This year marked the final year of the formal partnership; however, the district remains committed to sustaining and expanding these efforts moving forward. This work will now continue under the new name Meaningful Engagement and Targeted Alignment (META) Teachers, on a yearly basis, updated their Target Standards Matrix for ELA, mathematics, science and social science, consisting of five units with five focus standards for each unit per grade level/subject area. These matrices define learning targets and success criteria. Teachers also updated their five common unit assessments for ELA, Math, Science and Social Science to align with SBAC technical specifications per grade level/subject area. After administering each unit test, administrators and teachers conducted data reflection sessions. For the 2025-26 school year, elementary and secondary teachers will continue to receive integrated English Language Development and Academic Language Development training. CUSD coordinators will continue supporting teachers in curriculum development, assessment realignment, and comprehensive data analysis to monitor student progress. A special emphasis will be placed on analyzing how our socioeconomically disadvantaged students, foster youth, and English learners are performing on benchmark	1.11 - ELPAC Level 3 to 4 1.12 - ELPAC Level 4 Reclassification This action is being implemented on an LEA-wide basis, ensuring that all students benefit from our enhanced instructional program. However, due to the significantly lower achievement rates of our English learners, foster youth, and socioeconomically disadvantaged students, and because our actions and refinements are tailored to address the specific needs of these groups, we anticipate a more substantial increase in their achievement rates compared to the average achievement rate of all other students. Consequently, we expect the achievement gaps noted in Action 1.1 metrics in English, mathematics, and science to decrease by a ¼ gap reduction in the CAASPP and CAST tests, respectively.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-term English learner group, showed an increase of 0.16% (from 4.55% to 4.71%). The socioeconomically disadvantaged group increased by 2.82% (from 25.42% to 28.24%). Through the 2024-25 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% (spring 2024) to 15% (spring 2025) and "early on grade level" increased from 14% (spring 2024) to 15% (spring 2025). We also reduced the number of students categorized as "2 grade levels below" from 12% to 11% and “three or more grade levels below” from 34% to 32%. Despite the increases in ELA, we still face gaps. In 2024-25 i-Ready data, we observed a 1% increase in reading "Mid or above grade level" from Fall to Spring (14% to 15%). Preliminary Spring 2026 reading data shows 39% of students at or above grade level with English learner group at 26% and socioeconomically disadvantaged group at 37%. In the 2025 SBAC, all of our student groups included in our metrics, experienced an increase in meeting or exceeding the mathematics standards compared to the previous school year. The English learner group increased by 1.51% (from 6.44% to 7.95%), the long-term English learners increased by 1.46% (from 1.64% to 3.10%), and the socioeconomically disadvantaged group increased by 2.04% (from 15.97% to 18.01%). Despite the increases in mathematics, we still face gaps.	assessments. This analysis will help differentiate instruction, individualize learning targets, and accelerate learning. To support the selection of additional resources targeted to our unduplicated pupils, an instructional materials committee will review and select materials that best serve the needs of our English learners, foster youth, and socioeconomically disadvantaged students. To ensure coherence across classrooms and schools, CUSD will, through our META work, bring together teachers to revise and improve standard matrices, refine formative assessments, and analyze data to inform their instruction (both whole group and targeted small group learning). This curricular planning will allow teachers to work collaboratively as they refine their instructional programs to meet the needs of our unduplicated pupils. In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, this action will focus on enhancing and improving targeted interventions alongside supporting and enhancing Tier 1 first instruction. Our interventions will focus on three key areas: English Language Arts (E-LA)/Literacy, Mathematics/Numeracy, and Language Acquisition/Proficiency. Benchmark data from I-Ready reveal achievement gaps in these areas for our unduplicated pupils. Teachers will work collaboratively to ensure best first instruction for socioeconomically disadvantaged students, foster youth, and English	Similarly, for all students with achievement gaps noted in Action 1.1 metrics in literacy, numeracy, and language, we expect a ¼ gap reduction as measured by I-Ready. At the district level, the English learner, homeless, long-term English learners, and socioeconomically disadvantaged groups are projected to perform at an “yellow” level in ELA and the homeless, long-term English learners and socioeconomically disadvantaged groups are projected to perform at an “yellow” level in Math. At individual school sites, English learners, long-term English learners, socioeconomically disadvantaged students, and foster youth student groups are expected to perform at an “orange” level or higher in both ELA and Math. Additionally, we anticipate improvement in the English Learner Progress

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Through the 2024-25 i-Ready mathematics diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 11% (Spring 2024) to 13% (Spring 2025) and "early on grade level" from 15% (Spring 2024) to 16% (Spring 2025). We also reduced the number of students categorized as "2 grade levels below" from 14% to 13%. We still face gaps. In 2024-25 i-Ready data, we observed a 11% increase in mathematics "Mid or above grade level" from Fall to Spring (2% to 13%). .Preliminary Spring 2026 mathematics data shows 35% of students at or above grade level with English learner group at 24% and socioeconomically disadvantaged group at 35%. In the 2025 SBAC, while 11.58% of our ALL-student group met/exceeded standards on the CAST Science Test, only 2.06% of our English learners did (a 9.52% gap), 2.6% or our long-term English learners (an 8.98%gap), and 11.17% of our socioeconomically disadvantaged students did (a 0.41% gap). Only some of our student groups included in our metrics saw an increase in meeting or exceeding the science standards compared to the 2024 school year. The English learners group increased by 0.21% (from 1.85% to 2.06%) and the long-term English learners group increased by 1.65% (from 1.03% to 2.68%). The socioeconomically disadvantaged group decreased by 0.08% (from 11.25% to 11.17%).	learners, while also selecting supplemental instructional materials to enhance learning opportunities. This includes supporting elementary teachers as they implement literacy student centers. Academic Director and Coordinators will offer mathematics training centered around content knowledge, curricular knowledge and pedagogy. To further address these specific needs, we will refine our multi-tiered system of support (MTSS) and enhance our literacy program aimed at achieving grade-level reading for all students. We will continue to foster a literacy-rich culture through a supplemental literacy program and implement interventions that address foundational literacy skills at all grade levels, targeting the needs of socioeconomically disadvantaged students, foster youth, and English learners. Additionally, we will enhance our MTSS for unduplicated pupils through small-group, flexible, and targeted interventions, as well as support classes at the secondary levels All these literacy and MTSS interventions are designed to reduce academic gaps and accelerate learning. To further supplement our students' opportunities, we will employ instructional assistants and provide supplementary materials. This action is being implemented on an LEA- wide basis, ensuring that all students benefit from our enhanced instructional program. However, due to the significantly lower achievement rates of our English learners, foster youth, and socioeconomically disadvantaged students, and	Indicator, moving from level 3 to level 4, and an increase in reclassification rates for English learners.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After reviewing academic data, local data, and input from educational partners regarding our unduplicated students, it is evident that these students are performing at a lower level in ELA, Math. Science on the Dashboard, SBAC, CAST, and i- Ready assessments compared to the ALL-student group. Additionally, there is a need to increase student achievement for all students as measured by the 2025 California School Dashboard. The Dashboard shows ELA status at the “yellow” level, with scores 58.6 points below standard (Level 3), and Math status at the “yellow” level, with scores 94.5 points below standard (Level 3). At the district level, the 2025 CA Dashboard shows English learners, long-term English learners, and socioeconomically disadvantaged student groups performed at an "orange" level in ELA. Similarly, at the district level, the 2025 CA Dashboard shows the English learners, long-term English learners and socioeconomically disadvantaged student groups performing at an "orange" level in mathematics. **Scope:** LEA-wide	because our actions and refinements are tailored to address the specific needs of these groups, we anticipate a more substantial increase in their achievement rates compared to the average achievement rate of all other students.	
1.2	**Action:** Literacy and Academic Interventions **Need:** After reviewing academic data, local data, and input from educational partners regarding our unduplicated students, it is evident that these	In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, this action will focus on enhancing and improving targeted interventions alongside supporting and enhancing Tier 1 first instruction. Our interventions will focus on three key areas: English Language	1.1 - ELA Dashboard 1.2 - Math Dashboard 1.3 - ELA SBAC 1.4 - Math SBAC 1.5 - CAST 1.6 - ELA & Math i-Ready 1.8 - Dashboard ELPI

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are performing at a lower level in ELA, Math, Science on the Dashboard, SBAC, CAST, and i- Ready assessments compared to the ALL-student group as shown in Action 1.1. Additionally, there is a need to increase student achievement for all students as measured by the 2025 California School Dashboard. The Dashboard shows ELA status at the “yellow” level, with scores 58.6 points below standard (Level 3), and Math status at the “yellow” level, with scores 94.5 points below standard (Level 3). At the district level, the 2025 CA Dashboard shows English learners, long-term English learners, and socioeconomically disadvantaged student groups performed at an "orange" level in ELA. Similarly, at the district level, the 2025 CA Dashboard shows the English learners, long-term English learners and socioeconomically disadvantaged student groups performing at an "orange" level in mathematics. **Scope:** LEA-wide	Arts (E-LA)/Literacy, Mathematics/Numeracy, and Language Acquisition/Proficiency. Benchmark data from I-Ready reveals achievement gaps in these areas for our unduplicated pupils. Teachers will work collaboratively to ensure best first instruction for socioeconomically disadvantaged students, foster youth, and English learners, while also selecting supplemental instructional materials to enhance learning opportunities. This includes supporting elementary teachers as they implement literacy student centers. To further address these specific needs, we will refine our multi-tiered system of support (MTSS) and enhance our literacy program aimed at achieving grade-level reading for all students. We will foster a literacy-rich culture through a supplemental literacy program and implement interventions that address foundational literacy skills at all grade levels, targeting the needs of socioeconomically disadvantaged students, foster youth, and English learners. Additionally, we will enhance our MTSS for unduplicated pupils through small-group, flexible, and targeted interventions, as well as support classes at the secondary levels. This literacy and MTSS interventions are designed to reduce academic gaps and accelerate learning. To further supplement our students' opportunities, we will employ instructional assistants and provide supplementary materials. This action is being implemented on an LEA- wide basis, ensuring that all students benefit from our	1.9 - ELPAC Level 4 1.10 - Reclassification Rate 1.11 - ELPAC Level 3 to 4 1.12 - ELPAC Level 4 Reclassification We expect the achievement gaps noted in Action 1.1 metrics in English, mathematics, and science to decrease by a ¼ gap reduction in the CAASPP and CAST tests, respectively. Similarly, for all students with achievement gaps noted in Action 1.1 metrics in literacy, numeracy, and language, we expect a ¼ gap reduction as measured by I-Ready. At the district level, the English learner, long-term English learners, and the socioeconomically disadvantaged student groups are projected to perform at an “yellow” level in ELA and the long-term English learners and socioeconomically disadvantaged student groups are projected to

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		enhanced instructional program. However, due to the significantly lower achievement rates of our English learners, foster youth, and socioeconomically disadvantaged students, and because our actions and refinements are tailored to address the specific needs of these groups, we anticipate a more substantial increase in their achievement rates compared to the average achievement rate of all other students.	perform at a “yellow” level in math. At individual school sites, English learners, long-term English learners, socioeconomically disadvantaged students, and foster youth student groups are expected to perform at an “orange” level or higher in both ELA and Math. Additionally, we anticipate improvement in the English Learner Progress Indicator, moving from level 3 to level 4, and an increase in reclassification rates for English learners.
1.3	**Action:** Instructional Aides and Materials **Need:** After a review of academic data, local data, and educational partner input for our unduplicated students, the data revealed that approximately 80% of our kindergarteners do not attend preschool prior to entering kindergarten. The percentage rates are even higher for socioeconomically disadvantaged families and migrant families, 100% of whom are English learners. The reasons for this are varied. Many preschools offer half-day programs, and parents, especially low-income	In order to address the unique needs and specific circumstances of our English learners and socioeconomically disadvantaged students, we will implement several initiatives. Firstly, we will promote transitional kindergarten and enhance our transitional kindergarten programs by providing additional support through instructional assistants and supplementary materials. These instructional assistants will also extend their support to first and second-grade classrooms. Their role will involve facilitating small group instruction tailored to the needs of English learners, foster youth, and socioeconomically disadvantaged students, thereby enhancing students' school readiness.	1.6 - ELA & Math i-Ready 1.7 - Universal Screener Through this action, we anticipate significant progress among our unduplicated pupils, as demonstrated by pre- and post-school readiness assessments. Specifically, we aim to reduce the achievement gap between these two assessments by ¼ for our socioeconomically

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families, opt for child care instead to accommodate their work schedules. These conditions result in most English learner and socioeconomically disadvantaged students entering kindergarten with no prior school experience. Moreover, as shown in Action 1.1, our unduplicated students are performing at a lower level in ELA, Math, and Science on the Dashboard, SBAC, CAST, and i-Ready assessments compared to the ALL-student group. There is a need to increase student achievement for all students, as measured by the 2025 California School Dashboard, which indicates a status of “yellow” with scores 58.6 points below standard (Level 3), and Math status at the “yellow” level, with scores 94.5 points below standard (Level 3). At the district level, the 2025 CA Dashboard shows English learners, long-term English learners, and socioeconomically disadvantaged student groups performed at an "orange" level in ELA. Similarly, at the district level, the 2025 CA Dashboard shows the English learners, long-term English learners and socioeconomically disadvantaged student groups performing at an "orange" level in mathematics. CUSD believes that serving our students prior to kindergarten will better prepare them for future academic success. **Scope:** LEA-wide	Furthermore, we will continue to refine our Literacy Plan, collaborating with Academic Specialists, and Academic and English Learner Coordinators. Staff will continue to receive training in Language Essentials for Teachers of Reading and Spelling (LETRS) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). This action is being implemented across our Local Education Agency (LEA), with the aim of enhancing the transitional kindergarten experience for all students. While we anticipate that all transitional kindergarteners will benefit from these improvements, our interventions are specifically tailored to address the needs of our socioeconomically disadvantaged students, foster youth, and English learners. As a result, we expect to see even greater academic gains among our unduplicated pupils.	disadvantaged students, foster youth, and English learners in transitional kindergarten.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Districtwide Professional Development **Need:** After analyzing academic data, local insights, and feedback from educational partners concerning our unduplicated students, it is evident that ensuring equitable access to a comprehensive, standards-aligned curriculum is crucial for enhancing student achievement. To achieve this goal, it is essential to provide school staff, including teachers and instructional paraprofessionals, with the necessary additional support to effectively teach and engage all students. Through surveys and focus groups, both teachers and instructional paraprofessionals have consistently expressed the need for additional support and training, particularly in effectively teaching English learners. With 52.01% of our student population being English learners, which is the highest percentage in Imperial County and among districts of our size in California, it is imperative that our educators continually refine their skills and strategies to facilitate learning for students who are concurrently mastering course content and English proficiency. Data further highlights the need for supplemental professional development opportunities related to supporting English learners. Our reclassification rate in 2024-25 was 11.6%, indicating room for improvement.	In order to address the specific needs and unique circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, we are implementing comprehensive support measures for schools. This includes aligning curriculum with state standards, closely monitoring student progress, and refining curriculum and assessments as necessary. Priority will be given to addressing the academic requirements of English learners, socioeconomically disadvantaged students, and foster youth. This action plan emphasizes the provision of additional district-wide professional learning opportunities for all staff across content areas, including integrated and designated English Language Development (ELD) and AVID. These sessions aim to empower staff to incorporate best instructional practices into their lessons, catering specifically to the needs of unduplicated students. Additionally, paraprofessionals will benefit from supplemental professional development opportunities under this initiative. Training will focus on equipping paraprofessionals with effective strategies for delivering small group instruction, with particular emphasis on supporting English learners, foster youth, and socioeconomically disadvantaged students. This action plan is designed to provide comprehensive professional learning support to instructional staff throughout the LEA, with the expectation that all students will benefit from these initiatives. However, given the notably lower achievement rates of our foster youth, English	1.6 - ELA & Math i-Ready 1.8 - Dashboard ELPI 1.9 - ELPAC Level 4 1.10 - Reclassification Rate 1.11 - ELPAC Level 3 to 4 1.12 - ELPAC Level 4 Reclassification We anticipate that the achievement rates, both in language and content areas, for our English learners, foster youth, and socioeconomically disadvantaged students will see significant improvements compared to the average literacy, numeracy, and language percentages of our overall student population. Additionally, we aim to reduce the achievement gaps noted in literacy and numeracy by a quarter. Furthermore, we anticipate that our targeted interventions, including small group sessions and support classes, will result in a 10% increase in i-Ready scores among the identified student groups. Additionally, we expect to

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Moreover, only 13.42% of our English learners achieved Proficient (Level 4) scores on the ELPAC summative assessment in the same year. Additionally, our 202r Dashboard revealed that while 48.7 of our English learners were progressing toward language proficiency, 51.3% were not making sufficient progress in this regard. Furthermore, it is essential to recognize that our English learner population is diverse, with varying linguistic needs and circumstances. Therefore, a one-size-fits-all approach is inadequate, and tailored support and interventions are necessary to meet the individual needs of each English learner. **Scope:** LEA-wide	learners, and socioeconomically disadvantaged students, the focus of these actions and refinements will be specifically tailored to address the needs of these student groups.	observe progress in the English Learner Progress Indicator, with students transitioning from level 3 to level 4, leading to an increase in reclassification rates.
1.8	**Action:** Recruitment and Retainment of Staff **Need:** After analyzing academic data, local reports, and input from educational partners concerning our unduplicated students, the data for the 2023-24 school year revealed that approximately 9.7% of our teaching staff did not possess a clear teaching credential. Instead, they either held preliminary or intern teaching credentials. According to the 2025 CA Dashboard 2025 period, 90.3% of our staff were fully credentialed in their respective areas of teaching. However, CUSD recognizes	To address the specific needs and unique circumstances of our English learners, socioeconomically disadvantaged students, and foster youth, this action aims to provide additional support for retaining fully credentialed and classified applicants. This support includes bolstering our teachers' professional development through supplementary learning opportunities, including their induction programs. Additionally, we will offer enhanced support to our intern teachers to ensure they receive the guidance and resources needed for their professional growth and effectiveness in the classroom. This action is implemented across the entire Local Educational Agency (LEA), ensuring that all	1.14 - Priority 1 Local Indicator: Appropriately Assigned Staff Our expectation is to observe a 4% increase in the proportion of appropriately assigned staff as indicated in the California Dashboard local indicator under Priority 1.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the importance of providing additional support to incoming teachers and those who are still in the process of obtaining their clear teaching credentials. **Scope:** LEA-wide	students benefit from ongoing professional learning support for our instructional staff.	
2.1	**Action:** Student Access to Technology, Vision and Professional Development **Need:** Upon examining academic data, local data, and feedback from educational partners concerning our unduplicated students, it is evident that instructional technology has become a cornerstone of learning over the past three years. Feedback from student and family focus groups highlights a strong appreciation for the use of technology in classrooms to facilitate learning and accelerate academic progress, with the recommendation to highly monitor screen time. Parents engaged in ELAC and DELAC meetings consistently emphasize the importance of integrating technology into their children's education and seek opportunities to enhance their own understanding of how to support this learning at home. Furthermore, surveys, focus groups, and discussions with staff members have revealed a shared desire among teachers to expand their expertise in effectively integrating technology into lessons. It was recommended	In order to address the specific needs of our socioeconomically disadvantaged students, foster youth, and English learners, we are committed to enhancing access to technology and optimizing learning tools for all students. This involves refining our professional development efforts related to instructional technology integration. The focus of this action is to provide comprehensive instructional technology training opportunities for both classified and certificated staff across all instructional areas, aimed at better incorporating technology and expanding access for our unduplicated pupils. Under this initiative, we will deliver additional professional development sessions to enhance the technological skills of existing staff members, enabling them to lead and support teachers in integrating technology effectively in the classroom, particularly to benefit socioeconomically disadvantaged students, foster youth, and English learners. We will also explore and develop Integrated Instructional Technology Professional Learning programs that delve into the SAMR framework. The SAMR Model, which stands for Substitution, Augmentation, Modification, and Redefinition,	2.5- Instructional Technology Professional Development Training As certain components of this professional learning program are tailored to address the academic needs of socioeconomically disadvantaged students, foster youth, and English learners, we anticipate a reduction of ¼ in the achievement gaps identified in English and mathematics. Through targeted training sessions and support, we aim to narrow these gaps and foster greater equity in student outcomes across our diverse student population. We also expect to increase training sessions beyond the 30 sessions.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to provide teachers with a menu of services for teacher selection. Their focus is on fostering high levels of student engagement and promoting deep thinking, particularly among students who may be struggling academically. In addition to addressing the need for computers and connectivity, observations made during various learning walks have highlighted a gap in the development of essential 21st-century competencies among students. There is a notable lack of opportunities for students to engage in activities such as data collection and analysis, experimentation, research, and problem-solving. Local assessment data further underscores that English learners, foster youth, and socio-economically disadvantaged students tend to perform lower on tasks that require advanced thinking skills. **Scope:** LEA-wide	serves as a valuable conceptual tool for educators to evaluate technology integration. By focusing on this model, our professional development sessions will aim to increase the effective integration of technology into lessons district-wide, empowering educators to select the most suitable strategies and tools to enhance student learning experiences. This action is implemented across the LEA, with the expectation that all students and classrooms will derive benefits from our ongoing professional development initiatives related to instructional technology for instructional staff.	
2.2	**Action:** Technology Equipment, Infrastructure and Systems **Need:** After reviewing academic data, local data, and feedback from educational partners regarding our unduplicated students, it has become apparent that there is a need to further expand our wireless capabilities. This expansion is essential to support our ongoing 1:1 initiative and provide network access to high-density	To address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we are developing a comprehensive plan to enhance our technological infrastructure. This plan aims to ensure that all students have access to the necessary technology, connectivity, and tools for effective learning and preparation for post-high school endeavors. As part of this initiative, the Tech Committee will play a vital role in overseeing the Technology	2.1 - Student Devices 2.2 - Home Access to Network 2.3 - Staff Devices We expect students to have access to devices and school networks at home. We also expect teachers to have access to updated devices.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and socioeconomically disadvantaged housing areas. Over 90% of students at the secondary level use online access to textbooks and a large percentage uses various platforms to submit assignments. This underscores the crucial role of broadband access in facilitating student academic success, particularly in remote learning environments. Moreover, teachers across multiple grade levels rely on digital platforms to assign homework, further emphasizing the necessity of broadband access for students' educational needs. Therefore, this action aims to address these challenges by prioritizing initiatives to improve wireless infrastructure and broadband accessibility, ultimately supporting student and family needs for effective remote and digital learning experiences. Additionally, a need highlighted during staff educational partner engagement sessions is the necessity for improved systems to manage our technology effectively. These systems will support differentiated and individualized learning, ensuring that all students have access to tailored educational experiences that meet their unique needs. **Scope:** LEA-wide	Resource Standards. This committee will be responsible for planning and projecting technology updates to ensure that our infrastructure remains up-to-date and capable of meeting the needs of our student population. Through this action, we will prioritize increasing and improving technological equipment to enhance the learning experience for all students. This includes upgrading the district's infrastructure to accommodate the student-to-technology ratio and provide seamless connectivity and access to our unduplicated pupils. Furthermore, implementing a robust mobile device management system will enable our staff to efficiently update and make changes as needed without disrupting instructional time. This will ensure that technology remains a valuable tool in the classroom, enhancing the overall educational experience for our students. This action is being implemented across our entire LEA, with the expectation that all students will benefit from enhanced access to technology, improved connectivity, and integrated lessons focusing on 21st-century competencies. Given that our plan is specifically designed to address the needs of our socioeconomically disadvantaged students, foster youth, and English learners, we anticipate even greater gains for our unduplicated pupils.	
2.3	**Action:** Data Management Systems	In order to address the specific needs, circumstances, and unique conditions of our	2.4 - Data Management Systems

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	Need: After reviewing academic data, local data, and input from educational partners regarding our unduplicated students, it's evident that efforts such as curriculum alignment, unit assessments, and data reflection sessions are underway. However, there's a pressing need to implement database management systems. These systems will streamline the organization and management of educational data, ensuring secure access, integrity, and facilitating tasks like creation, retrieval, and administration. Such systems are crucial to supporting student academic performance effectively. Additionally, there's a need to foster a culture of literacy within our educational environment. Preliminary data from our Spring 2025 i-Ready assessment indicates that 43% of our students are performing at levels two or more grades below their current grade level. This underscores the importance of prioritizing literacy initiatives to address this challenge and enhance student learning outcomes. **Scope:** LEA-wide	socioeconomically disadvantaged students and English learners, we are implementing individualized and differentiated support using technology for our unduplicated pupils. This action aims to provide targeted assistance by leveraging technology to monitor student academic progress effectively. Central to this effort is the implementation of a centralized data management system, such as School City. This platform enables teachers to access and analyze data from various sources, including I-Ready, CAASPP, and benchmark assessments. By leveraging this comprehensive data, teachers can tailor interventions specifically to meet the needs of unduplicated students, ensuring personalized support and targeted instruction. In addition to data management, we will enhance and improve our library management system. This initiative aims to foster a literacy-rich culture within our schools by providing students with access to a diverse array of culturally sensitive and representative library resources. By expanding access to relevant materials, we aim to further support the academic growth and development of all students, particularly those from underserved backgrounds. This action is being implemented across the entire LEA, and we anticipate that all students will reap the benefits of these enhanced technological advances, individualized learning opportunities, and improved integration of technology into lessons.	We expect teachers to have higher usage of our district management system to better support students' needs. By addressing the technological and instructional needs of these students, we aim to foster greater academic growth and success, ultimately narrowing the achievement gap and promoting equity in education across our district.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Given the greater need for technology and connectivity among our socioeconomically disadvantaged students, along with their lower achievement scores as outlined in Goal 1, we anticipate that these students will experience even more significant advancements.	
3.1	**Action:** Academic and Career Counseling Services **Need:** After a review of academic data, local data, and educational partner input for our unduplicated students, the 2025 CA Dashboard data showed a 92.3% graduation rate for all students. All student groups experienced a slight decrease in graduation rates, with the exception of the homeless student group which increased from 85.7% to 91.3% (+5.6%). There is a need to continue working to maintain or improve current rates. Our English learners' rate was 89.3%, indicating a 3% gap. Our long-term English learners' rate was 89.3%, indicating no gap. Our socioeconomically disadvantaged students had a graduation rate of 92.4%, reflecting no gap. The 2025 Dashboard also highlighted that only 31% of our seniors were considered prepared for college and career. Among English learners, just 14.8% were prepared, showing a 16.2% gap, and 28.1% of socioeconomically disadvantaged seniors were prepared, indicating a 2.9% gap. Additionally, the percentage of students meeting the UC/CSU A-G eligibility criteria	In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we will enhance our college and career exploration support. Counseling services will be expanded to provide comprehensive academic and career guidance, enabling students to explore various post-secondary options and identify their interests and strengths, tracked through their CCGI accounts. Additionally, through our META work and the alignment of guidance practices with our secondary counselors, we will monitor key indicators of our LCAP metrics. These metrics include Pupil Engagement (attendance and affiliation), Student Outcomes (credits and grades), and Access (UC/CSU course placement), ensuring that students remain on track for successful post-secondary transitions. This action is being provided on an LEA-wide basis, and we expect that all students will benefit from these additional services and supports. Due to the lower CCI and A-G rates, we anticipate that our English learners and socioeconomically disadvantaged students will benefit even more significantly.	3.1 - CCI Rate 3.8 Data Quest Percentage of A-G Compliance 3.9 CA Dashboard Additional Report Percentage CCI Met via A-G (CTE Pathway, SBAC, College Credit, AP) We expect the gaps between our ALL students and unduplicated pupils to reduce by ¼ on both the College and Career Indicator and a ¼ reduction of the gap for students meeting the UC/CSU A-G eligibility criteria. Additionally, we anticipate that the percentage of unduplicated pupils meeting the CCI via A-G will increase by 5%

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	was examined. In 2025, 28.9% of all seniors met this criterion, while 26.3% of socioeconomically disadvantaged students met the A-G criteria, revealing a 2.6% gap. Only 15.6% of English learners met the A-G criteria, indicating a 13.3% gap. The CCI data also shows that only 22.5% of students met the CCI via the A-G criteria. Specifically, only 5.5% of English learners and 16.75% of socioeconomically disadvantaged students met this target. An examination of this data indicates that extra support is needed to help students, particularly our unduplicated pupils, develop and complete plans that guide them toward their future goals. In recent years, an analysis of our seniors revealed a need to improve the rates at which students complete a 6-year post-secondary plan. **Scope:** LEA-wide		
3.2	**Action:** Integrating a College and Career Readiness Culture from Elementary to High School **Need:** After a review of academic data, local data, and educational partner input for our unduplicated students, the data showed that based on the 2025 Dashboard, our CCI indicator showed 31% of Calexico Unified seniors at a “Prepared Level.” Our student group data for the 2025 CCI Indicator is the	In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we will enhance our college and career exploration support. Counseling services will be expanded to provide comprehensive academic and career guidance, enabling students to explore various post-secondary options and identify their interests and strengths, tracked through their CCGI accounts.	3.1 - CCI Rate 3.2 - CCI Met Via SBAC 3.3 - SBAC ELA Exceeded 3.4 - SBAC Math Exceeded 3.8 - A-G Requirement 3.12 - Seal of Biliteracy 3.14 - Priority 7: Course Access Local Indicator This will be evidenced by a reduction of the gaps

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	following: English learners - 14.8% and socioeconomically disadvantaged - 28.1%. Based on the 2025 Data Quest, only 28.9% of Calexico Unified seniors were meeting the A-G requirements (32.9% at Calexico High School and 1.1% at Aurora High School). Our 2024-25 A-G completion student group data is the following; English learners - 15.6%, socioeconomically disadvantaged - 26.3%. Based on the 2025 Data Quest for Calexico High School, 17.8% of Calexico Unified seniors obtained the Seal of Biliteracy compared to 0% for Aurora High School. At a district level, 15.6% of seniors obtained the Seal of Biliteracy. Our completion student group data is as follows: English learners - 6.9% and socioeconomically disadvantaged - 14.6%. There is a continued need to build a structured system for developing and monitoring student academic plans from 6th through 12th grade. Analysis of enrollment data shows that English learners, foster youth, and socioeconomically disadvantaged students are disproportionately not enrolled in Advanced Placement (AP) courses and dual enrollment opportunities. Our 2025 Synergy Report indicates that 19.04% of CUSD's 11th graders are enrolled in an AP Class (unduplicated count) and 21.65% of CUSD's 12th graders are enrolled in an AP Class (unduplicated count). Of those students in AP courses, 72% passed their AP exam with a score of 3 or higher. CCI data	Additionally, through our META work and the alignment of guidance practices with our secondary counselors, we will monitor key indicators of our LCAP metrics. These metrics include Pupil Engagement (attendance and affiliation), Student Outcomes (credits and grades), and Access (UC/CSU course placement), ensuring that students remain on track for successful post-secondary transitions. To address these particular needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, staff will work collaboratively with students and families of our unduplicated pupils to implement these individualized middle school to graduation plans for success along with implementation of the California College Guidance Initiative Platform (CCGI). This action is being provided on an LEA-wide basis, and we expect that all students will benefit from these additional services and supports. Due to the lower CCI and A-G rates, we anticipate that our English learners, foster youth, and socioeconomically disadvantaged students will benefit even more significantly.	between our ALL students and unduplicated pupils by 25% on both the College and Career Indicator and the UC/CSU A-G eligibility criteria. We expect that all students will benefit from these college and career learning opportunities, with a particular focus on addressing the lower AP enrollment rates. Consequently, we anticipate these opportunities will lead to increased AP enrollment rates among our unduplicated pupils. We aim for a 5% increase in meeting the CCI via AP test for our unduplicated pupils. Lastly, we expect to see a reduction in the gaps in the percentage of Seal of Biliteracy recognitions by 25% per unduplicated pupil group.

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	also shows that only 29% of students met the CCI via passing two AP tests with a score of three or higher. Only 6.6% of English learners and 22% of socioeconomically disadvantaged students met this target. **Scope:** LEA-wide		
3.3	**Action:** Portrait of a Graduate Task Force **Need:** After a review of academic data, local data, and educational partner input for our unduplicated students, the 2025 CA Dashboard data showed a 92.3% graduation rate for all students. All student groups experienced a slight decrease in graduation rates, with the exception of the homeless student group which increased from 85.7% to 91.3% (+5.6%). There is a need to continue working to maintain or improve current rates. Our English learners' rate was 89.3%, indicating a 3% gap. Our long-term English learners' rate was 89.3%, indicating no gap. Our socioeconomically disadvantaged students had a graduation rate of 92.4%, reflecting no gap. The 2025 Dashboard also highlighted that only 31% of our seniors were considered prepared for college and career. Among English learners, just 14.8% were prepared, showing a 16.2% gap, and 28.1% of socioeconomically disadvantaged seniors were prepared, indicating a 2.9% gap.	In order to address these particular needs and unique conditions of our socioeconomically disadvantaged students, foster youth, and English learners, we will develop CUSD's vision of a Portrait of a Graduate. CUSD is asking the crucial questions: How can we bridge the gap between high school graduation and what comes next for all students? What equity issues exist and how can they be addressed? This initiative will focus on identifying and fostering the essential 21st-century skills that students need to succeed beyond high school, ensuring that every student is prepared for college, career, and adult life. By focusing on equity, we aim to create opportunities that specifically support our socioeconomically disadvantaged students, foster youth, and English learners, closing the gaps in graduation rates, college and career readiness, and A-G eligibility. Through collaborative efforts involving educators, parents, and community members, we will establish a comprehensive framework that empowers all students to achieve their full potential. This action is being provided on an LEA-wide basis, and we expect that all students will benefit	3.1 - CCI Rate 3.8 - A-G Requirement We aim to reduce the gaps between our ALL students and unduplicated pupils by 25% on both the College and Career Indicator and the UC/CSU A-G eligibility criteria. By focusing on these targeted supports and ensuring equitable access to resources, we strive to elevate the academic and career readiness of our most vulnerable student populations.

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	Additionally, the percentage of students meeting the UC/CSU A-G eligibility criteria was examined. In 2025, 28.9% of all seniors met this criterion, while 26.3% of socioeconomically disadvantaged students met the A-G criteria, revealing a 2.6% gap. Only 15.6% of English learners met the A-G criteria, indicating a 13.3% gap. The CCI data also shows that only 22.5% of students met the CCI via the A-G criteria. Specifically, only 5.5% of English learners and 16.75% of socioeconomically disadvantaged students met this target. In today's world, the demands for students are tremendous as they move on to college, career, and adult life. It's no longer enough to just graduate on time with the right academic credentials. Creating a Portrait of a Graduate is at the top of CUSD's agenda. Our Portrait of a Graduate will outline the 21st-century skills that the community of Calexico believes their students should embody and exemplify by graduation. **Scope:** LEA-wide	from this vision. However, due to the lower CCI and A-G rates, we anticipate that our English learners, foster youth, and socioeconomically disadvantaged students will benefit even more significantly.	
3.4	**Action:** CTE and College and Career Services and Opportunities **Need:** After analyzing academic data, local data, and feedback from educational partners regarding our unduplicated students, it was revealed that	In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students, foster youth, and English learners, we are committed to enhancing and expanding our Career and Technical Education (CTE) pathways and Navy courses. By broadening these offerings, we aim to provide our students with diverse career	3.10 - CTE enrolled in Capstone 3.11 - CCI Met Via CTE Pathway 3.14 - Met CCI Via Leadership Military Science

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	in our 2025 CALPADS data, there were 272 students enrolled in a capstone course, with 99.26% completing a pathway. However, the completion rates for Career Tech Education (CTE) pathways varied among student groups, with English learners (15.44%) and socioeconomically disadvantaged students (83.08%) exhibiting lower completion rates. Monitoring student capstone completion rates and promoting aligned CTE Course Pathways emerged as crucial needs. Furthermore, our CCI data from 2025 indicated that only 33% of our ALL-student group met the CTE Pathway Completion Avenue for being considered "Prepared" for college and career. Notably, English learners (7.9%) and socioeconomically disadvantaged students (23.6%) lagged behind in meeting this criterion, with scores predominantly falling within Level 2 on the Dashboard. Similarly, a small percentage of students met the Leadership/Military Science Avenue, with all groups scoring in Level 1, indicating the need for substantial growth to achieve higher Dashboard ratings. Moreover, while 12.84% of 11th graders and 7.17% of 12th graders were enrolled in Dual Enrollment courses in 2025, there is a desire to increase these opportunities for our unduplicated pupils, aiming to provide broader access to advanced coursework. These findings underscore the importance of enhancing and expanding Dual Enrollment	exploration opportunities, enabling them to gain firsthand experience in specialized industries. These actions will be implemented across our entire LEA, ensuring that all students have access to these expanded pathways. Furthermore, we will strengthen our partnerships with higher education institutions and increase opportunities for college-going trips and academic exploration. Through these partnerships and initiatives, we seek to expose our students to a wider range of post-secondary options, empowering them to make informed decisions about their future academic and career paths. Additionally, we will enhance and expand college-going activities to further support our students in their journey toward higher education and career success. This action is being provided on an LEA-wide basis, and we anticipate that all students will benefit from these additional services and supports. However, given the lower College and Career Indicator (CCI) rates, we expect that our English learners and socioeconomically disadvantaged students will benefit even more significantly.	We anticipate a 5% growth in the percentage of CTE Completers enrolled in Capstone courses and a 2.5% increase in the CCI met via CTE pathway completion. Furthermore, we aim to reduce the gaps between all students and unduplicated pupils by ¼ on the CCI met via CTE pathway completion. Moreover, we anticipate increasing the percentage of unduplicated pupils in CTE courses and completing CTE Pathways by at least 10%. Additionally, there will be a 2% increase in the CCI met via Leadership/Military Science. Once again, we expect that our English learners and socioeconomically disadvantaged students will benefit even more significantly, as evidenced by the projected reduction of gaps between all students and unduplicated pupils by ¼ on the CCI met via Leadership/Military Science. These targeted efforts aim to ensure

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	programs to better serve the needs of our diverse student population. **Scope:** LEA-wide		equitable access to career and technical education opportunities for all students, with a particular focus on narrowing achievement gaps among our unduplicated pupil groups.
3.5	**Action:** Student Credit Recovery and College and Career Assessments **Need:** After analyzing academic data, local data, and input from educational partners regarding our unduplicated students, it is evident that additional support is crucial to help these students, particularly our unduplicated pupils, develop comprehensive plans for their future. In a detailed examination of first semester grades for the 2025-26 school year, at Calexico High School, we observed a slight decrease in the number of “Fs” compared to semester one of the 2024-25 school year (from 2032 to 1992 F’s). Notably, English learners obtained sixty-two percent (62%) of those “F’s”. These trends underscore the pressing need to enhance support mechanisms to ensure that our unduplicated pupils can achieve passing grades of C or better in these critical courses. We continue to offer students the opportunity to complete A-G courses through Cyber High and Subject.com credit recovery programs	In order to address the specific needs and circumstances of our socioeconomically disadvantaged students and English learners, we are committed to providing comprehensive opportunities for all students to successfully complete or recover coursework through alternative means, extending beyond the regular school day or instructional year. Through initiatives such as Cyber High and Subject.com credit recovery programs, students will have access to A-G courses during school hours, after- school sessions, and summer school, ensuring flexibility and support for academic achievement. Furthermore, we recognize the importance of increasing access to college-going assessments for socioeconomically disadvantaged students, foster youth, and English learners. To this end, we will facilitate enhanced access to assessments such as the AP, SAT, and CTE certifications, aiming to broaden college and career opportunities for our unduplicated students while alleviating financial burdens for their families. By providing diverse pathways for academic success and college readiness, we are dedicated to empowering all students to reach their full potential and pursue their educational aspirations.	3.1 - CCI Rate While we anticipate benefits for all students, our primary focus is on supporting unduplicated pupils, particularly those facing challenges such as receiving D/F grades. Unduplicated pupils will receive first priority in accessing these opportunities, including credit recovery programs and college-going assessments. By prioritizing the needs of unduplicated students, we aim to see improvements in their GPAs, higher graduation rates, and a reduction in the achievement gap by a quarter in these areas. Through targeted support and expanded resources,

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	offered after school and during summer school. Calexico High School students successfully recovered 993 semester credits by the end of the first semester of the 2025-26 school year. Additionally, 9th-grade students were able to recover first-semester credits through the Expanded Learning Program beginning in the second semester, resulting in improved academic outcomes. Similarly, Aurora High School students had the opportunity to recover courses during Semester 1. A total of 1,110 credits were recovered. These initiatives reflect our commitment to providing comprehensive support to our unduplicated pupils and ensuring their academic success and future prospects. **Scope:** Schoolwide	This action is being implemented schoolwide across the high schools to ensure that all students have access to alternative opportunities for academic success.	we are committed to fostering equitable academic outcomes for all students within our district
4.1	**Action:** Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions **Need:** After examining academic and local data, along with feedback from educational partners, concerning our unduplicated students, we found concerning gaps regarding student discipline and dropout rates. Over the last two years, however, we have decreased the number of both suspensions and dropout	In order to respond to the identified needs of our socioeconomically disadvantaged students and English learners, CUSD will continue to prioritize the refinement of behavioral, social-emotional, and mental health support systems. To cultivate a safe and supportive learning environment conducive to student well-being, additional support staff will be provided to ensure a welcoming atmosphere. Professional development opportunities and resources will continue to be offered to students, parents, and staff, focusing on social-emotional learning to enhance pupil engagement and foster	4.4 - Suspension Rate 4.7 - Dropout Rate 4.8 - Middle School Dropout Rate 4.9 - Health Kids Survey 4.10 - Panorama Survey This action is being implemented across the LEA, and we anticipate that all students will benefit from the enhancements and refinements to our

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	rates. The 2025 California Dashboard data revealed that 1.7% of all student groups were suspended, with English learners (1.6%), socioeconomically disadvantaged students (1.9%), and foster youth (0%) experiencing slight gaps compared to the overall rate. However, the suspension rate among long-term English learners (5%) was notably higher, with a gap indicating the need for targeted support. Dropout data further underscored the necessity for intervention, with the district's high school dropout rate at 5.4%. English learners (6.8%) had a higher dropout rate than the district average, emphasizing the need for additional support to prevent disengagement. Educational partners, including staff, parents, and students, unanimously recognized the ongoing need for addressing students' behavioral, social-emotional, and mental health needs to foster a supportive and inclusive learning environment. **Scope:** LEA-wide	a positive school climate. In alignment with guidance from the Imperial County Office of Education (ICOE), CUSD will strengthen its Positive Behavioral Interventions and Supports (PBIS) Tier 2 framework, implementing targeted behavioral supports and interventions to address suspension disparities and promote inclusive practices.	behavioral and social-emotional support systems. However, given the heightened behavioral and social-emotional needs of our socioeconomically disadvantaged students, English learners, and foster youth, we expect that our unduplicated pupils will experience even greater benefits. Our goal is to reduce suspension gaps by one-third for each unduplicated student group and decrease dropout rate gaps by one- fourth. Through these efforts, we aim to create a more inclusive and supportive learning environment for all students, particularly those facing additional challenges.
4.2	**Action:** Attendance and Engagement **Need:** After analyzing academic and local data, as well as feedback from educational partners, it has become evident that chronic absenteeism poses a significant concern, particularly	In order to address the specific needs, circumstances, and unique conditions of our socioeconomically disadvantaged students and English learners, we are enhancing our attendance program and engagement incentives, with a particular focus on supporting chronically absent students. We will continue to promote our Attendance Campaign, which offers site incentives	4.3 - Chronic Absenteeism We anticipate that the chronic absenteeism rates among our unduplicated pupils will decrease at a greater rate compared to our overall student group,

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	among our unduplicated student groups. While 39.7% of K-8 students were identified as chronically absent according to the 2025 CA Dashboard, our unduplicated pupils demonstrated even higher rates of chronic absenteeism. Specifically, 45.2% of English learners and 40.7% of socioeconomically disadvantaged students missed 18 or more days of school during the 2023-24 academic year. The foster youth group had an increase of 17.9%, from 15.4% to 33.3%. This data indicates that our unduplicated pupils experience disproportionately higher rates of chronic absenteeism compared to the general student population. Specifically, our English learners have 5.5% more chronically absent students and socioeconomically disadvantaged students have 1% more students who missed 10% or more of the school year. **Scope:** LEA-wide	to encourage improved attendance. Students who attend school every day earn a Golden Ticket each week, with schools offering various incentives such as banners, trophies, certificates, door signs, and mid-year and end-of- year raffles with prizes like bikes, televisions, scooters, and board games. This initiative aims to foster a positive school climate and improve attendance rates among unduplicated pupils by promoting engaging activities such as weekly theme days and talent shows, along with additional incentives for attendance and engagement. Furthermore, we are enhancing our attendance monitoring and strengthening home- school communication to provide comprehensive support to students, with the ultimate goal of achieving improved attendance and maximizing student engagement. In order to enrich the experiences of our unduplicated pupils, we will introduce a range of options for students to choose from, both during and after the regular school day. This initiative will center on offering extended-day enrichment programs for all unduplicated pupils, coordinated with Expanded Learning. Among the offerings will be activities such as MESA, robotics, and competition/assessment preparedness, aimed at fostering a stronger sense of school connectedness among students. This action is being implemented across the entire LEA, and we anticipate that all chronically absent students will benefit.	resulting in a reduction of the gap by at least one-third.

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		However, given the higher numbers of unduplicated pupils who are chronically absent and the tailored design and content of the additional supports and interventions, we expect our unduplicated pupils to benefit even more.	
4.3	**Action:** Extended Day Enrichment Opportunities **Need:** After analyzing academic and local data, as well as gathering input from educational partners regarding our unduplicated students, Calexico has increased the number of students attending the after-school program. Despite this increase, we continue to face a challenge in providing sufficient enrichment opportunities for secondary students. Moreover, many of these opportunities are financially inaccessible for a significant portion of our families. Recognizing the importance of offering a diverse range of opportunities to students to enhance their sense of connectedness and purpose, CUSD has committed to expanding enrichment options. Through collaborative efforts with educational partners, priority was given to activities that were most frequently requested and believed to have the greatest impact on student achievement and engagement. These selected activities form the basis of our student engagement goal. The results of the 2026 California Healthy Kids Survey (CHKS) further underscore the need for increased opportunities for meaningful	In order to enrich the experiences of our unduplicated pupils, we will introduce a range of options for students to choose from, both during and after the regular school day. This initiative will center on offering extended-day enrichment programs for all unduplicated pupils, coordinated with Expanded Learning. Among the offerings will be activities such as MESA, robotics, and competition/assessment preparedness, aimed at fostering a stronger sense of school connectedness among students. This action is being implemented across our entire LEA, and we anticipate that all students will reap the rewards of these diverse learning opportunities. However, we are particularly optimistic about the benefits for our unduplicated pupils.	4.3 - Chronic Absenteeism 4.9 - Health Kids Survey 4.10 - Panorama Survey Notably, almost all participants in our extended-day programs are unduplicated pupils. Furthermore, the new offerings were specifically chosen based on requests from unduplicated pupils and their parents. We expect enrollment for unduplicated students in extended-day activities will impact a 5% decrease in chronic absenteeism. Additionally, we expect that scores related to school connectedness and opportunities for meaningful participation, as measured by the California Healthy Kids Survey, will increase by 4% as a result of these initiatives.

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	student participation. The survey revealed that only a fraction of students across various grade levels reported having such opportunities. For instance, 27% of seventh graders, 22% of ninth graders. 29% of eleventh graders and non-traditional school students expressed feeling they have opportunities for meaningful participation. The numbers were slightly higher for English learner students, but still relatively low. While there are no significant gaps between student groups, the fact that approximately one-fourth of our students feel they lack meaningful participation opportunities prompts us to reassess and expand our offerings to ensure all students have access to enriching experiences. **Scope:** LEA-wide		
4.4	**Action:** Athletic Opportunities to Strengthen School Connectedness **Need:** After analyzing academic and local data, as well as input from our educational partners, it's evident that there's a shortage of enrichment opportunities for students in Calexico. Moreover, some of these activities are financially inaccessible for many families. To address this gap, CUSD is committed to offering a diverse range of opportunities aimed at fostering student connectedness, agency,	In order to enrich the experiences of our unduplicated pupils, CUSD is dedicated to providing a wide range of choices both within and beyond the regular school day. This initiative centers on enhancing facilities and expanding athletic opportunities for secondary students to promote a sense of belonging and connection to their school. Our approach involves several strategies aimed at improving facilities for safety and inclusivity, offering a diverse array of sports options, establishing intramural leagues catering to all skill levels, and supporting competitive interscholastic teams to cultivate school spirit and community pride.	4.3 - Chronic Absenteeism 4.9 - Health Kids Survey 4.10 - Panorama Survey We anticipate a 5% decrease in chronic absenteeism as enrollment in extended-day programs increases among our unduplicated students, reflecting the enhanced appeal and relevance of these expanded learning opportunities.

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	and purpose. Through collaboration with students, families, and educational partners, we've identified key areas for enhancement that we believe will significantly impact student achievement and engagement. These activities have been integrated into our student engagement goal. Data from the 2026 California Healthy Kids Survey (CHKS) revealed that only a small percentage of students reported having opportunities for meaningful participation. For instance, only 27% of seventh graders felt they had such opportunities, with slightly higher percentages among English learner students. Similarly, percentages for 9th (22%) and 11th graders were low (28%), indicating a need for expanded opportunities across all grade levels. Additionally, our 2025-26 Panorama data indicates low levels of a sense of belonging among students in both elementary and secondary grades. In response to these findings, CUSD is prioritizing the development and implementation of enrichment programs that cater to the diverse needs and interests of our student population. These initiatives aim to enhance student engagement, cultivate a sense of belonging, and provide experiences that students may not have otherwise encountered. Through these efforts, we are striving to ensure that all students feel valued, supported, and connected to their school community.	Key components of this action plan include upgrading facilities to ensure they meet safety standards and are accessible to all students. Additionally, we aim to diversify our sports offerings to accommodate varying interests and abilities, providing opportunities for students to explore new activities and develop their skills. Introducing intramural leagues will further encourage participation by providing a supportive and inclusive environment where students can engage in friendly competition and teamwork. Furthermore, our Expanded Day program will play a vital role in enhancing athletic and sports opportunities outside of regular school hours. By collaborating with CUSD's Expanded Learning Program, we will expand access to intramural sports and other physical activities, promoting students' physical health and overall well-being while strengthening their sense of connection to the school community. Through these efforts, we aspire to create a vibrant and inclusive school environment where all students feel valued, engaged, and empowered to participate in activities that contribute to their personal growth and development. This action, designed to enrich learning experiences through expanded opportunities, is intended to benefit all students across the LEA. However, our unduplicated pupils are anticipated to derive the greatest advantages. Nearly all participants in our extended-day programs are unduplicated pupils, underscoring their significant involvement in these initiatives. Moreover, the	Additionally, we expect notable improvements in school connectedness scores and opportunities for meaningful participation, as measured by the California Healthy Kids Survey. Specifically, we anticipate a 4% increase in these metrics, signifying enhanced engagement and a stronger sense of belonging among our unduplicated pupils. Furthermore, our efforts are projected to yield significant improvements in students' sense of belonging, as evidenced by Panorama survey data. We anticipate a 4% increase in sense of belonging scores among 3rd-5th graders and a 5% increase among 6th-12th graders. These improvements reflect our commitment to fostering a supportive and inclusive school environment where all students feel valued and connected.

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	Scope: LEA-wide	introduction of new offerings was informed by input from unduplicated pupils and their parents, ensuring that the enhancements cater to their specific needs and preferences.	In summary, while all students stand to benefit from these enriched learning experiences, our unduplicated pupils are expected to experience the most pronounced positive outcomes, including increased participation, improved school connectedness, and enhanced sense of belonging.
4.5	**Action:** Enhancing Student Engagement Through Music Program **Need:** After conducting a thorough review of academic data, local insights, and feedback from educational partners, it's evident that there's a notable lack of enrichment opportunities for students in Calexico. Furthermore, some of the existing opportunities are financially inaccessible for many families within our district. Recognizing the importance of providing a diverse range of experiences to enhance student connectedness, agency, and purpose, CUSD is committed to expanding enrichment offerings that cater to the needs and interests of all students. In collaboration with educational partners, district staff prioritized various enrichment	To ensure that our unduplicated pupils have access to enriched experiences, we are implementing a range of options within and beyond the regular school day. This initiative prioritizes the expansion of music and arts education programs to provide students with diverse opportunities for creative expression and skill development. Specifically, we will enhance our secondary school music programs and offerings by investing in instruments, equipment, and uniforms as needed. This action encompasses a comprehensive approach to supporting various music ensembles and performance groups across our high schools, including Jazz, Choir, Mariachi, Estudiantina, Drumline, Choreography: Modern Dance, and Folkloric Dance. By providing funding and resources to sustain and grow these programs, we aim to foster a vibrant arts community within our schools and empower students to explore their passions and talents in music and the arts.	4.9 - Health Kids Survey 4.10 - Panorama Survey By expanding music education programs, we aim to enhance school connectedness and increase opportunities for meaningful participation among all students. Through this initiative, we anticipate that school connectedness scores will increase by 4%, as measured by the California Healthy Kids Survey. By providing diverse and engaging musical experiences, we seek to foster a sense of belonging and engagement among our

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	activities that were suggested by students and families. These activities were selected based on their potential to positively impact student achievement, engagement, and overall educational experience. By incorporating these activities into our student engagement goal, we aim to broaden the horizons of our students and provide them with experiences that they may not have otherwise encountered. The results from the 2026 California Healthy Kids Survey underscore the need for enhanced opportunities for meaningful participation among students. While some students reported having such opportunities, the percentages remain relatively low across grade levels. Despite the absence of significant gaps, the fact that only about a quarter of our students feel they have meaningful participation opportunities necessitates a reevaluation of our approach to student engagement. In response to these findings, CUSD is committed to expanding and diversifying enrichment opportunities for all students, with a particular focus on increasing participation and engagement among underserved student groups. By doing so, we aim to create a more inclusive and enriching educational experience for all students in Calexico. **Scope:** LEA-wide	Our Expanded Day program will play a vital role in enhancing music opportunities for elementary students outside of regular school hours. By collaborating with CUSD's Expanded Learning Program, we will provide access to music and strengthen their sense of connection to the school community. This action is implemented across our entire Local Education Agency (LEA), ensuring that all students have access to enriched musical learning experiences. While we anticipate that all students will benefit from these opportunities, we particularly expect our unduplicated pupils to reap significant benefits.	students, ultimately contributing to their overall well-being and academic success.

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4.6	**Action:** Mobile Library/Media Services to Promote Student Engagement **Need:** After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal. Results from the 2026 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 32% of 7th grade English learner students stated the same. 21% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 24% of 9th grade English learner	To enhance the experiences of our unduplicated pupils, we will offer a diverse range of options for students to choose from, both during and outside of regular school hours. Our primary focus has been on enriching library experiences, incorporating maker spaces to provide engaging activities. These activities will encompass author presentations, access to maker spaces, provision of materials and supplies for thematic activities linked to literature, and collaborative projects. This action is being implemented across the entire LEA, and we anticipate that all students will derive benefits from these diverse learning experiences. However, we anticipate that our unduplicated pupils will derive the greatest benefits.	4.9 - Health Kids Survey We anticipate that school connectedness scores and opportunities for meaningful participation, as measured by the California Healthy Kids Survey, will increase by 4%.

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	students stated the same. 28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 34% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they have opportunities for meaningful participation was cause for CUSD to reflect on what expanded opportunities could be provided to all students. **Scope:** LEA-wide		
4.7	**Action:** Summer School **Need:** After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement,	To enrich the experiences of our unduplicated pupils, we will provide a range of options for students to choose from during and beyond regular school hours. Specifically, we will concentrate on offering supplementary learning programs during the summer for unduplicated pupils. These programs aim to reinforce mastery of core subjects, offer enrichment activities, and facilitate credit recovery opportunities at the high school level. Our Expanded Day program will play a vital role in providing summer opportunities for elementary and junior high students. This action is being implemented across the entire LEA, and we anticipate that all students will reap the rewards of these diverse learning opportunities. However, our unduplicated pupils are poised to benefit the most.	4.6 - Graduation Rate 4.9 - Health Kids Survey We anticipate a 5% increase in school connectedness scores and opportunities for meaningful participation, as per the California Healthy Kids Survey. Furthermore, we expect to see notable improvements in high school graduation rates, with a projected increase of 4% for English learners and 3% for socioeconomically disadvantaged students.

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	engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal. Results from the 2026 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 32% of 7th grade English learner students stated the same. 21% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 24% of 9th grade English learner students stated the same. 28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 34% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they have opportunities for meaningful participation was cause for CUSD to reflect on what expanded opportunities could be provided to all students. **Scope:** LEA-wide		
4.8	**Action:** Student Leadership **Need:** After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent	In order to provide our unduplicated pupils with enhanced experiences, we will offer a diverse range of options both during and after the school day. Specifically, we will introduce leadership workshops aimed at expanding and honing the leadership skills of our unduplicated students.	Metrics 4.9 - Health Kids Survey We anticipate that measures such as school connectedness scores and opportunities for

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	that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. These activities were subsequently incorporated into our student engagement goal. Results from the 2026 California Healthy Kids Survey (CHKS) showed that 27% of seventh graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 32% of 7th grade English learner students stated the same. 21% of CUSD 9th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 24% of 9th grade English learner students stated the same. 28% of CUSD 11th graders stated that it was very much true/pretty much true that they have opportunities for meaningful participation. 34% of 11th grade English learner students stated the same. Although there are no gaps, the fact that on average 1/4 of our students feel they have opportunities for meaningful participation	Through these workshops, students will have the chance to explore various facets of leadership and develop essential skills in this area. This action will be implemented across our entire Local Education Agency (LEA), ensuring that all students have access to leadership experiences. While we anticipate benefits for all students, we believe that our unduplicated pupils will derive the greatest advantages.	meaningful participation, as assessed by the California Healthy Kids Survey, will increase by approximately 4% due to the implementation of these leadership experiences.

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	was cause for CUSD to reflect on what expanded opportunities could be provided to all students. **Scope:** LEA-wide		
4.9	**Action:** District Community Day School and Independent Study **Need:** Although Calexico Unified School District (CUSD) remains committed to offering alternative educational options for at-risk students, such as our community day school and independent study programs, an enrollment review for the 2024–25 school year has led to necessary adjustments. Due to continued low enrollment, CUSD will not open the community day school, Pinnacle Hall, beginning in the Fall of 2025. Instead, students undergoing the expulsion process will be enrolled at Calexico Academy, the County-run alternative education program located in Calexico. Additionally, the Independent Study program was not offered in 2024-25 and will not be offered beginning the Fall 2025 due to a further decline in student interest and enrollment. The district will continue to monitor enrollment trends and student needs to determine the feasibility of reinstating these alternative options in future years.	In order to address the needs of our unduplicated pupils, we will explore other educational options such as home instruction and the county community day school located in Calexico. These alternatives aim to provide continued academic and behavioral support with the goal of helping students successfully transition back into a regular school setting in the following school year. This action is no longer provided beginning the 2024– 25 school year.	4.5 - Expulsion Rate The district remains committed to evaluating and identifying viable alternatives that meet the educational and support needs of our most vulnerable students.

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	Scope: LEA-wide		
4.10	**Action:** Migrant Activities and Incentives **Need:** After reviewing academic data, local statistics, and input from educational partners regarding our unduplicated students, it became apparent that Calexico lacks sufficient enrichment opportunities for its students. Furthermore, many of these opportunities are financially inaccessible for a significant portion of our families. CUSD is committed to offering a wide range of opportunities to students to enhance their sense of belonging and purpose. When discussing ways to better engage students in their education with both students and families, a variety of enrichment options were proposed. District staff collaborated with educational partners to prioritize these opportunities, selecting those believed to have the greatest impact on student achievement, engagement, and overall experience. Although these activities were originally incorporated into our student engagement goal, beginning in 2025-26 the Migrant program activities are now being supported by the Expanding Learning Program. **Scope:**	In order to provide enhanced experiences for our unduplicated pupils, the Expanded Learning Program will offer a variety of choices outside the school day. This action will primarily focus on providing activities and incentives to increase participation and improve academic outcomes in the Migrant extended day services, speech and debate team practices, and the credit recovery learning hub overseen by Expanded Learning. This action will no longer be provided in the 2026-27 school year.	4.9 - Health Kids Survey Students will benefit from this learning experience while in the Expanded Learning Program.

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	LEA-wide		
4.11	**Action:** Family Resource Center Services, Activities and Case Management **Need:** After reviewing academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that our unduplicated families, particularly those who are socioeconomically disadvantaged, encounter challenges in accessing auxiliary support services located in other cities. Transportation emerges as a significant barrier. While we have operated a Family Resource Center for some time, recent data highlights a growing demand among our families for a centralized hub to address their social-emotional and mental health needs—a 'one-stop shop,' so to speak. **Scope:** LEA-wide	In order to meet the pressing needs of our socioeconomically disadvantaged, foster, and homeless students, Calexico Unified School District is enhancing its Family Resource Center (FRC) by introducing a range of programs and services. These offerings encompass parenting classes, behavioral health services, support for teen pregnancy, nutrition education, access to social services, family therapy, and streamlined referrals to external agencies. These resources will also be supported through Community Schools. This action is being provided on an LEA-wide basis. While we anticipate benefits for all students, we recognize that socioeconomically disadvantaged students and families may derive greater value due to the chronic stresses associated with poverty. Therefore, we expect these groups to benefit even more from the expanded services at the Family Resource Center (FRC)	4.9 - Health Kids Survey 4.10 - Panorama Survey We anticipate a 5% increase in school connectedness scores and opportunities for meaningful participation, as per the California Healthy Kids Survey. We also expect an increase in the utilization of FRC services for each unduplicated student group.
5.1	**Action:** Parent Advisory Committees **Need:** After reviewing academic and local data, as well as input from educational partners regarding our unduplicated students, it's clear that increasing parent engagement is essential. In 2026, CUSD conducted the California Parent Survey, with 810 parents	In order to effectively address this need, CUSD aims to bolster parent and family engagement while also fostering parent leadership to bolster student learning and success. Specifically targeting parent involvement among our English learners, foster youth, and socioeconomically disadvantaged students, we intend to tailor activities to meet their unique needs. This action will entail enhancing training and support for all parent advisory committees.	5.1 - CPS Responses 5.2 - CA Parent Survey(CPS) Percentage 5.3 - Implementation of Self-Reflection Tool for Parent Engagement - Priority 3 Scores Training will be tailored to meet the specific needs of

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	participating. While approximately 16% of parents serve on school committees, 56% reported being highly involved in supporting their child's education. However, there's room for improvement in fostering active parental participation, as only 46% strongly agreed that the school encourages parent involvement, and 44% felt that their input was actively sought for important decisions. Our 2024 Self- Reflection Tool for Parent Engagement indicated a score of 3, highlighting the need to enhance our efforts in building the capacity of and supporting family members to effectively engage in advisory groups and decision- making. In 2026, that score went from a 3 to a 4. There is room for improvement in the district's progress in creating welcoming environments for all families in the community (score of 4) and in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes (score of 4). **Scope:** LEA-wide	This action will be provided district-wide, benefiting all students. However, we anticipate that families of unduplicated pupils will derive even greater benefits.	English learners and socioeconomically disadvantaged students' families, addressing content, timing, and location. We anticipate a 3% increase in our scores on the California Parent Survey related to parent engagement and involvement, with a goal of increasing parent participation on school committees to 15% by the end of year 3. Furthermore, we aim to achieve an average score higher than 3 on the state-developed Parent Engagement Reflection Tool (Priority Three).
5.2	**Action:** Parent Incentives **Need:** After analyzing academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's	To address this need and increase parent involvement, especially among our English learners, foster youth, and socio-economically disadvantaged students, we will implement additional measures for training, recruitment, and resource allocation. This action plan includes offering additional incentives to parents to	5.1 - CPS Responses 5.2 - CA Parent Survey(CPS) Percentage 5.3 - Implementation of Self-Reflection Tool for Parent Engagement - Priority 3 Scores

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	evident that enhancing parent engagement is necessary. In 2026, CUSD conducted the California Parent Survey, with 810 parents participating. While only about 16% of parents serve on school committees, a significant 56% expressed high involvement in supporting their child's education. Furthermore, 46% strongly agreed that the school encourages parental engagement, and 44% felt that schools actively seek their input in important decisions. **Scope:** LEA-wide	encourage and support heightened family engagement and participation. This action will be provided district-wide, benefiting all students. However, we anticipate that families of unduplicated pupils will derive even greater benefits.	Training will be tailored to meet the specific needs of English learners and socioeconomically disadvantaged students' families, addressing content, timing, and location. We anticipate a 5% increase in our scores on the California Parent Survey related to parent engagement and involvement, with a goal of increasing parent participation on school committees to 15% by the end of year 3. Furthermore, we aim to achieve an average score higher than 3 on the state-developed Parent Engagement Reflection Tool (Priority Three).
5.3	**Action:** Parent Trainings/Workshop and Institutes **Need:** After examining academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that there's a need to boost parent engagement. In 2026, CUSD conducted the California Parent Survey, with 810 parents participating. While only about 16% of parents	In order to address this need, we will enhance our Parent Leadership Institute across various domains, aiding parents in reinforcing the home-school nexus and equipping families to engage in pivotal decision-making at schools. Guided by site-level surveys, schools will broaden training sessions covering topics in high demand. These sessions will encompass academic, behavioral, social-emotional, and college readiness themes, tailored to families' preferences. Lastly, to bolster parent involvement and foster a welcoming	5.2 - CA Parent Survey(CPS) Percentage 5.4 - Parent Trainings We anticipate a 3% increase in our scores on the California Parent Survey concerning parent engagement and involvement. Additionally, we expect an average of

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	serve on school committees, a significant 56% expressed high involvement in supporting their child's education. Furthermore, 46% strongly agreed that the school encourages parental engagement, and 44% felt that schools actively seek their input in important decisions **Scope:** LEA-wide	environment, we'll sustain funding for a Parent Center at the Family Resource Center. This action is being implemented across the LEA, and we anticipate that all students will derive benefits from these parental services. Nonetheless, we believe that families of unduplicated pupils stand to gain even more. This is attributed to the tailored design of training sessions, considering the specific needs of families of English learners and socioeconomically disadvantaged students in terms of content, timing, and location.	500 parents to participate in training sessions, institutes, workshops, or conferences annually.
5.4	**Action:** Community Schools **Need:** After reviewing academic data, local insights, and feedback from educational partners regarding our unduplicated students, our local Panorama Survey for the 2025-26 academic year revealed that only 69% of parents expressed confidence in their ability to connect with other parents. This underscores the necessity to offer training and facilitate parent networking to bolster parental involvement and assist in fostering student learning. Specifically, there's a need to focus on areas such as literacy development, mathematics, parenting techniques, technology integration, behavior management, and social-emotional learning. Our 2024 Self- Reflection Tool for Parent Engagement indicated a score of 3, highlighting the need to enhance our efforts in building the capacity of and supporting family	To address this need, we will implement strategies to support community schools within our education system. This approach involves providing wraparound services, fostering stronger partnerships with the local community, addressing the diverse needs of students, and enhancing educational outcomes. For the 2025–26 school year, the district refined its approach by transitioning its partnership to Family Leadership Inc. and implementing the Parents as Partners – Parenting Sessions, a six-session model offered at each school site. This action will be implemented district-wide, aiming to benefit all students. However, we anticipate that families of unduplicated pupils will derive even greater benefits. This tailored approach in designing training sessions, considering the needs of English learners and socioeconomically disadvantaged students, will foster increased parent networking.	5.2 - CA Parent Survey(CPS) Percentage 5.3 - Priority 3: Self-Reflection Tool We anticipate a 3% increase in scores on the California Parent Survey regarding parent engagement and involvement. Additionally, we aim for an average rating higher than 3 on the state-developed Parent Engagement Reflection Tool (Priority Three).

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	members to effectively engage in advisory groups and decision- making. In 2026, that score went from a 3 to a 4. There is room for improvement in the district's progress in creating welcoming environments for all families in the community (score of 4) and in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes (score of 4). **Scope:** LEA-wide		
5.5	**Action:** Communication **Need:** After conducting a comprehensive review of academic data, local data, and input from educational partners regarding our unduplicated students, it has become evident that we must enhance parent engagement. In 2026, CUSD administered the California Parent Survey, which received responses from 810 parents. The survey revealed that only 58% of parents reported feeling positively about communication with the school, indicating a need to improve school-to-home communication using various modalities. Educational partners have consistently advocated for increased and diversified methods for school staff to communicate with families. During presentations of our 2025	In order to address this need, we will ramp up parent-school communication by utilizing a variety of channels such as Remind/Parent Square, social media platforms, newsletters, and distributing flyers. Through these diverse forms of contact, we aim to ensure that parents are well-informed and actively engaged in school activities. This action will bolster our efforts to enhance communication methods across the entire school district. This action is being implemented district-wide, and we anticipate that all students will reap the benefits of these communication tools. However, we anticipate that families of unduplicated pupils will particularly benefit from having an open line of communication.	5.2 - CA Parent Survey(CPS) Percentage 5.3 - Priority 3: Self-Reflection Too We anticipate a 3% increase in parents reporting "strongly agree" or "very well" to topics related to communication about school. Additionally, we expect our average score on the state-developed Parent Engagement

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	Self-Reflection Tool for Parent Engagement, parents re-emphasized the necessity of establishing two-way communication channels, such as messaging systems, between parents and school staff to facilitate timely and transparent interactions. **Scope:** LEA-wide		
6.1	**Action:** School Safety **Need:** After analyzing academic data, local statistics, and input from educational partners regarding our unduplicated students, the findings from the 2026 California Healthy Kids Survey revealed concerning trends regarding students' perceptions of school safety. Specifically, 71% of fifth graders perceived their school as safe, compared to only 60% of seventh graders. This perception declined further in higher grades, with only 47% of ninth graders and 52% of eleventh graders reporting that they felt safe at school. Non- traditional students showed a 3% increase in their perception of school safety, rising from 69% to 72%. Moreover, a troubling trend emerged over time: from 2017 to 2026, there was a noticeable decrease in perceived school safety among unduplicated students. Specifically, there was a 10% decrease among seventh graders (from 70% to 60%), a 17% decrease	To address this pressing need, we are committed to enhancing school safety, with a particular focus on the well-being of our English learners, foster youth, and socioeconomically disadvantaged students. This action plan revolves around ongoing meetings aimed at reviewing, identifying, and proposing solutions to bolster student safety and address any safety-related concerns. Through a combination of professional development, training initiatives, procurement of necessary equipment, and other safety services, we aim to create a secure environment conducive to learning. These efforts will be supported by regular district-wide safety meetings, which will be facilitated by our Director of Safety and include participation from school representatives and community agency educational partners such as the Fire Department and Police Department. This collaborative approach ensures that a diverse range of perspectives are considered, facilitating the development of comprehensive solutions. Moreover, these meetings will serve as platforms for generating solution-oriented suggestions to	6.1 - FIT Tool 6.3 - CPS Safety 6.5 - CHKS Safety We aim to achieve a 5% increase in the number of parents who strongly agree that their child's school is safe. Additionally, we strive for a 5% increase in the perceptions of safety among our English learner and socioeconomically disadvantaged students, as measured by the California Healthy Kids Survey. Lastly, we are committed to ensuring that 98% of our schools are ranked as either Good or Exemplary, reflecting our dedication to providing a safe and conducive learning

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	among ninth graders (from 64% to 47%), and a 9% decrease among eleventh graders (from 61% to 52%). **Scope:** LEA-wide	enhance our preparedness for potential emergency situations, including initiatives to improve school facilities. This action will be implemented across our entire LEA, ensuring that all students reap the benefits. However, given the disproportionately higher rates of chronic absenteeism among our English learners and socioeconomically disadvantaged students, we anticipate that these groups will experience even greater benefits.	environment for all students.
6.2	**Action:** Safety and Supervision **Need:** After examining academic data, local insights, and feedback from educational partners regarding our unduplicated students, it's evident that closely monitoring school safety is imperative. Calexico, situated in southern California along the United States/Mexico border, faces unique safety challenges due to its proximity to Mexicali, Mexico, and its role as a drug trafficking corridor. With one elementary school just blocks from the border and others within one to two miles, ensuring safety is paramount. Drug and human trafficking pose significant risks, with vulnerable socioeconomically disadvantaged students often targeted. Concerns about safety extend to the school environment, as reflected in survey data showing declining perceptions of safety among students, particularly in higher grades. A 10% decrease in perceived safety among 7th	To address the safety needs of our English learners, socioeconomically disadvantaged students, and foster youth, we are implementing comprehensive improvements to campus safety protocols and infrastructure. These enhancements aim to instill a sense of security for all students. Our approach includes consistently implementing our emergency management system, Catapult, and implementing a visitor identification system to enhance real-time communication and student accountability during emergencies. These systems will also bolster school security by regulating access to campus facilities. Additionally, we are deploying radios to facilitate seamless communication among support staff, ensuring comprehensive supervision and safety measures. Furthermore, the installation of cameras will bolster student safety by monitoring campus activity before, during, and after school hours. Given the shift to closed campuses due to safety concerns outside school premises, we have expanded our campus supervision team. This includes over 85 Student Support Assistants	6.3 - CPS Safety 6.5 - CHKS Safety We expect to see a 5% increase in the number of parents who strongly agree that their child's school is a safe environment. Additionally, we anticipate a 5% increase in the perceptions of safety among our English learner and socioeconomically disadvantaged students, as measured by the California Healthy Kids Survey. Moreover, we believe that our socioeconomically disadvantaged students, English learners, and migrant students (a subgroup of our English

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	graders from 2017 to 2026 underscores the urgency of addressing these issues. Feeling safe at school is crucial for academic success and student well-being, as affirmed by research linking safety to higher achievement and engagement. Chronic absenteeism is a major concern, with unduplicated pupil groups showing higher rates. For instance, 45.2% of English learners and 40.7% of socioeconomically disadvantaged students were chronically absent in the 2024-25 school year. Traffic congestion exacerbates safety challenges, especially along Highway 98, which intersects schools and lacks crossing guards. Parents consistently advocate for additional crossing guards to improve safety, reflecting the community's concern. The 2026 Healthy Kids Survey revealed that 79% of 5th graders feel safe traveling to and from school, highlighting the need for action. In response, we will prioritize ongoing safety monitoring and implement measures to enhance school safety comprehensively. This initiative aims to address safety concerns, improve perceptions of safety among students, and foster an environment conducive to learning and well-being for all. **Scope:** LEA-wide	(SSAs), many of whom are CUSD parents. These SSAs undergo specialized Crisis Prevention Institute (CPI) training to effectively manage and de-escalate crisis situations. Moreover, additional campus proctors, custodians, grounds staff, and a Director of Safety have been hired to further bolster campus supervision and safety efforts. These staff members also receive CPI training to ensure they are equipped to handle various safety scenarios effectively. To address safety concerns related to student commutes, we continue to provide additional crossing guards to facilitate safe passage to and from school. Our crossing guards are equipped with protective gear, including visible vests, umbrellas, hats, signage, and whistles, to enhance visibility and ensure the safety of all students. This action is implemented district-wide, aiming to benefit all students. However, given the notably higher rates of chronic absenteeism among our English learners and socioeconomically disadvantaged students, we anticipate that these groups will experience even greater benefits.	learners) will derive the most significant benefits from these safety enhancements.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
6.3	**Action:** Outdoor Safety and Learning Environments **Need:** After reviewing academic and local data, along with input from educational partners, it's evident that safety concerns around all CUSD schools have led to the closure of campuses. Incidents such as Border Patrol chases near or on school grounds have contributed to this decision. Additionally, the limited park spaces in Calexico have become unsafe due to the congregation of homeless individuals, leading to drug availability and trafficking incidents. Families have consistently expressed the need for more extended day and summer programs for their children. Currently, our extended day program is at full capacity, with unduplicated pupils given first priority. Nearly all participants in our extended day programs are unduplicated pupils. As funding for our Expanded Learning program increases, we aim to expand our afterschool offerings further. Expanding these programs necessitates maximizing available learning spaces, both indoors and outdoors. However, our campuses have limited large spaces to accommodate large student groups. Educational partners and advisory committees have repeatedly requested additional shade structures, playgrounds, and hydration stations for students.	To address the specific needs, circumstances, and unique conditions faced by our socioeconomically disadvantaged students and English learners, we will implement measures to enhance our school facilities. This action aims to increase and repair the number of shade structures at each school site to mitigate student heat exhaustion, overheating, and other heat-related conditions, particularly for students participating in our after-school program, which comprises over 95% unduplicated pupils. Furthermore, we will work to expand our outdoor learning environment to accommodate extended day, enrichment, and extracurricular activities by maintaining our outdoor seating and playgrounds. Given the challenging combination of extreme heat and poverty, we have prioritized the installation of additional hydration stations across our campuses. It's crucial that our students have access to free, cool water before, during, and after school, as well as during our extended day programs. This action will be implemented across the LEA, and we anticipate that all students will benefit from the enhanced facilities. However, given that nearly 100% of our after-school participants are unduplicated pupils, we expect that our socioeconomically disadvantaged students and English learners will derive even greater benefits.	6.1 - FIT Tool 6.2 - CPS Facilities We anticipate a minimum 15% increase in after-school enrollment for our unduplicated pupils during the 2026-27 school year. Furthermore, we expect that the installation of hydration stations will benefit all students. This will be evaluated through parent satisfaction surveys and input gathered during meetings.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	It's essential to note that Calexico's climate is characterized by extreme heat, particularly from April through September, with temperatures often exceeding 115 degrees Fahrenheit during the summer months. Triple-digit temperatures persist for five months of the year. Consequently, there is a pressing need within our parent community to install more hydration stations, as highlighted in every LCAP parent forum. **Scope:** LEA-wide		
6.4	**Action:** Transportation **Need:** After reviewing academic data, local statistics, and input from educational partners concerning our unduplicated students, it was evident that in the 2024-25 academic year, 88.68% of our students were socioeconomically disadvantaged, resulting in 100% eligibility for free/reduced lunch. According to the latest California Dashboard data from 2024, 41.1% of our K-8 students were classified as chronically absent. Notably, our unduplicated pupils exhibited even higher rates of chronic absenteeism: 46% of English learners and 42.5% of socioeconomically disadvantaged student groups missed 18 or more days of school during the 2023-24 academic year. Notably, the foster youth group	In order to address the specific needs and circumstances of our foster youth, socioeconomically disadvantaged students and English learners, we will enhance our transportation services. Currently, over 95% of our students who receive transportation services are unduplicated pupils. These services will ensure that students can attend school regularly and also participate in extended day and extracurricular activities. This action is implemented district-wide, aiming to benefit all students through increased transportation services. However, given that over 95% of our transportation recipients are unduplicated pupils, we anticipate greater benefits for our foster youth, socioeconomically disadvantaged students and English learners.	6.5 - CHKS Safety We expect a reduction in chronic absenteeism rates among unduplicated pupils and a 5% increase in the perception of student safety while traveling to and from school.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	had a decrease of 32.2%, from 47.6% to 15.4%. This data indicates that our unduplicated pupils experience disproportionately higher rates of chronic absenteeism compared to the general student population. Specifically, our English learners have 4.5% more chronically absent students and socioeconomically disadvantaged students have 1.4% more students who missed 10% or more of the school year. Additionally, based on the 2024 California Healthy Kids Survey, 81% of 5th graders reported feeling safe on their way to and from school. **Scope:** LEA-wide		
6.5	**Action:** Health Services **Need:** After reviewing academic data, local insights, and input from educational partners regarding our unduplicated students, it's evident that our families face significant health challenges, including high rates of asthma, diabetes, obesity, and hypertension, among others. According to the 2026 California Healthy Kids Survey, there was a significant increase in the percentage of students across various grade levels reporting absences due to illness, with	In order to address the specific needs, circumstances, and unique conditions faced by our unduplicated pupils, we will implement measures to provide students with appropriate healthcare services and enhance their physical well-being through support and education. This action will be implemented across the entire LEA, and we anticipate that all students will benefit from these services. However, given the heightened health needs of our socioeconomically disadvantaged students and foster youth, we expect them to experience a more significant impact.	6.6 - CHKS Health We anticipate that these services will lead to a 10% reduction in the reasons for absence due to illness among our unduplicated pupils.

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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
	breathing problems and dental issues cited as common contributing factors. Imperial County ranks poorly in various health and wellness measures, standing at or near the bottom in terms of overall health factors such as physical environment, social and economic factors, health behaviors, and clinical care. The county has notably high rates of diabetes, with the highest diabetes death rates in the United States. Obesity prevalence is also a growing concern, with both adults and children in Imperial County experiencing higher rates compared to the statewide average. These health issues pose significant risks, including coronary heart disease, type 2 diabetes, cancer, hypertension, stroke, respiratory problems like asthma, and overall poor health status. According to the latest California Physical Fitness Test (PFT) in 2018, a substantial percentage of fifth, seventh, and ninth graders in the Calexico Unified School District scored in the "Needs Improvement - Health Risk" category, indicating areas for health improvement. **Scope:** LEA-wide		

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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Language Acquisition and English Language Support **Need:** After a review of academic data, local data, and educational partner input for our English Learner student group, the data showed that 29.98% of our students are meeting or exceeding in the 2025 ELA SBAC, with English learners at 9.27% and long-term English learners at 4.71%. Only 18.91% of our students are meeting or exceeding in the 2024 Mathematics SBAC with English learners at 7.95% and long-term English learners at 3.10%. Our 2025 CA School Dashboard status for English Learner Progress is “yellow” with 48.7% making progress towards English language proficiency. An analysis of our 2026 DataQuest English learner (EL) data shows that 8.9% of our English learners are considered at-risk of becoming long-term English learners (LTELs). These students have been enrolled in US schools for four or five years and scored at the Intermediate level or below on the language proficiency assessment. Also, 11.9% of our English learners are considered long-term English learners	In order to address these unique needs and particular conditions of our English learners we have hired an additional EL Coordinator with the 15% add-on funding to assist in servicing English learners’ needs. We will be providing school sites with comprehensive support for English Learners (ELs) and aligning goals as indicated by the EL Learner Roadmap addresses the critical need for tailored educational strategies that enhance EL students' academic success. This action ensures that all EL students receive designated English Language Development (ELD) instruction, which focuses on building their language proficiency systematically. Ongoing professional development in integrated and designated ELD, along with instructional strategies, equips educators with the necessary skills to effectively teach ELs and meet their diverse needs. Curriculum planning and alignment of ELD standards ensure consistency and coherence in instruction across the district. Progress monitoring allows for the regular assessment of EL students' advancement, enabling timely interventions and support. Additionally, offering a dual immersion program not only aids in bilingual language development but also fosters cultural appreciation and inclusivity. These activities collectively ensure that EL students receive comprehensive and	1.3 - ELA SBAC 1.4 - Math SBAC 1.6 - ELA & Math i-Ready 1.8 - Dashboard ELPI 1.9 - ELPAC Level 4 1.10 - Reclassification Rate 1.11 - ELPAC Level 3 to 4 1.12 - ELPAC Level 4 Reclassification We expect that our reclassification rates for students who obtain a level 4 in the ELPAC will increase by 5.5%, our English learner Progress Indicator (ELPI) will increase by 5% and 5% more of our English learners will score at level 4 on the ELPAC. Lastly, we expect to reduce our LTEL and at-risk of being LTEL percentages by at least 1/3. We will also expand our Dual Language Immersion (DLI) classrooms to increase language acquisition.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(LTELs). Students who are classified as LTELs have been enrolled in US schools for six or more school years and have remained at the same English language proficiency level for two or more consecutive years, or have regressed to a lower English language proficiency level. Teachers have expressed a desire to receive additional training to meet these various sub-groups' linguistic and instructional needs. **Scope:** Limited to Unduplicated Student Group(s)	consistent support, promoting equitable educational outcomes across the district. This action is being provided to help decrease the gap between English learners and the general student population with regard to achievement rates. We also expect English learner progress in the English Learner Progress Indicator, move from level 3 to 4, and increase the reclassification rates.	English learners and long-term English learners that have the achievement gaps noted in Action 1.1 metrics in literacy, numeracy and language will decrease by a ¼ gap reduction, as measured by the I-Ready and SBAC
1.5	**Action:** Long Term English Learners Language Acquisition Supports **Need:** After a review of academic data, local data, and educational partner input for our English Learner student group, the data showed that 29.98% of our students are meeting or exceeding in the 2025 ELA SBAC, with English learners at 9.27% and long-term English learners at 4.71%. Only 18.91% of our students are meeting or exceeding in the 2024 Mathematics SBAC with English learners at 7.95% and long-term English learners at 3.10%. Our 2025 CA School Dashboard status for English Learner Progress is "yellow" with 48.7% making progress towards English language proficiency. An analysis of our 2026 DataQuest English learner (EL) data shows	In order to address these unique needs and particular conditions of our English learners we have hired an additional EL Coordinator with the 15% add-on funding to assist in servicing English learners' needs. There is a need to continue working on professional development on the ELD standards and Integrated/Designated ELD strategies to address our English learners needs. We also need to offer extensive assistance to schools to support long-term English learners and English learners with an overall ELPAC Level 3 with the aim of increasing reclassification progress including professional development, case management, and progress monitoring, and equipping them with the resources necessary for successful reclassification. This action is being provided to help decrease the gap between English learners and the general student population with regard to achievement	1.3 - ELA SBAC 1.4 - Math SBAC 1.6 - ELA & Math i-Ready 1.8 - Dashboard ELPI We expect that our reclassification rates for students who obtain a level 4 in the ELPAC will increase by 5.5%, our English learner Progress Indicator (ELPI) will increase by 5% and 5% more of our English learners will score at level 4 on the ELPAC. English learners and long-term English learners that have the achievement gaps noted in Action 1.1 metrics in literacy,

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that 8.9% of our English learners are considered at-risk of becoming long-term English learners (LTELs). These students have been enrolled in US schools for four or five years and scored at the Intermediate level or below on the language proficiency assessment. Also, 11.9% of our English learners are considered long-term English learners (LTELs). Students who are classified as LTELs have been enrolled in US schools for six or more school years and have remained at the same English language proficiency level for two or more consecutive years, or have regressed to a lower English language proficiency level. Teachers have expressed a desire to receive additional training to meet these various sub-groups' linguistic and instructional needs. **Scope:** Limited to Unduplicated Student Group(s)	rates. We also expect English learner progress in the English Learner Progress Indicator, move from level 3 to 4, and increase the reclassification rates.	numeracy and language will decrease by a ¼ gap reduction, as measured by the I-Ready and SBAC. Lastly, we expect to reduce our LTEL and at-risk of being LTEL percentages by at least 1/3. Schools performing in "red" level on the English Learner Progress Indicator (ELPI) will obtain "orange" or higher. (Calexico High School and Kennedy Gardens Elementary School).
1.6	**Action:** Foster and Homeless Student Academic Progress Monitoring **Need:** After a review of academic data, local data, and educational partner input for our foster youth student group, the data showed that only 17% of our students are meeting or exceeding in the 2025 ELA SBAC, with, homeless group scoring at 15.06%. Only 17.23% of our students are meeting or	In order to address these unique needs and particular conditions of our foster youth and homeless student group, our Foster/Homeless Facilitators and Director of the Community School will oversee the academic progress of foster/homeless students through the "Individual Academic Support Plan." Each student will collaborate with the facilitators to devise the plan and establish a "SMART" goal. These plans will be documented in synergy, with follow-up meetings scheduled three times a year to monitor goal implementation and attainment.	1.3 - ELA SBAC 1.4 - Math SBAC 1.5 - CAST 1.6 - ELA & Math i-Ready 1.8 - Dashboard ELPI 1.9 - ELPAC Level 4 1.10 - Reclassification Rate 1.11 - ELPAC Level 3 to 4

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	exceeding in the 2024 Mathematics SBAC, with the homeless group scoring at 10.11%. For the 2025 SBAC data was suppressed because fewer than 11 students tested. In the 2024 ELA Dashboard our ALL-student group scored 66.4 points below standard. In the 2024 ELA Dashboard our ALL-student group scored 66.4 points below standard and in 2025 they scored 58.6 points below standard. Academic achievement gaps exist for all three of our unduplicated pupil groups. Our foster youth scored 55.3 points below standard (no gap) and our homeless student group scored 91.4 points below standard (85-point gap). In mathematics, we saw similar trends. According to the 2024 Math Dashboard, our foster youth scored 92 points below standard (no gap) and our homeless student group scored 118.2 points below standard (20.3-point gap). For the 2025 ELA Dashboard no performance data was provided for foster youth because fewer than 11 students tested. Our homeless student group scored 83.5 points below standard (20.3-point gap). In mathematics, we saw similar trends. According to the 2025 Math Dashboard, our homeless student group scored 114.8 points below standard (20.3-point gap). **Scope:** Limited to Unduplicated Student Group(s)	This action is being provided to help decrease the gap between youth in foster care and the general student population with regard to achievement rates.	Due to the needs of our foster youth and homeless students, and because the actions and refinements are focused on these students' needs, we expect that the achievement rates for foster youth and homeless students will increase significantly more than in previous years. Additionally, we expect the achievement gaps noted in Action 1.1 metrics in English, mathematics, and science will decrease by a ¼ gap reduction in the CAASPP and CAST tests. Similarly, for students with achievement gaps noted in Action 1.1 metrics in literacy, numeracy, and language, we expect a ¼ gap reduction as measured by the I-Ready assessments. We also expect English learner progress in the English Learner Progress Indicator, move from level 3 to 4, and increase the reclassification rates.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.12	**Action:** Foster/Homeless Youth Services **Need:** After reviewing academic data, local data, and educational partner input for our foster youth student group, the 2026 Healthy Kids 69% of 5th graders, 56% of 7th graders, 45% of 9th graders, 51% of 11th graders and 58% of NT students felt connected to school. Furthermore, 37% of 5th graders, 27% of 7th graders, 22% of 9th graders, 28% of 11th graders and 29% of NT students felt meaningful participation in school. In the 2024 ELA Dashboard, our ALL-student group scored 66.4 points below standard. Significant academic achievement gaps exist for homeless youth: homeless students scored 91.4 points below standard (a 25-point gap). Notably, foster youth scored 55.3 points below standard (no gap). Mathematics showed similar trends. According to the 2024 Math Dashboard, our ALL-student group scored 97.9 points below standard, with homeless students scoring 118.2 points below standard (a 20.3-point gap). Foster youth scoring 92 points below standard (no gap). For the 2025 ELA Dashboard no performance data was provided for foster youth because fewer than 11 students tested. Our homeless student group scored 83.5 points below standard (20.3-point gap). In mathematics, we saw similar trends. According to the 2025 Math Dashboard, our homeless student group	In order to address these unique needs and particular conditions of our foster youth and homeless student group our Foster/Homeless Facilitators and the Director of the Community Schools will supervise foster and homeless students' attendance and behavior, develop individual academic support plans with each student to establish SMART goals, and monitor their progress. These plans will be documented in synergy, with follow-up meetings scheduled three times a year to monitor goal implementation and attainment. This action is being implemented to help decrease the gap between youth in foster care and the general student population regarding attendance, school discipline rates, and participation in social-emotional supports.	4.3 - Chronic Absenteeism 4.4 - Suspension Rate Due to the specific needs of our foster youth and the targeted actions and refinements, we expect the achievement rates for foster youth students to increase significantly more than in previous years. Additionally, we anticipate a 25% reduction in the achievement gaps in suspension and chronic absenteeism rates on the CA Dashboard.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	scored 114.8 points below standard (20.3-point gap). The 2025 CA Dashboard indicated that 33.3% of foster youth (no gap) and 50.8% of homeless students (-17.5% gap) were chronically absent. Suspension rates were 0% for foster youth (no gap) and 1.7% for homeless students (no gap). Data from 2025 DataQuest shows the homeless student group had a dropout rate of 5.1% (no gap). To maintain this positive trend, we must continue providing consistent case management and targeted support. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

All CUSD schools continue to have an enrollment of unduplicated students that is greater than 55%. All conditions and recommendations set last school year still apply this year. In January 2022, the District initially planned to use the additional concentration grant add-on funds to support all schools by funding a combined total of fifty-two credentialed and classified positions. These funds were intended to increase the number of certificated and classified staff to provide direct services to all students. This involved converting existing temporary positions,

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which were funded with one-time funds, to permanent positions to ensure their availability after the temporary funds were exhausted. Additionally, the District analyzed other needs and considered positions that would address the academic, behavioral, social-emotional, mental, and physical needs of all unduplicated pupils.

Our 2025 California Dashboard data showed a 92.3% graduation rate for all students. Our English learners' rate was 89.3%, indicating a 3% gap. Our long-term English learners' rate was 89.3%, indicating no gap. Our socioeconomically disadvantaged students had a graduation rate of 92.4%, reflecting no gap. The 2025 Dashboard also highlighted that only 31% of our seniors were considered prepared for college and career. Among English learners, just 14.8% were prepared, showing a 16.2% gap, and 28.1% of socioeconomically disadvantaged seniors were prepared, indicating a 2.9% gap. Furthermore, the percentage of students meeting the UC/CSU A-G eligibility criteria was examined. In 2025, 28.9% of all seniors met this criterion, while 26.3% of socioeconomically disadvantaged students met the A-G criteria, revealing a 2.6% gap. Only 15.6% of English learners met the A-G criteria, indicating a 13.3% gap. The CCI data also shows that only 22.5% of students met the CCI via the A-G criteria. Specifically, only 5.5% of English learners and 16.75% of socioeconomically disadvantaged students met this target.

Based on the 2025 California School Dashboard, all student groups experienced a slight decrease in graduation rates, with the exception of the homeless student group which increased from 85.7% to 91.3% (+5.6%). The ALL-student group had a 1.2 percentage point decrease, declining from 93.5% to 92.3%. The graduation rate for English learners decreased from 90.8% to 89.3% (-1.5%), the graduation rate for long-term English learners decreased from 91.6% to 89.3% (-2.3%), and socioeconomically disadvantaged students decreased from 93.8% to 92.4% (-1.4%).

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

In 2025, CUSD administered the California Parent Survey, and only 55% of parents strongly agreed that their child's school was a safe place. In 2026, this figure decreased to 48%. Additionally, parents participating in educational partner meetings cited the need for increased supervision. In 2026, CUSD issued the California Healthy Kids Survey to students in grades 5, 7, 9, 11, and NT. The results indicated that 71% of fifth graders perceived their school as safe, and 60% of 7th graders felt they attended a safe school. However, the perception of safety remained lower at the high school level, with 47% of 9th graders and 52% of 11th graders considering their school safe. We are also observing a trend where, over time, our unduplicated pupils feel less safe in schools. From 2017 to 2026, our California Healthy Kids Survey results showed a 10% decrease in the 7th grade (from 70% to 60%), a 17% decrease in the 9th grade (from 64% to 47%), and a 9% decrease in the 11th grade (from 61% to 52%) regarding perceptions of school safety among our unduplicated students. To address these needs and conditions for our English learners, socioeconomically disadvantaged students, and foster youth at a districtwide level, we continue to fund a Director of Safety and a safety office assistant (Action 6.2).

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Goal 1 focuses on enhancing Tier 1 instruction and improving the targeted interventions provided to CUSD students. After a review of academic data, local data, and educational partner input for our unduplicated students, the 2025 Dashboard data showed the following needs in our unduplicated pupil population 87.64% of our entire student population). In English Language Arts, our ALL-student group scored 58.6 points below the standard. Academic achievement gaps exist for all three of our unduplicated pupil groups. Our English learners scored 81.6 points below the standard (a 23-point gap). Our long-term English learners scored 122 points below the standard (a 63.4-point gap) and socioeconomically disadvantaged students scored 63.6 points below the standard (a 5- point gap). Our homeless student group scored 83.5 points below the standard (a 24.9-point gap). These literacy/language gaps are also reflected in our formative assessments (I- Ready and Unit Assessments). These literacy/language gaps are also reflected in our formative assessments (I- Ready and Unit Assessments). The Calexico Unified School District's system is designed to raise the academic achievement of all students.

In mathematics, we observed similar trends. According to the 2025 Dashboard, our ALL- student group scored 94.5 points below standard. Academic achievement gaps exist for all three of our unduplicated pupil groups in mathematics as well. Our English learners scored 106.8 points below standard (a 12.3- point gap). Our long-term English learners scored 171 points below standard (a 76.5- point gap) socioeconomically disadvantaged students scored 98 points below standard (a 3.5-point gap). These mathematical gaps are also reflected in our i-Ready formative assessments.

In the 2025 SBAC, every unduplicated student group included in our metrics experienced a slight increase in meeting or exceeding the ELA standards compared to the previous school year. The English learners group increased by 1.94% (from 7.33% to 9.27%). Long-term English learner group, showed an increase of 0.16% (from 4.55% to 4.71%). The socioeconomically disadvantaged group increased by 2.82% (from 25.42% to 28.24%). The homeless group increased by 3.58% (from 15.06% to 18.64%). Through the 2024-25 i-Ready reading diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 14% (spring 2024) to 15% (spring 2025) and "early on grade level" increased from 14% (spring 2024) to 15% (spring 2025). We also reduced the number of students categorized as "2 grade levels below" from 12% to 11% and "three or more grade levels below" from 34% to 32%.

While 29.98% of our ALL-student group met/exceeded standards on the ELA, only 9.27% of our English learners did (a 20.7% gap), and 28.24% of our socioeconomically disadvantaged students did (a 1.74% gap). In the 2025 SBAC, all of our student groups included in our metrics experienced an increase in meeting or exceeding the mathematics standards compared to the previous school year. The ALL group saw an increase of 1.68% (from 17.23% to 18.91%), the English learner group increased by 1.51% (from 6.44% to 7.95%), the long-term English learners increased by 1.46% (from 1.64% to 3.10%), the socioeconomically disadvantaged group increased by 2.04% (from 15.97% to 18.01%), and the homeless group increased by 1.75% (from 10.11% to 11.86%). Despite the increases in mathematics, we still face gaps. Through the 2024-25 i-Ready mathematics diagnostic assessment, we observed an increase in students placing in "mid or above grade level" from 11% (Spring 2024) to 13% (Spring 2025) and "early on grade level" from 15% (Spring 2024) to 16% (Spring 2025). We also reduced the number of students categorized as "2 grade levels below" from 14% to 13%. We still face gaps. In 2024-25 i-Ready data, we observed a 11% increase in mathematics "Mid or above grade level" from Fall to Spring (2% to 13%).

Whereas 18.91% of our ALL-student group met or exceeded standards in mathematics, only 7.95% of our English learners did (a 10.96% gap) and 18.01% of our socioeconomically disadvantaged students did (a 0.9% gap). When disaggregating the mathematics data by grade level, we noticed the grade levels that saw the greatest gains were third grade, which increased by 5.66% (from 18.34% to 24%), fourth grade, which increased by 1.23% (from 14.31% to 15.54%), sixth grade, which increased by 5.64% (from 18.08% to 23.72%), and eleventh

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grade, which increased by 6.13% (from 10.61% to 16.74%). The following grade levels had a decline in mathematics; fourth grade (-1.70%), seventh grade (-3.16%), and eighth grade (-1.53%).

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

Calexico has limited enrichment opportunities for students. Additionally, some of these opportunities are cost-prohibitive for many of our families. CUSD strives to provide a broad array of opportunities to students to increase student connectedness, agency, and purpose. Results from the 2025 California Healthy Kids Survey (CHKS) showed that 21% of CUSD 9th graders stated it was very much true or pretty much true that they have opportunities for meaningful participation and 24% of 9th grade English learner students stated the same. Similarly, 28% of CUSD 11th graders overall felt they had opportunities for meaningful participation, and 34% of 11th grade English learner students agreed. Although there are no gaps, on average 1/4 of our students feel they have opportunities for meaningful participation. Our Panorama 2025-26 Spring report showed that 31% of our secondary students felt engaged and 42% felt a sense of belonging. These data prompted CUSD to reflect on what expanded opportunities could be provided to all students.

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

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

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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	$89,491,367.00	34,203,229.00	38.220%	0.000%	38.220%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$34,203,229.00	$2,543,735.00	$0.00	$264,224.00	$37,011,188.00	$31,126,285.00	$5,884,903.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum: Implementation and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,824,786.00	$47,128.00	$2,838,886.00			$33,028.00	$2,871,914.00	
1	1.2	Literacy and Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$180,528.00	$147,500.00			$33,028.00	$180,528.00	
1	1.3	Instructional Aides and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,506,538.00	$0.00	$1,506,538.00				$1,506,538.00	
1	1.4	Language Acquisition and English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,410,047.00	$20,500.00	$1,430,547.00				$1,430,547.00	
1	1.5	Long Term English Learners Language Acquisition Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,282.00	$3,000.00	$4,282.00				$4,282.00	
1	1.6	Foster and Homeless Student Academic Progress Monitoring	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$2,561.00	$35,528.00	$5,061.00			$33,028.00	$38,089.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Districtwide Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$24,322.00	$70,028.00	$61,322.00			$33,028.00	$94,350.00	
1	1.8	Recruitment and Retainment of Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$70,000.00	$70,000.00				$70,000.00	
2	2.1	Student Access to Technology, Vision and Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,845,213.00	$32,500.00	$3,877,713.00				$3,877,713.00	
2	2.2	Technology Equipment, Infrastructure and Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,532,376.00	$2,532,376.00				$2,532,376.00	
2	2.3	Data Management Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$160,000.00	$160,000.00				$160,000.00	
3	3.1	Academic and Career Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,234,095.00	$29,284.00	$3,263,379.00				$3,263,379.00	
3	3.2	Integrating a College and Career Readiness Culture from Elementary to High School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,842.00	$37,028.00	$7,842.00			$33,028.00	$40,870.00	
3	3.3	Portrait of a Graduate Task Force	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,380.00	$4,000.00	$9,380.00				$9,380.00	
3	3.4	CTE and College and Career Services and Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,065,333.00	$215,544.00	$3,247,849.00			$33,028.00	$3,280,877.00	
3	3.5	Student Credit Recovery and College and Career Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Calexico High School and Aurora High School 9th-12th		$2,561.00	$72,000.00	$74,561.00				$74,561.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,571,332.00	$98,167.00	$4,669,499.00				$4,669,499.00	
4	4.2	Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,761,986.00	$251,188.00	$1,980,146.00			$33,028.00	$2,013,174.00	
4	4.3	Extended Day Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$21,396.00	$0.00	$21,396.00				$21,396.00	
4	4.4	Athletic Opportunities to Strengthen School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$630,677.00	$274,458.00	$905,135.00				$905,135.00	
4	4.5	Enhancing Student Engagement Through Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$489,600.00	$89,560.00	$579,160.00				$579,160.00	
4	4.6	Mobile Library/Media Services to Promote Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$854,618.00	$14,280.00	$868,898.00				$868,898.00	
4	4.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,202.00	$5,000.00	$24,202.00				$24,202.00	
4	4.8	Student Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$14,000.00	$14,000.00				$14,000.00	
4	4.9	District Community Day School and Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.10	Migrant Activities and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.11	Family Resource Center Services, Activities and Case Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$758,857.00	$13,000.00	$771,857.00				$771,857.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
4	**4.12**	Foster/Homeless Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$35,841.00	$5,000.00	$40,841.00				$40,841.00	
5	**5.1**	Parent Advisory Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,749.00	$4,749.00				$4,749.00	
5	**5.2**	Parent Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$46,455.00	$46,455.00				$46,455.00	
5	**5.3**	Parent Trainings/Workshop and Institutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$27,400.00	$27,400.00				$27,400.00	
5	**5.4**	Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,050.00	$16,700.00	$18,750.00				$18,750.00	
5	**5.5**	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$55,000.00	$55,000.00				$55,000.00	
6	**6.1**	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,330.00	$87,112.00	$90,442.00				$90,442.00	
6	**6.2**	Safety and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,058,871.00	$61,000.00	$3,119,871.00				$3,119,871.00	
6	**6.3**	Outdoor Safety and Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	
6	**6.4**	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$33,028.00				$33,028.00	$33,028.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.5**	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,666,842.00	$53,350.00	$1,720,192.00				$1,720,192.00	
7	**7.1**	Child and Welfare and Attendance Specialist (PH and AU)	All	No			Specific Schools: Aurora High School 9th-12th		$190,058.00	$0.00		$190,058.00			$190,058.00	
7	**7.2**	Counseling	All	No			Specific Schools: Aurora High School 9th-12th		$64,030.00	$0.00		$64,030.00			$64,030.00	
7	**7.3**	Support Staff at Pinnacle Hall	All	No			Specific Schools: Pinnacle Hall 7th-12th		$0.00	$0.00		$0.00			$0.00	
8	**8.1**	Mental Health Supports	All	No			Specific Schools: Calexico High School and Aurora High School 9th-12th		$0.00	$723,012.00		$723,012.00			$723,012.00	
8	**8.2**	Literacy and Mathematics Supports & Professional Learning with an emphasis on ELs and LTEL	All	No			All Schools		$163,670.00	$150,000.00		$313,670.00			$313,670.00	
8	**8.3**	Credit Recovery	All	No			Specific Schools: Calexico High School and Aurora High School 9th-12th		$293,480.00	$330,000.00		$623,480.00			$623,480.00	
8	**8.4**	Enhanced Supports for students with IEPs with an emphasis on ELs and LTELs	All	No			All Schools		$614,485.00	$15,000.00		$629,485.00			$629,485.00	

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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
$89,491,367.00	34,203,229.00	38.220%	0.000%	38.220%	$34,203,229.00	0.000%	38.220 %	**Total:**	$34,203,229.00
								LEA-wide Total:	$32,647,937.00
								Limited Total:	$1,480,731.00
								Schoolwide Total:	$74,561.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum: Implementation and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,838,886.00	
1	1.2	Literacy and Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,500.00	
1	1.3	Instructional Aides and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,506,538.00	
1	1.4	Language Acquisition and English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,430,547.00	
1	1.5	Long Term English Learners Language Acquisition Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,282.00	
1	1.6	Foster and Homeless Student Academic Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,061.00	

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Districtwide Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,322.00	
1	1.8	Recruitment and Retainment of Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
2	2.1	Student Access to Technology, Vision and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,877,713.00	
2	2.2	Technology Equipment, Infrastructure and Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,532,376.00	
2	2.3	Data Management Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
3	3.1	Academic and Career Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,263,379.00	
3	3.2	Integrating a College and Career Readiness Culture from Elementary to High School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,842.00	
3	3.3	Portrait of a Graduate Task Force	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,380.00	
3	3.4	CTE and College and Career Services and Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,247,849.00	
3	3.5	Student Credit Recovery and College and Career Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Calexico High School and Aurora High School 9th-12th	$74,561.00	
4	4.1	Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,669,499.00	

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,980,146.00	
4	4.3	Extended Day Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,396.00	
4	4.4	Athletic Opportunities to Strengthen School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$905,135.00	
4	4.5	Enhancing Student Engagement Through Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,160.00	
4	4.6	Mobile Library/Media Services to Promote Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$868,898.00	
4	4.7	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,202.00	
4	4.8	Student Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,000.00	
4	4.9	District Community Day School and Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.10	Migrant Activities and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.11	Family Resource Center Services, Activities and Case Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$771,857.00	
4	4.12	Foster/Homeless Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$40,841.00	
5	5.1	Parent Advisory Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,749.00	
5	5.2	Parent Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,455.00	

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.3	Parent Trainings/Workshop and Institutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,400.00	
5	5.4	Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,750.00	
5	5.5	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
6	6.1	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,442.00	
6	6.2	Safety and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,119,871.00	
6	6.3	Outdoor Safety and Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
6	6.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
6	6.5	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,720,192.00	

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2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$42,860,630.00	$42,543,578.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum: Implementation and Planning	Yes	$2,748,199.00	$2,695,479.00
1	**1.2**	Literacy and Academic Interventions	Yes	$368,250.00	$175,455.00
1	**1.3**	Instructional Aides and Materials	Yes	$818,035.00	$1,322,158.00
1	**1.4**	Language Acquisition and English Language Support	Yes	$1,012,965.00	$463,438.00
1	**1.5**	Long Term English Learners Language Acquisition Supports	Yes	$8,000.00	$3,809.00
1	**1.6**	Foster and Homeless Student Academic Progress Monitoring	Yes	$37,021.00	$35,817.00
1	**1.7**	Districtwide Professional Development	Yes	$96,279.00	$94,877.00
1	**1.8**	Recruitment and Retainment of Staff	Yes	$92,754.00	$58,683.00
2	**2.1**	Student Access to Technology, Vision and Professional Development	Yes	$3,891,919.00	$4,037,627.00
2	**2.2**	Technology Equipment, Infrastructure and Systems	Yes	$2,773,122.00	$2,654,117.00
2	**2.3**	Data Management Systems	Yes	$159,801.00	$185,000.00

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Academic and Career Counseling Services	Yes	$3,693,997.00	$3,646,320.00
3	3.2	Integrating a College and Career Readiness Culture from Elementary to High School	Yes	$50,521.00	42,643.00
3	3.3	Portrait of a Graduate Task Force	Yes	$15,000.00	$74,027.00
3	3.4	CTE and College and Career Services and Opportunities	Yes	$4,032,495.00	$3,961,076.00
3	3.5	Student Credit Recovery and College and Career Assessments	Yes	$95,315.00	$67,000.00
4	4.1	Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions	Yes	$5,402,116.00	$5,629,984.00
4	4.2	Attendance and Engagement	Yes	$2,069,288.00	$2,012,713.00
4	4.3	Extended Day Enrichment Opportunities	Yes	$44,274.00	$44,274.00
4	4.4	Athletic Opportunities to Strengthen School Connectedness	Yes	$1,195,265.00	$1,192,224.00
4	4.5	Enhancing Student Engagement Through Music Program	Yes	$687,363.00	$578,043.00
4	4.6	Mobile Library/Media Services to Promote Student Engagement	Yes	$833,035.00	$843,371.00
4	4.7	Summer School	Yes	$30,000.00	$61,642.00
4	4.8	Student Leadership	Yes	$14,000.00	$14,935.00

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.9	District Community Day School and Independent Study	Yes	$0.00	$0.00
4	4.10	Migrant Activities and Incentives	Yes	$1,650.00	$0.00
4	4.11	Family Resource Center Services, Activities and Case Management	Yes	$1,422,611.00	$1,182,499.00
4	4.12	Foster/Homeless Youth Services	Yes	$41,000.00	$61,694.00
5	5.1	Parent Advisory Committees	Yes	$4,749.00	$4,749.00
5	5.2	Parent Incentives	Yes	$46,455.00	$41,455.00
5	5.3	Parent Trainings/Workshop and Institutes	Yes	$59,000.00	$39,199.00
5	5.4	Community Schools	Yes	$30,000.00	$22,779.00
5	5.5	Communication	No Yes	$69,000.00	$53,000.00
6	6.1	School Safety	Yes	$111,979.00	$109,533.00
6	6.2	Safety and Supervision	Yes	$3,864,122.00	$4,309,787.00
6	6.3	Outdoor Safety and Learning Environments	Yes	$31,000.00	$25,000.00
6	6.4	Transportation	Yes	$36,620.00	$68,141.00

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.5**	Health Services	Yes	$1,803,013.00	$2041,653.00
7	**7.1**	Child and Welfare and Attendance Specialist (PH and AU)	No	$157,273.00	$157,771.00
7	**7.2**	Counseling	No	$58,709.00	$167,455.00
7	**7.3**	Support Staff at Pinnacle Hall	No	$0.00	0.00
8	**8.1**	Mental Health Supports	No	$707,296.00	$701,432.00
8	**8.2**	Literacy and Mathematics Supports & Professional Learning with an emphasis on ELs and LTEL	No	$3,135,330.00	$245,8560.00
8	**8.3**	Credit Recovery	No	$543,250.00	$564,784.00
8	**8.4**	Enhanced Supports for students with IEPs with an emphasis on ELs and LTELs	No	$568,559.00	$639,375.00

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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)
$35,604,749.00	$37,355,544.00	$37,438,045.00	($82,501.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum: Implementation and Planning	Yes	$2,799,179.00	$2,660,958.00		
1	1.2	Literacy and Academic Interventions	Yes	$336,729.00	$143,934.00		
1	1.3	Instructional Aides and Materials	Yes	$818,035.00	$1,322,158.00		
1	1.4	Language Acquisition and English Language Support	Yes	$1,012,965.00	$463,438.00		
1	1.5	Long Term English Learners Language Acquisition Supports	Yes	$8,000.00	$3,809.00		
1	1.6	Foster and Homeless Student Academic Progress Monitoring	Yes	$5,500.00	$4,296.00		
1	1.7	Districtwide Professional Development	Yes	$64,758.00	$63,456.00		
1	1.8	Recruitment and Retainment of Staff	Yes	$92,754.00	$58,383.00		
2	2.1	Student Access to Technology, Vision and Professional Development	Yes	$3,891,919.00	$4,037,127.00		
2	2.2	Technology Equipment, Infrastructure and Systems	Yes	$2,773,122.00	$2,654,117.00		
2	2.3	Data Management Systems	Yes	$159,801.00	$185,000.00		
3	3.1	Academic and Career Counseling Services	Yes	$3,693,997.00	$3,646,320.00		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Integrating a College and Career Readiness Culture from Elementary to High School	Yes	$19,000.00	$11,122.00		
3	3.3	Portrait of a Graduate Task Force	Yes	$15,000.00	$74,027.00		
3	3.4	CTE and College and Career Services and Opportunities	Yes	$4,000,974.00	$3,961,076.00		
3	3.5	Student Credit Recovery and College and Career Assessments	Yes	$95,315.00	$67,000.00		
4	4.1	Student Engagement and Well-Being with Integrated Social and Emotional Learning and Positive Behavior Supports & Interventions	Yes	$5,237,114.00	$5,629,984.00		
4	4.2	Attendance and Engagement	Yes	$2,037,767.00	$1,981,192.00		
4	4.3	Extended Day Enrichment Opportunities	Yes	$44,274.00	$44,274.00		
4	4.4	Athletic Opportunities to Strengthen School Connectedness	Yes	$1,195,265.00	$1,192,224.00		
4	4.5	Enhancing Student Engagement Through Music Program	Yes	$687,363.00	$578,043.00		
4	4.6	Mobile Library/Media Services to Promote Student Engagement	Yes	$833,035.00	$843,371.00		
4	4.7	Summer School	Yes	$30,000.00	$61,642.00		
4	4.8	Student Leadership	Yes	$14,000.00	$14,935.00		
4	4.9	District Community Day School and Independent Study	Yes	$0.00	$0.00		
4	4.10	Migrant Activities and Incentives	Yes	$1,650.00	$1,650.00		
4	4.11	Family Resource Center Services, Activities and Case Management	Yes	$1,422,611.00	$1,182,499.000		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.12	Foster/Homeless Youth Services	Yes	$41,000.00	$61,694.00		
5	5.1	Parent Advisory Committees	Yes	$4,749.00	$4,749.00		
5	5.2	Parent Incentives	Yes	$46,455.00	$41,455.00		
5	5.3	Parent Trainings/Workshop and Institutes	Yes	$59,000.00	$39,133.00		
5	5.4	Community Schools	Yes	$30,000.00	$22,779.00		
5	5.5	Communication	Yes	$69,000.00	$53,500.00		
6	6.1	School Safety	Yes	$111,979.00	$109,533.00		
6	6.2	Safety and Supervision	Yes	$3,864,122.00	$4,309,787.00		
6	6.3	Outdoor Safety and Learning Environments	Yes	$31,000.00	$25,000.00		
6	6.4	Transportation	Yes	$5,099.00	$00.00		
6	6.5	Health Services	Yes	$1,803,013.00	$1,884,380.00		

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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)
$88,188,165.00	$35,604,749.00	0.00	40.374%	$37,438,045.00	0.000%	42.452%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 32627(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 32627(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.”

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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