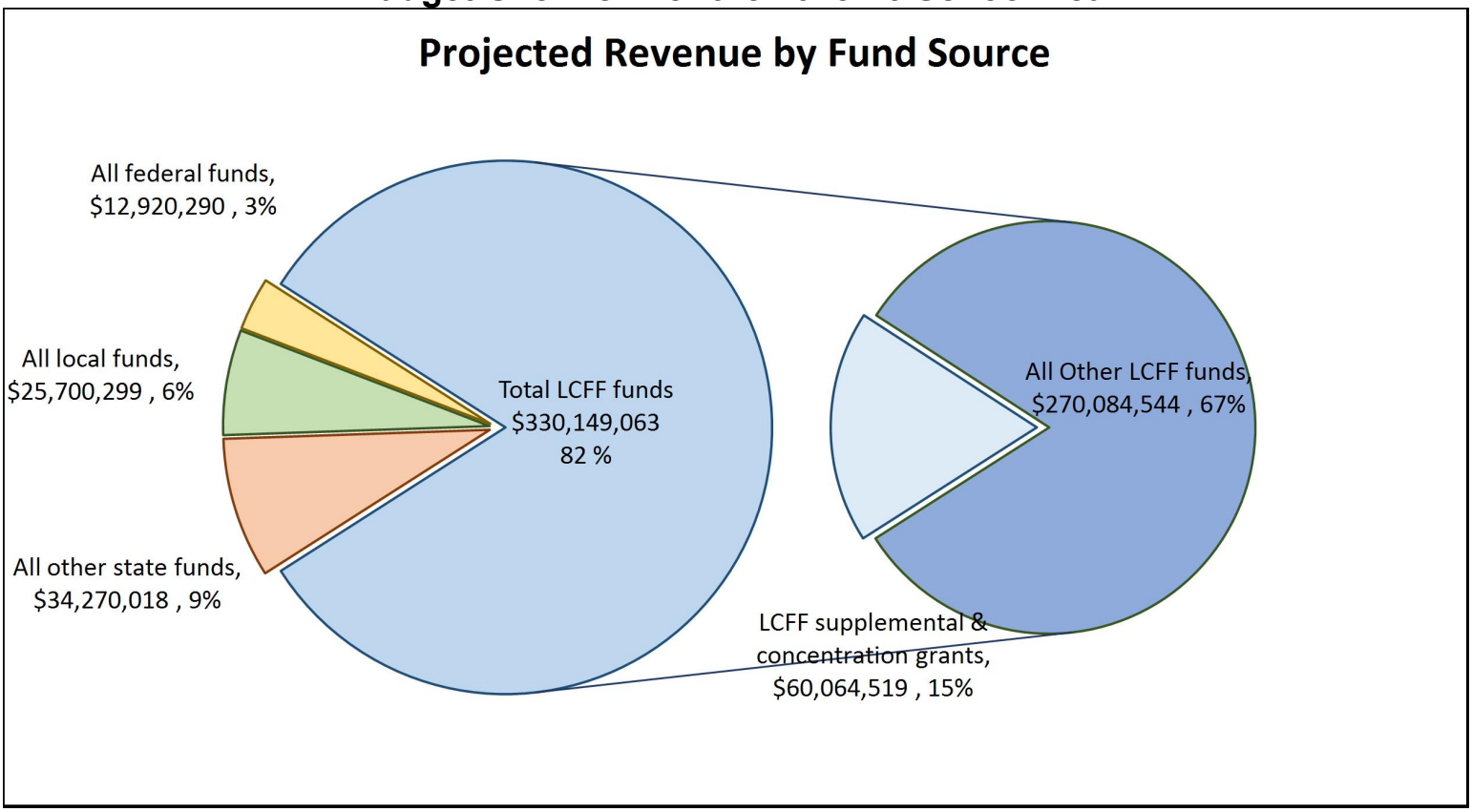
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chaffey Joint Union High School District
CDS Code: 36676520000000
School Year: 2025-26
LEA contact information:
Mathew Holton, Ed. D.
Superintendent
mathew.holton@cjuhsd.net
(909) 988-8511

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

Budget Overview for the 2025-26 School Year

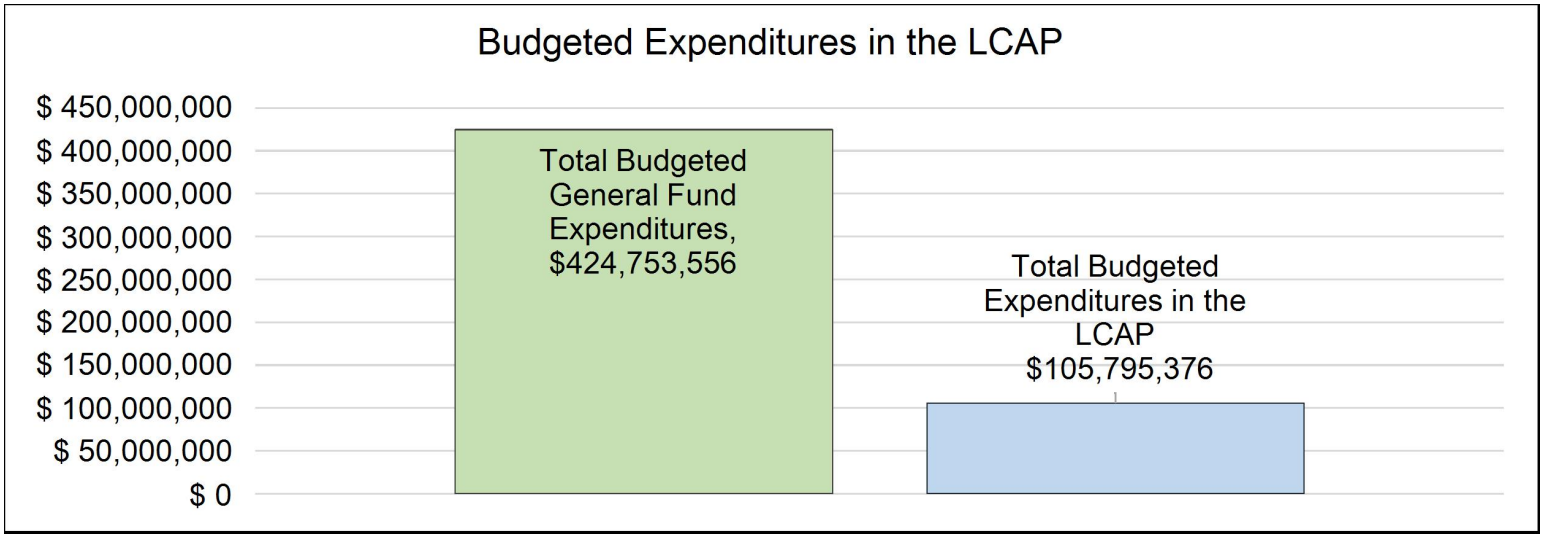


This chart shows the total general purpose revenue Chaffey Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chaffey Joint Union High School District is $403,039,670, of which $330,149,063 is Local Control Funding Formula (LCFF), $34,270,018 is other state funds, $25,700,299 is local funds, and $12,920,290 is federal funds. Of the $330,149,063 in LCFF Funds, $60,064,519 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chaffey Joint Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chaffey Joint Union High School District plans to spend $424,753,556 for the 2025-26 school year. Of that amount, $105,795,376 is tied to actions/services in the LCAP and $318,958,180 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

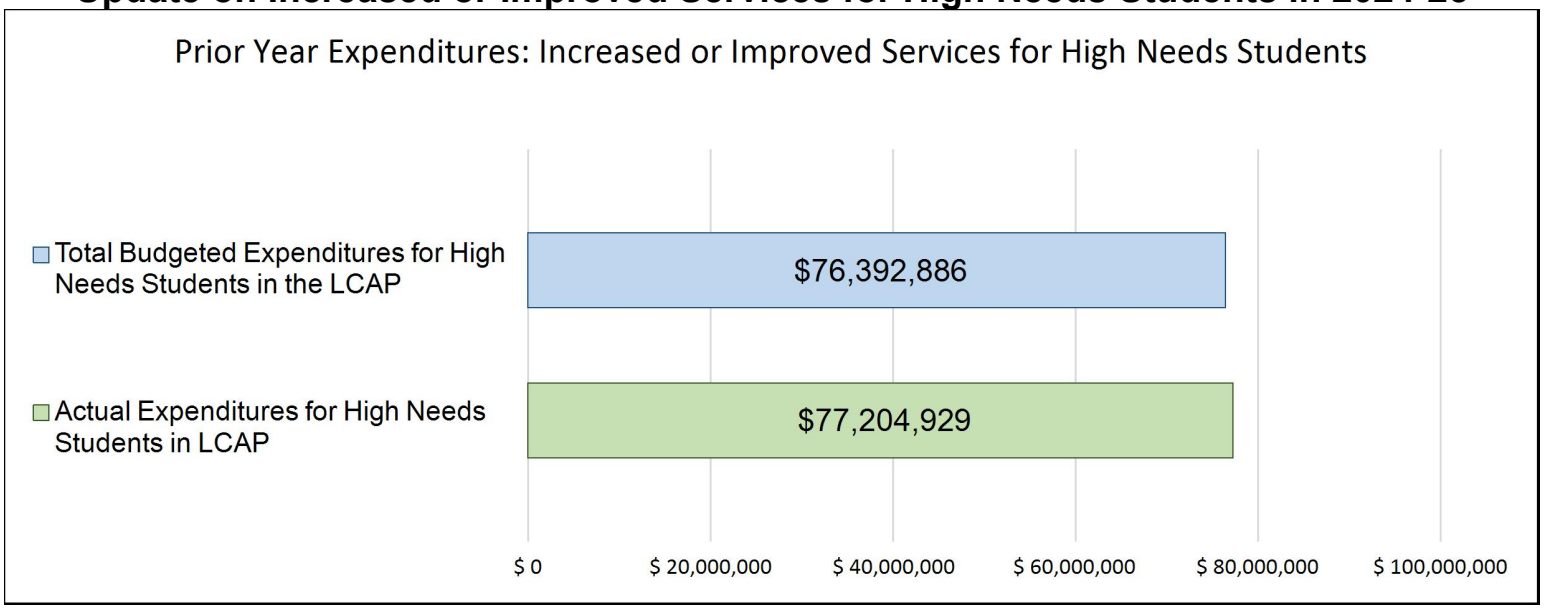
While a significant number of LCAP actions and services include people, a majority of salary and benefits expenses (totaling over $318 million) are not specifically identified in the LCAP. Also, other areas such as books and supplies, services, capital outlay, and other outgo are only partially included depending on the goal.

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

In 2025-26, Chaffey Joint Union High School District is projecting it will receive $60,064,519 based on the enrollment of foster youth, English learner, and low-income students. Chaffey Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chaffey Joint Union High School District plans to spend $73,759,859 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Chaffey Joint Union High School District's LCAP budgeted $76,392,886 for planned actions to increase or improve services for high needs students. Chaffey Joint Union High School District actually spent $77,204,929 for actions to increase or improve services for high needs students in 2024-25.

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
Chaffey Joint Union High School District	Mathew Holton, Ed. D. Superintendent	mathew.holton@cjuhsd.net (909) 988-8511

Plan Summary [2025-26]

General Information

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

The Chaffey Joint Union High School District (CJUHSD) is the second largest public high school district in California. Located in San Bernardino County, California, the district has a long history, dating back to 1882, and is named after the Chaffey Brothers, specifically George Chaffey and his brother William, the founders of Ontario, California, who played a key role in establishing the original school.

CJUHSD operates twelve schools, serving 22,116 students in a variety of learning environments meant to support students' unique development needs:
Eight comprehensive high schools:

- Alta Loma High School (ALHS), enrollment 2,386
- Chaffey High School (CHS), enrollment 3,127
- Colony High School (CoHS), enrollment 2,109
- Etiwanda High School (EHS), enrollment 3,446
- Los Osos High School (LOHS), enrollment 2,759
- Montclair High School (MHS), enrollment 2,515
- Ontario High School (OHS), enrollment 1994, and
- Rancho Cucamonga High School (RCHS), enrollment 3,221

One continuation high school:

- Valley View High School (VVHS), enrollment 370

One online high school:

- The Chaffey District Online High School (CDOHS), enrollment 93, and

One community day school:

- The Chaffey Community Day School (CCDS), enrollment 20

The District (DO) serves the diverse cities of Ontario, Montclair, Rancho Cucamonga, and portions of Fontana, Upland, Chino, and Mount Baldy.

- The median household income in Ontario sits around $78,070.
- The median household income in Rancho Cucamonga is higher than Ontario, at $97,046.

The demographics of the student body, representing the 13 student groups on the California School Dashboard, reflect a diverse community:

- 0.5% of students identify as American Indian or Alaskan Native
- 7.5% of students identify as Asian
- 7.9% of students identify as Black or African American
- 2.4% of students identify as Filipino
- 65% of students identify as Hispanic or Latino
- 0.4% of students identify as Native Hawaiian or Pacific Islander
- 2.7% of students identify as Two or More Races
- 12.8% of students identify as White

The District ensures that its goals, actions, and services specifically provide for the needs of its unduplicated pupils (UPP). Of the District's overall population, 65.8% of students are identified within the Unduplicated Pupil Population, distributed across the following categories:

- 69% of students are designated Socioeconomically Disadvantaged/Low Income (SED/LI)
- 8% of students are designated English Learners (EL), including 1,006 Long-term ELs (LTELs) or 57% of the overall EL population
- 0.5% of students are designated Foster Youth (FY)
- 3% of students are designated Homeless Youth (HY)
- Additionally, the District closely monitors the success and support of its Students with Disabilities (SWD), representing 14.8% of its overall population.

The District prioritizes college and career readiness for all students. To maximize opportunities for students and staff, the District has established five strategic goals in its Local Control and Accountability Plan:

1. All CJUHSD students will demonstrate college and career readiness.
2. CJUHSD will provide inclusive professional learning opportunities to ensure equitable access and success for all students.
3. CJUHSD will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.
4. CJUHSD will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.
5. CJUHSD will provide fiscal solvency and transparency for all educational partners.

The District's sixth goal, to improve academic achievement and career readiness at VVHS and CDS, foster a positive school climate, promote student engagement, and facilitate outcomes related to a broad course of study for all students, is designed to intentionally support

the work at the two schools which qualify for Equity Multiplier Funding due to high mobility rate and high percentage of SED/LI students: Valley View High School (VVHS) and the Chaffey Community Day School (CCDS).

Reflections: Annual Performance

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

The District's Year 1 LCAP outcomes reflect steady progress across multiple priority areas, particularly in college readiness, student attendance, academic engagement, and school climate. Several indicators show systemwide gains, while others demonstrate promising implementation of supports that will continue to mature over time.

College and Career Readiness: Increased Access and Achievement
Students made strong gains in college readiness.

- The AP Exam pass rate increased from 73.2% to 76%, reflecting enhanced alignment between instruction and college-level expectations. This increase highlights the impact of focused supports for AP students and teachers alike.
- Additionally, the FAFSA completion rate rose from 65.5% to 75.2%, with SED/LI students also showing growth to 75.4%. This increase reflects improved outreach, embedded guidance, and collaboration between counseling teams and site leadership to expand financial aid access.

Career readiness metrics also improved:

- CTE pathway completion rose from 10.5% to 14.6%, demonstrating expanded access and participation in career-aligned courses.
- The percentage of students identifying a Career Sector of Interest increased from 89% to 92%, suggesting broader engagement with the advisement and planning process.

Together, these metrics affirm the District's commitment to providing clear and supportive pathways to both college and career, especially for historically underrepresented students.

Attendance and Engagement: Positive Momentum
The Districtwide attendance rate improved slightly from 94.4% to 95.0%, while chronic absenteeism declined from 25.5% to 23.1%. These improvements were seen across key student groups, with chronic absence decreasing by 2.7% for ELs and SED/LI students, and by 3.9% for FY. These gains reflect intentional efforts through re-engagement initiatives and multi-tiered supports that foster daily attendance.

Student Perception of Safety, Belonging, and Connectedness
Survey data from three related climate metrics—school connectedness (4.2), sense of belonging (3.4), and perceptions of school safety (3.5)—show overall positive perceptions:

- School connectedness increased slightly for ELs (by 2%) and remained stable overall.

- The Belonging Survey showed that 65% of students agreed or strongly agreed with positive statements about belonging, with subgroup scores hovering near district averages.
- Similarly, the Safety Survey showed 75% agreement, with ELs and SED/LI students both reporting positive responses at comparable levels.

These responses suggest that students feel increasingly supported and included in school environments—conditions essential to both well-being and academic success.

Continued Areas for Monitoring and Growth
Several metrics reflect early-stage improvements or mixed results, where full implementation of new strategies and curriculum is still underway. The District remains focused on ensuring these foundational efforts translate into sustained gains over time.

- Math and Science Achievement

The CAASPP Math metric declined from “Green” to “Yellow.” This shift coincided with the first year of new math curriculum implementation. As the curriculum becomes fully embedded and teachers receive ongoing professional learning, the District expects student performance to improve. Early feedback and pacing data suggest that foundational coherence is strengthening. Similarly, CAST performance showed a decrease in students exceeding standards (from 9.22% to 7.07%) but a 2.59% increase in those meeting standards, signaling growing proficiency at foundational levels. Strategic supports for science instruction, including curriculum refinement and pathway development, are currently being implemented to elevate performance over time.

- Monitoring A-G Completion and Equity

The A-G Completion Rate declined slightly overall (from 52.1% to 51.0%). Subgroup data show a greater decrease among ELs (from 35.7% to 29.7%), suggesting a need to reinforce supports related to course access, tracking, and advisement. The District is continuing to review counselor caseload supports and explore expansion of credit recovery and dual enrollment opportunities to ensure equitable access to UC/CSU eligibility.

- College and Career Indicator (CCI)

The CCI moved from “Medium” to “Green,” signaling a positive overall trend. However, the District remains focused on ensuring equitable subgroup representation within this growth. Continued monitoring of EL and SED/LI participation in qualifying indicators (e.g., A-G, AP, CTE, dual enrollment) will guide adjustments to outreach and course availability.

- College Admission Exams: Participation and Performance

Participation in college admission assessments such as the SAT/ACT remained high across sites. Performance data from Metric 2.9 shows moderate proficiency levels with room for growth in meeting UC/CSU benchmarks. Continued access to exam preparation resources and test fee coverage will support ongoing improvements.

The 2023 District Dashboard data revealed that the following student groups received the lowest performance level on one or more state indicators on the 2023 Dashboard at the following schools and/or within the District:

- Graduation Rate: All (VVHS), EL (DO, CHS, MHS, OHS, VVHS), HY (VVHS), SED/LI (VVHS), HI (VVHS)
- College and Career Indicator: All (VVHS), EL (CHS, OHS, VVHS), HY (VVHS), SED/LI (VVHS), SWD (DO, ALHS, CoHS, MHS), HI (VVHS)
- California Assessment of Student Performance and Progress (CAASPP) ELA: All (VVHS), EL (CHS, CoHS), HY (CHS), SWD (DO, EHS, MHS), SED/LI (VVHS), HI (VVHS)

- California Assessment of Student Performance and Progress (CAASPP) Math: All (VVHS), HY (CHS), FY (DO), SWD (DO, ALHS, EHS, LOHS, MHS, OHS), EL (DO, CoHS), SED/LI (VVHS), AA (CoHS), HI (VVHS)
- Suspension Rate: All (VVHS, CCDS), HY (DO, ALHS, CHS, CoHS, LOHS, OHS, RCHS), FY (ALHS), SED/LI (VVHS, CCDS), SWD (DO, ALHS, CHS, LOHS, MHS, RCHS, VVHS), EL (DO, ALHS, CHS, EHS, OHS), AA (DO, ALHS, CoHS, LOHS, OHS, RCHS, VVHS), HI (VVHS, CCDS), MR (ALHS, OHS)

The 2024 District Dashboard data revealed that the following student groups received the lowest performance level on one or more state indicators on the 2024 Dashboard at the following schools and/or within the District, significantly decreasing overall representation from the prior year:

- Graduation Rate: 0 student groups received the lowest performance level
- College and Career Indicator: All (VVHS), EL (VVHS), LTEL (VVHS), SED/LI (VVHS), SWD (CHS), HI (VVHS)
- California Assessment of Student Performance and Progress (CAASPP) ELA: All (VVHS), EL (CoHS, EHS, OHS), LTEL (OHS), FY (DO), SWD (ALHS, CoHS, LOHS, RCHS), SED/LI (VVHS), HI (VVHS)
- California Assessment of Student Performance and Progress (CAASPP) Math: All (VVHS), FY (DO), SWD (CoHS, RCHS), EL (OHS), LTEL (OHS), SED/LI (VVHS), AA (CoHS, RCHS), HI (VVHS)
- Suspension Rate: HY (ALHS), FY (DO, CHS), SWD (CoHS, RCHS), LTEL (ALHS), AA (MHS, RCHS), MR (CoHS)

For the 2025–26, 2026–27, and 2027–28 LCAP years, the District anticipates having unexpended Learning Recovery Emergency Block Grant (LREBG) funds in the amount of $13,094914. These funds will be used strategically to support actions aligned with the allowable uses outlined in EC Section 32526(c)(2), and in response to the needs identified in the comprehensive needs assessment, as required by EC Section 32526(d).

The District’s approach to the use of LREBG funds reflects a commitment to equity, academic recovery, and post-secondary readiness. Funds will support key actions associated with LCAP Goals 1, 2, and 3. These actions include expanding instructional time, increasing access to college and career opportunities, providing targeted academic and behavioral interventions, and strengthening mental health and wellness services across school sites.

Under Goal 1, the District will continue to invest in college readiness, access, and dual enrollment partnerships (Action 1.7) that expand access to early college coursework, particularly for ELs, SED/LI students, and other underrepresented groups. This initiative is consistent with the allowable use of funds to expand instructional services and improve pupil-to-staff ratios based on learning needs. In addition, peer mentoring programs (Action 1.10) will provide individualized instructional support to EL and ninth-grade students in core content areas. Staff will continue to monitor the progress of FY and HY students through specialized support positions (Action 1.20). Additionally, students will have access to online social-emotional curriculum (Action 1.5) so that teachers can continue to support students' well-being within the classroom. These supports fall within the LREBG guidance for tutoring, one-on-one or small group learning interventions, and provide additional academic services by classified or certificated staff.

To monitor progress and ensure alignment with post-secondary readiness standards, the District will implement diagnostic and benchmark assessments and provide staff training to support data-informed practices (Action 1.14). These services address needs identified through the needs assessment for more effective monitoring of academic achievement and equitable access to college pathways. Additionally, the District will offer credit recovery, grade remediation, and extended instructional opportunities, including before- and after-school programs,

Saturday sessions, summer school, and online learning (Action 1.15). These programs are designed to accelerate learning recovery, especially for EL, FY, and SED/LI students.

Goal 2 actions emphasize the creation of safe, supportive, and culturally responsive learning environments. The District will continue professional development focused on trauma-informed practices and social-emotional learning, ensuring that educators are equipped to respond appropriately to student behaviors and foster supportive classroom climates (Action 2.7). This action aligns with LREBG priorities to reduce barriers to learning and build staff capacity in supporting student wellness and inclusion.

As part of Goal 3, the District will sustain and expand mental health services delivered by trained professionals, including Marriage and Family Therapy associates, Behavioral Assistants, School Psychologists, and Community Health Education Workers. Additional supports will include peer counseling programs, mental health fairs, wellness centers, and targeted services for EL, FY, and SED/LI (Action 3.11). The District will further provide opportunities to engage students in improving academic performance and cultivate a safe school climate (Action 3.3).These programs are aligned with LREBG's allowable uses related to student mental health, counseling, and prevention services.

All funded actions were selected based on findings from the District's comprehensive needs assessment. This process engaged parents, students, and other educational partners across student groups. Key themes included the need for respectful and inclusive school environments, greater access to counseling and mental health services, improved communication with families, and increased academic supports. EL families emphasized the importance of a respectful culture and adequate academic assistance. Foster families highlighted the need for caring relationships and timely communication from schools. Parents of students with disabilities expressed a desire for shared responsibility in supporting their children and stronger encouragement of rigorous coursework. Homeless youth identified mental health and information access as priorities. Across all groups, students valued college readiness, dual enrollment opportunities, and access to technology.

The Tier 1 strategies funded through LREBG—including expanded instructional time, trauma-informed practices, social-emotional learning (SEL), and schoolwide mental health supports—are grounded in evidence-based practices shown to accelerate learning and improve student outcomes. Research from the Learning Policy Institute (Darling-Hammond et al., 2020) affirms that high-quality extended learning opportunities, such as after-school and summer programs, have a statistically significant impact on both academic achievement and student engagement, particularly for historically underserved populations. In addition, schoolwide implementation of trauma-informed practices and SEL—such as those aligned with CASEL's core competencies—have been shown to reduce behavior incidents, improve attendance, and strengthen students' academic performance (Durlak et al., 2011). Additionally, research by Suldo, Gormley, DuPaul, and Anderson (2014) demonstrates that integrating mental health support into the school day positively influences students' academic achievement, attendance, and engagement, underscoring the critical role of emotional well-being in academic success. Implementing peer mentoring programs is a research-backed strategy that significantly supports student persistence, academic achievement, and equity, making it a valuable component of the District's learning recovery efforts (Association of Public and Land-grant Universities, 2020). Allocating funds to employ specialized staff for systematic progress monitoring enables early identification of struggling students and facilitates timely, data-driven interventions, a practice supported by research indicating that such monitoring is essential for evaluating student responsiveness to instruction and for intensifying interventions when necessary (Stecker, Fuchs, & Fuchs, 2005). By embedding these Tier 1 supports into the daily school experience, the District is fostering inclusive environments that promote whole-child development and establish a strong foundation for academic recovery and long-term success.

Through the continued use of LREBG funds, the District is advancing actions that are not only consistent with the allowable uses outlined in statute, but that also directly address the specific needs of its most vulnerable students. These investments are structured to support whole-child development—academically, socially, and emotionally—through the 2027–28 academic year.

The District's Year 1 LCAP implementation has yielded clear successes in academic rigor, career readiness, attendance, and student connectedness. Early trends show strong student engagement with college planning tools, increased access to rigorous coursework, and improved daily attendance. These gains reflect coordinated efforts across schools, departments, and student support systems. At the same time, core academic performance areas such as math and science, along with A-G completion for ELs, require continued focus. The District's proactive implementation of new curriculum, support structures, and advisement tools will take time to show full results, but the foundation is clearly being laid for long-term improvement. With an emphasis on equity, access, and sustained support, the District is well-positioned to build on these gains as it enters the second year of the current LCAP cycle.

Reflections: Technical Assistance

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

Based on the Fall 2023 Dashboard, CJUHSD was eligible for Differentiated Assistance for the following reasons:

- ELs: Achievement - CAASPP Math; Engagement - Graduation Rate; Climate - Suspension
- SWD: Achievement - CAASPP ELA/Math; Climate - Suspension Rate; and Broad Course of Study - College and Career Indicator.

Based on the Fall 2024 Dashboard, CJUHSD was eligible for Differentiated Assistance for the following reasons:

- FY: Achievement - CAASPP ELA/Math; Climate - Suspension

In 2023–24, the District partnered with the San Bernardino County Superintendent of Schools to receive Differentiated Assistance targeting ELs and their on-time high school graduation rates. A collaborative team—including site and District administrators, teachers, an instructional coach, a parent and DELAC member, and a student—met in winter 2024 to begin developing a plan to address multilingual graduation rates. Hosted by the County office, the meeting led to the development of a problem statement informed by both data and participant perspectives.

The team identified a need for greater shared responsibility across departments, a reassessment of longstanding practices, and improved communication and resource coordination for ELs. Following this, District and County representatives have continued meeting regularly to monitor progress and identify next steps.

This work aligns with broader LCAP Goals 1, 2, and 4, which emphasize academic progress monitoring for ELs and LTELs, professional learning for educators and peer mentors, and expanded communication and translation services. Key actions (1.10-1.15, 2.4, 2.5, 4.3, 4.4) include support during enrollment, strengthened counseling guidance, and technology-supported outreach to multilingual families. The District is also improving data practices to ensure accurate tracking of students who exit the District, including those who move out of the country.

Supporting SWD

The District has developed a comprehensive plan to improve outcomes for SWD, focused on four metrics: CAASPP performance in ELA and Math, suspension rates, the College and Career Indicator (CCI), and inclusion rates. Key actions include (1.17-1.18, 2.3, and 3.8):

- Academic Supports: Instructional materials, technology, and targeted interventions are being provided to improve access and performance on CAASPP assessments. Special education teachers and counselors are offering individualized support and career guidance, including encouragement to complete CTE pathways.
- Mental Health Services: Trained professionals such as MFT associates, behavioral assistants, school psychologists, and community health educators deliver tailored mental health supports, ensuring equitable access to well-being resources.
- Discipline and Inclusion: The District is reducing suspensions through proactive behavioral interventions and monitoring inclusion through enrollment in Least Restrictive Environment settings.

Improving CAASPP Outcomes for FY
In 2024–25, the District again partnered with the County to address CAASPP ELA and Math performance for FY, with a focused collaboration at ALHS. During the winter 2025 planning meeting, the team—comprising site and District administrators, outreach providers, and a student—identified low participation rates as a key factor impacting data accuracy and academic indicators for FY students.

In response, the District took immediate action. During the annual CAASPP training with Assistant Principals of Instruction (APIs), school leaders reviewed the Loss Report and the list of FY students expected to test. This revealed the disproportionate impact that even a single non-participant can have on subgroup data.

Sites have since implemented coordinated efforts to improve participation, including assigning staff to track attendance, ensure student presence on testing days, and manage make-up testing. Additional strategies include automated notifications, direct outreach, and student education on the significance of the CAASPP for personal and postsecondary planning. The District has also refined data systems to support disaggregated tracking of FY progress.

Reducing Suspension Rates for FY
To address disparities in FY suspension rates, the District continues to implement coordinated efforts aligned with LCAP Goal 3 (Actions 3.5, 3.9,3.11). These include leadership training, belonging and inclusion initiatives, and implementation of practices aimed at decreasing disparities—all designed to build culturally responsive, safe, and inclusive campuses.

Assistant Principals of Student Services lead site-based outreach, staff training, and individualized supports for FY students. Health and safety personnel across the District are trained in de-escalation, restorative practices, and SEL, with targeted focus on schools serving large FY populations. These actions, supported by LREBG funds and community input, aim to reduce exclusionary discipline.

While the overall suspension rate improved from 6.4% (Orange) in 2022–23 to 5.1% (Green) in 2023–24, FY remain a group of concern, with a 21% suspension rate, and Red status at CHS (28.9%) and DO (21%). The District remains committed to sustaining and deepening supports to ensure FY students experience equitable, inclusive school environments.

By aligning initiatives across student groups identified for Differentiated Assistance, the District is committed to improving academic outcomes, behavioral supports, and overall well-being for ELs, SWD, and FY students—ensuring all students have the opportunity to thrive.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Broad Parental/Guardian Engagement Groups Represented: • District Administration • Principals and Site Administration • Parents/Guardians • Students • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members, including broad representation of other school personnel • WESELPA Administrator • The LCAP Parent Advisory Committee (PAC)	CJUHSD connected with the broader parent/guardian community in a variety of ways: Coffees with the Principal, School Site Councils, LCAP Surveys, Community Forums, the LCAP Site Team meetings, and the LCAP Parent Advisory Committee (PAC) Meeting. These strategies embody a broad philosophy that inviting our students' support structures into the school fosters transparency and a shared understanding of what students need to be successful both during and after high school. Monthly Coffees with the Principal allowed for principals to meet directly with their parents/guardians on any issues related to the school's activities and academic programs. School Site Councils, comprised of staff, parents/guardians, and students, met at least annually to discuss student data and school information, identify student needs and areas for improvement, and participate in the creation/revision of the Single Plan for Student Achievement (SPSA). Community forums were hosted in a variety of ways throughout the year to invite parents/guardians into the schools to learn about the academic information needed for students to succeed. The LCAP PAC Meeting brought together site administration, certificated and classified staff, parents/guardians, and students, representing all student groups but predominantly representing the unduplicated student group populations; this team meets annually to hear updates regarding the District's progress in meeting outlined metrics and to provide feedback and insights toward future direction. In 2024-25, the LCAP PAC first met on Feb. 25, 2025 to discuss the mid-year progress toward meeting its goals. The LCAP Survey, administered to

Educational Partner(s)	Process for Engagement
	all students, staff, and educational partners was administered throughout the month of March. Additionally, in 2024-25, the District convened student panels across all of its campuses to meet with a diverse representation of the student body, including representatives from the unduplicated pupil populations. Students provided insights and recommendations for District direction and growth. In 2024-25, the Mid-year Report was presented to the Board on February 11, 2025. Finally, the updated 2025-2026 LCAP Draft was presented to the LCAP PAC and DELAC on May 6, 2025. Time for public comment was permitted and no questions were submitted; thus, no written responses were required by the Superintendent. The 2025-2026 LCAP was presented to the Board and for public hearing on June 11, 2025. The LCAP was adopted by the Board on June 12, 2025.
Targeted Parent/Guardian Engagement Groups Represented: • District Administration • Principals and Site Administration • Parents/Guardians • Students • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members	CJUHSD understands that intentional outreach must occur for students who are traditionally underserved by the public school system. To this end, the District and its school sites provided a variety of parent workshops to support the unique needs of parents and guardians of ELs, SED/LI students, FY, and SWD. These workshops targeted parents learning English, parents interested in supporting students' behavioral health, parents' understanding of how to access services and supports for their students' learning needs, and parents looking to increase their own understanding of how to help their students achieve academically. These events occurred periodically throughout the year with no fixed schedule.
Broad Staff Engagement Groups Represented: • District Administration • Principals and Site Administration	CJUHSD values the voices and insights of its staff as these individuals are situated most closely to students and their direct needs. The District offered a variety of ways for staff to provide targeted feedback regarding direction: annual staff surveys administered in the spring, site equity teams, task forces for the

Educational Partner(s)	Process for Engagement
• Teachers and representatives from both the Certificated and Classified Bargaining Unit Members, including broad representation of other school personnel	development of significant initiatives (e.g. implementation of Ethnic Studies, curriculum adoption, mental health committee, etc.), strong partnerships with the bargaining units, and monthly staff meetings. In varying degrees, the District and sites shared key data metrics, Dashboard data, local student achievement data, climate survey data, and feedback to ensure staff was informed as they provided direction and insights into the District's vision, actions, and services. Feedback from staff is collected through site and District administration. As decisions or direction is determined, administration returns to staff to gauge response and recommendations for further adjustments.
Mental Health Coalition Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from the Certificated Bargaining Units • Community Partners representing the broader mental and behavioral health community	CJUHSD established a Mental Health Coaltion (MHC) to foster collaboration between mental health experts and service providers from throughout the region who could help the District streamline access and services to students and their families/supports. The MHC is comprised of individuals outside the District as well as the behavioral health experts from within the District. These groups met twice throughout the year to review data, discuss trends and emerging research, and provide ideas for enhancing the mental health supports and structures provided by the District.
Community Industry Partners Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Regional Industry Partners	Under the direction of the Director of Career Readiness, the District annually engages its industry partners in the region to gather insights and feedback. The District hosted a virtual/in person annual meeting that allowed CTE teachers to meet with the professionals in their sector who highlight updated technologies, needs, areas of focus, employability demands, and industry-specific information to ensure the District's programs continue to meet modern standards for a variety of industries. Some teachers additionally met and communicated with industry partners throughout the year. In 2024-25, the District hosted its annual meeting on March 19, 2025 The District hosted an annual Skilled Trades Night where students across the District got to meet with industry professionals and business owners for potential hiring opportunities, networking, and further information for post-secondary training. The District administered a feedback survey to gauge need, response, and

Educational Partner(s)	Process for Engagement
	insights for future direction. In 2024-25, the District hosted its annual Skilled Trades Night on March 12, 2025.
District English Learner Advisory Committee Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • DELAC Board and members • Parents/Guardians of English Learners	Under the leadership of the Director of Categorical Programs, the District convened the District English Learner Advisory Committee (DELAC) monthly to provide a platform for parents and guardians of ELs to directly advise the school district on programs and services offered to their children. This ensures our programs are culturally-relevant, address the specific needs of ELs, and ultimately contribute to their academic success. The District's DELAC provides a forum for communication and collaboration between parents and the District, fostering a shared understanding of the challenges and opportunities related to EL education, leading to better decision-making and improved outcomes for students. The DELAC is further supported by site ELACs, facilitated in partnership between the site principal, the Assistant Principal of Achievement, the EL Advisor, and the District's Director. These site-based committees further enhance parents' ability to provide insight and guidance to their students' specific site as they pertain to the needs of ELs. Mid-year progress and data was presented to the DELAC on March 7, 2025; at this meeting, the District gathered feedback for shifting priorities or concerns as it prepared to update the LCAP for 2025-26. The updated 25-26 LCAP was presented to the LCAP PAC and DELAC on May 6, 2025.
Educational Partners of Students with Disabilities Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • SELPA Administrator • Parents/Guardians of Students with Disabilities	Under the leadership of the Director of Special Education, the District engages with key educational partners who serve SWD. The Director, who is the direct liaison with the SELPA, brought together the Special Education Advisors on each campus monthly, and additionally facilitated family and community engagement events for SWD throughout the year.

Educational Partner(s)	Process for Engagement
CJUHSD Committee for Community, Accountability, Responsiveness, and Equitable Solutions (CARES) Committee Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members	The CJUHSD Committee for Community, Accountability, Responsiveness, and Equitable Solutions (CARES) brings together staff to discuss issues of equity and disparities in outcomes for both students and staff. The CARES Committee uses the lenses of diversity, equity, inclusion, and access to shape direction and foster inclusivity. This committee met four times throughout the year to analyze data, to prioritize the growth and development of all students, and to advance racial, ethnic, and cultural equity through alignment of staffing practices and procedures to increase hiring, mentorship, and retention of Black, Indigenous, and People of Color (BIPOC) at each level of District personnel. Additionally, the Committee directed the professional learning for all employees to improve equity in schools and promote self-reflection and examination of personal and cultural identities, individual biases, prejudices, and discrimination. The Committee is comprised of representatives from every campus.
African American Advisory Councils (AAPACs) Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Parents/Guardians of Black/African-American Students	Five campuses across the District have established African American Advisory Councils (AAPACs). These councils, facilitated by parents in conjunction with site administrators and the District's Assistant Superintendent of Student Services, give a voice to African American parents and guardians, allowing them to advocate for the needs and interests of their children within the District's schools; they met monthly or quarterly, depending on the site. These AAPACs worked with the school to identify and address any barriers to success for African American students and to advocate for resources and programs that support their academic achievement. They promoted cultural awareness and sensitivity across campus, and they advised on curriculum development, school activities, and disciplinary policies to ensure they are inclusive and advance the academic offerings for African American students.
Family and Community Engagement Committee Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Parents/Guardians	Under the direction of the Director of Family and Community Engagement, the District's Family and Community Engagement (FACE) team, which met monthly, is comprised of staff, both certificated and classified, who serve as liaisons between the school sites and the District on how to most effectively engage with the educational partners on each site. This team gathered feedback from parents throughout the year at site and District events about ways they are able to engage with their students' schools, the preferred

Educational Partner(s)	Process for Engagement
	methods of engagement, and their desires for learning. The FACE team supported cultural celebrations on campus, attended parent nights, and bridged communication between sites and student support at home.
Equity Multiplier Schools (Valley View High School, Community Day School) Educational Partner Engagement Groups Represented: • District Administration • Principal and Site Administration • School Site Council • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members • Parents/Guardians • Students	The District and the principal, who is principal of both Valley View High School and Community Day School, worked collaboratively to engage the educational partners of the schools identified as Equity Multiplier Schools to ensure that information about student progress is transparent and to gather as much insights and feedback as possible to guide programs and services offered at the two sites. The principal hosted Back-to-School nights annually, Coffees with the Principal monthly, and other various community engagement events throughout the year. Additionally, the principal surveyed staff, students, and parents/guardians annually to gather feedback and needs. In 2025-26, the survey was administered to staff, students, and educational partners throughout second semester. Consultation with these educational partners provided pertinent feedback about the direction of spending of Equity Multiplier Funds, as outlined in Goal 6.

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

Building on last year’s educational partner engagement feedback, which emphasized the importance of college and career readiness, culturally responsive instructional materials, inclusive environments, and improved communication with families, this year’s data reaffirms many of those priorities while also signaling key areas of progress and emerging shifts in focus.

Educational partners continue to recognize and value the District’s commitment to college and career preparation. Both student and parent surveys showed strong support for college and career access, with high agreement on access to college courses, career events, and A-G pathway information. Staff and parents alike emphasized the importance of academic support systems that guide students to timely graduation, reinforcing the effectiveness of Goal 1. However, students across all groups expressed a desire for more personalized learning support, particularly students in identified groups such as Low Income and Special Education, suggesting an opportunity to further develop individualized academic pathways, which are highlighted in Goals 1 and 3.

Across audience groups, there were notable positive trends in overall feedback. Parent feedback remained highly favorable in many areas and even improved in categories such as college readiness supports, mental health service awareness, and access to rigorous academic opportunities. Staff also reported increases in perceptions of student belonging and caring environments, and students demonstrated higher levels of agreement in areas tied to mental wellness resources, graduation preparedness, and high expectations for all students. Students value the variety of opportunities and extracurricular activities available to them, including clubs, sports, and academic programs. Many students appreciate the sense of community and support at their schools. They mention feeling welcomed and supported by staff and peers.

These encouraging shifts indicate that targeted actions from last year's LCAP, specifically those in Goal 3, are having measurable impact and fostering an environment of trust, growth, and connection across schools.

Cultural responsiveness remains a significant priority, but with nuanced shifts. While parent feedback, particularly from EL and FY families, continues to reflect strong appreciation for school efforts to celebrate diversity and understand family cultures, staff perceptions declined slightly in professional development related to cultural bias. Student feedback on the reflection of cultural identities in curriculum was relatively flat, indicating a need to revisit the implementation of culturally reflective instructional materials in practice. DELAC members specifically noted improved representation in curriculum and an appreciation for teacher training, reflecting the impact of actions tied to Goal 2. However, EL families also highlighted the need for more specific professional development for staff in supporting ELs and requested that printed math curriculum be translated into multiple languages to further support at-home learning.

One notable evolution in this year's data is the increased emphasis on school climate, particularly peer-to-peer respect and emotional safety. While parents rated their students' school climates favorably, students, especially those in Homeless and Special Education groups, reported lower levels of emotional safety and respectful treatment from peers. This emerging gap points to a renewed need for social-emotional learning supports and equity-centered climate initiatives. Goal 3 continues to be well-positioned to address these needs with its focus on restorative practices, trauma-informed care, and mental health resources. DELAC feedback reinforced this direction, with parents of ELs highlighting the importance of SEL and mental health services, including wellness centers and continued mental health classes for parents. They also supported the District's ongoing efforts to provide culturally responsive SEL, mental health supports, and recognition programs to motivate students.

Mental health and wellness support continues to be a shared priority across all stakeholder groups. Parents reported high confidence in the availability of services, while student responses varied, with several student groups (e.g., FY, HY, and Swd) indicating gaps in awareness or trust in access. Despite the availability of resources, some students feel that mental health support is not adequately promoted or accessible, and there are obstacles such as time management and social pressure that make it harder for students to take care of their mental health.

This discrepancy highlights an ongoing need for communication and visibility around support services. Enhancements to Goal 3's implementation strategies can address this through better outreach and increased staffing visibility. DELAC participants echoed this need, recommending that the District expand access to counselors, ensure outside therapists can more easily connect with students, and continue mental health-related outreach and parent education.

Educational partner engagement, particularly among underrepresented families, showed improvement in some areas, especially among EL and FY families, who rated schools positively for welcoming environments and communication. In fact, EL families highlighted growth in parent workshops and engagement nights and expressed appreciation for increased school outreach and visibility. However, Special Education families and students indicated lower levels of connection, particularly in feeling respected and included. This suggests that while overall engagement strategies under Goal 4 have made an impact, continued emphasis is needed to build trust and inclusion, particularly through differentiated outreach strategies.

Finally, across all feedback, students and parents continue to advocate for opportunities that affirm student agency and readiness for postsecondary life. Whether through rigorous academic opportunities, access to SEL supports, or information on graduation progress, the feedback underscores the need to maintain high expectations while ensuring students are equipped with the tools to succeed. The data

suggests strong alignment with Goals 1 and 3, while also suggesting a deeper need to elevate student voice in decisions that shape their school experiences. DELAC members reinforced the importance of AVID, Dual Enrollment, and career exploration opportunities, including resume/interview workshops and expanded elective options. They also recommended that the District enhance college visit opportunities and increase work-based learning through CTE-business partnerships.

Educational partner engagement results reflect both sustained strengths and areas of emerging concern. Key shifts include heightened awareness of student mental health, peer culture, and differentiated engagement across student groups. These insights will continue to guide the refinement of LCAP actions, ensuring that the District's commitments to equity, access, and student empowerment remain responsive to the voices of educational partners.

To specifically and effectively support the direction at Valley View High School and Community Day School, which have qualified for Equity Multiplier Funds, the District and the principal have implemented a robust collaborative approach with educational partners. Recognizing the importance of transparency and community involvement in student progress, the principal has actively engaged educational partners through various feedback opportunities, forums, and school-wide events.

Throughout the year, the site team collected valuable insights from families, students, staff, and community members to guide the development and improvement of programs and services, as outlined in LCAP Goal 6. Educational partners provided key recommendations that helped shape the direction of both school sites under the Equity Multiplier Funds initiative.
Educational partners emphasized several critical priorities:

- Strengthening CTE Pathways by expanding access to career-based electives, including music production, horticulture, photography, health occupations, and mental and behavioral health. They also recommended using CTE programs to foster deeper family and community engagement.
- Increasing access to mental health and wellness supports, not only for students but also for families. This includes therapy access, yoga, wellness center use, and additional campus support staff.
- Improving family engagement efforts by continuing successful events like Family Success Night and incorporating new ideas such as family orientations, alumni career nights, and therapeutic or parenting workshops. Educational partners stressed the importance of making families feel seen, heard, and supported.
- Maintaining and growing programs that are working, such as trauma-informed professional development, book studies, SEL interventions, tutoring, and the NCTI Youth Crossroads program. There was a strong desire to sustain these offerings without reduction.
- Supporting ELs and neurodiverse students with specific services, training, and inclusive practices that reflect their unique learning needs and strengths.
- Encouraging academic and behavioral growth through assemblies, incentives, strategic family partnerships, and motivational programming that aligns with attendance and graduation goals.

Educational partners rated current programs as effective, especially in the areas of SEL and mental health, academic support, and behavior and discipline. They affirmed that no programs should be eliminated and called for increased investment in areas like mental health services, space-related electives, reading spaces, tutoring, and family-centered wellness activities.

This feedback has been instrumental in further evolving the actions and services provided in Goal 6 while also shaping the responsive and

equity-driven approach at Valley View High School and Community Day School overall, ensuring all students—especially those in the red on the California Dashboard—are supported academically, emotionally, and socially.

The District is committed to leveraging the feedback and insights provided by our educational partners to create an inclusive, supportive, and culturally responsive educational environment. By addressing key areas identified through this collaborative process, we can ensure that all students have the resources, support, and opportunities they need to succeed academically, socially, and emotionally. Through ongoing communication, collaboration, and shared responsibility, we are working towards our vision of preparing all CJUHSD students for college and careers.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All CJUHSD students will demonstrate college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The following goal aims to create a comprehensive and inclusive educational environment that empowers all students to succeed academically, pursue post-secondary opportunities, and achieve lifelong success. The District's goal is to ensure equitable access to college and career readiness programs and supports for all students, focusing on underserved groups. This includes promoting AVID enrollment, supporting GATE courses, facilitating PSAT/SAT access, equipping staff with instructional technology, providing access to instructional technology for students, promoting college exploration, overseeing college readiness programs, enhancing career readiness, providing academic support, investing in library and instructional materials, supporting ELs, SED/LI, SWD, assisting FY and HY, and implementing enrichment programs for other underserved groups. Educational partner feedback prioritized the need for specialized and targeted support for groups where disparities in outcomes persist, including targeted academic support and language acquisition programs, as outlined by the recommendations highlighted in the Engaging Educational Partners section of this LCAP. Key data metrics highlight disparities in outcomes between student groups, specifically disparities in outcomes for ELs, SED/LI, FY, SWD and other student groups outlined below are seen in the College and Career Indicator, the A-G Completion Rate, CAASPP performance, and Graduation Rates.

Adopting a District-wide goal focused on college and career readiness is an approach that benefits students, communities, and society as a whole, positioning individuals for success and contributing to broader social and economic advancement. Preparing students for college and career readiness opens doors to a wide range of opportunities. It enables them to pursue higher education, secure well-paying jobs, enter specialized training programs, or start their own businesses, leading to greater personal fulfillment and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G Completion Rate Percentage of students, by group, who meet A-G Source: CDE Dataquest (Four-Year Adjusted Cohort Graduation Rate Outcomes)	A-G Completion Rate for Class of 2023: All - 65.8% EL - 41.7% SED/LI - 60.4% SWD - 28.6% African American - 59.9% American Indian - 64.0% Asian - 89.1% Filipino - 90.6% Hispanic - 60.6% Pacific Islander - 66.7% 2 or More - 73.1% White - 75.9% FY - 45.7% HY - 45.9%	A-G Completion Rate for Class of 2024: All - 64.7% EL - 35.7% SED/LI - 60.1% SWD - 26.3% African American - 60.2% American Indian - 65.0% Asian - 85.3% Filipino - 85.9% Hispanic - 59.1% Pacific Islander - 42.3% 2 or More - 79.1% White - 73.4% FY - 32.6% HY - 44.8%		A-G Completion Rate Goal for Class of 2027: All - 66.1% EL - 42.7% SED/LI - 61.4% SWD - 29.6% African American - 60.9% American Indian - 66.0% Asian - 89.4% Filipino - 90.9% Hispanic - 61.6% Pacific Islander - 66.7% 2 or More - 79.4% White - 76.2% FY - 46.7% HY - 46.9%	All: -1.1% EL: -6.0% SED/LI: -0.3% SWD: -2.3% African American: 0.3% American Indian: 1% Asian: -3.8% Filipino: -4.7% Hispanic: -1.5% Pacific Islander: -24.4% 2 or More: 6.0% White: -2.5% FY: -13.1% HY: -1.1%
1.2	Access to Standards-Aligned Instructional Materials - Williams Act Compliance The number of unresolved findings. Source: Determination Provided by the Office of Intergovernmental Relations	In 2023-24, the District had 0 unresolved Williams findings.	In 2024-25, the District had 0 unresolved Williams findings.		In 2026-27, the District will have 0 unresolved Williams findings.	No change
1.3	AP Exams Pass Rate Percentage of Students Passing with a Score of 3 or Higher Source: College Board	In 2022-2023, 73.2% of Advanced Placement exams taken received a score of 3 or higher.	In 2023-2024, 76% of Advanced Placement exams taken received a		In 2025-26, 76.3% of students who take at least one AP exam will pass	2.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			score of 3 or higher.		with a score of 3 or higher.	
1.4	Attendance Rate Percentage of Students' Attendance Rate Source: Internal Report of Attendance Monitoring	In 2022-2023, CJUHSD had an attendance rate of 93.1%.	In 2023-2024, CJUHSD had an attendance rate of 93.7%		In 2025-26, CJUHSD will have an attendance rate of 93.4%.	0.60% increase
1.5	Chronic Absenteeism Percentage of Students Absent 10% or more days of the school year. Source: DataQuest	In 2022-2023, 25.5% of students were absent 10% or more days of the school year. All - 25.5% EL - 33.5% SED/LI - 29.1% FY - 47.5% HY - 40.5% SWD - 35.1%	In 2023-2024, 23.1% of students were absent 10% or more days of the school year. All - 23.1% EL - 30.8% SED/LI - 26.4% FY - 47.2% HY 40.1% SWD 32.0%		In 2025-26, 22.5% of students will be absent 10% or more days of the school year. All - 23% EL - 30% SED/LI - 26% FY - 47% HY - 39.5 SWD - 31%	All: 2.4% decrease EL: 2.7% decrease SED/LI: 2.7% decrease FY: 0.3% decrease HY: 0.4% decrease SWD: 3.1% decrease
1.6	Cal Colleges Career Assessments Percentage of 11th grade students and 9th/10th grade students who completed a career inventory. Source: Internal Report from Cal Colleges	In 2023-24, 63% of eleventh grade students and 90% of ninth or tenth grade students completed a career inventory.	In 2024-25, 81% of eleventh grade students and 92% of ninth or tenth grade students completed a career inventory.		In 2026-27, 85% of eleventh grade students and 93% of ninth or tenth grade students will have completed a career inventory.	17% increase of eleventh grade students and 2% increase of ninth or tenth grade students completed a career inventory.
1.7	California Assessment of Student Performance and Progress (CAASPP) - ELA Dashboard Color Indicator by Student	2022-23: Performance on the CAASPP ELA: Overall student performance was Green	2023-2024: Performance on the CAASPP ELA: Overall student performance was		2025-26 Performance on the CAASPP ELA: Overall student performance will	Overall student performance: -2.1 points above standard (Still Green).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Group, coupled with Difference from Standards Source: CA School Dashboard	at 44 points above standard. Districtwide Student Group Dashboard Indicators: Filipino (119.2 above standard), 2 or more races (84.9 above standard); African American (17.3 above standard), Asian (102.3 above standard), HY (3.7 above standard), SED/LI (26.5 above standard), White (70.7 above standard); Hispanic (25.9 above standard); EL (78.6 below standard); LTEL* (94.4 below standard) *Baseline reflects 23-24 Dashboard FY (83.5 below standard); SWD (92.2 below standard); American Indian (21.5 above standard), Pacific Islander (19.8 below standard).	Green at 41.9 points above standard. Districtwide Student Group Dashboard Indicators: Filipino (119.4 above standard), 2 or more races (64.5 above standard); African American (11.8 above standard), Asian (114.4 above standard), HY (8.6 below standard), SED/LI (25.5 above standard), White (66.6 above standard); Hispanic (27.1 above standard); EL (66 below standard); LTEL (94.4 below standard); FY (117.6 below standard); SWD (82.1 below standard); American Indian (17.1 below standard),		be Green at 47 points above standard. Improve Districtwide Student Group Dashboard Indicators: Filipino (120 above standard), 2 or more races (85 above standard); African American (21.3 above standard), Asian (115 above standard), HY (7.7 above standard), SED/LI (30.5 above standard), White (71 above standard); Hispanic (29.9 above standard); EL (60 below standard); LTEL (94.4 below standard); FY (74.6 below standard); SWD (80.2 below standard);	Districtwide Student Group Dashboard Indicators: Filipino (0.2 still above standard), 2 or more races (-20.4 still above standard); African American (-5.5 still above standard), Asian (12.1 still above standard), HY (4.9 from above to below standard), SED/LI (-1.0 still above standard), White (-4.1 still above standard); Hispanic (1.2 still above standard); EL (-12.6 still below standard); LTEL N/A; FY (34.1 still below standard); SWD (-10.1 still below standard); American Indian (-4.4 from above to below standard), Pacific Islander (-9.6 from below to above standard).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The following student groups were in the red for 2022-2023: All (VVHS 234.5 below standard), EL (CHS 122.2 below standard, CoHS 59.6 below standard), LTEL* (District 94.4 below standard, OHS 88.6 below standard) *Baseline reflects 23-24 Dashboard HY (CHS 49.1 below standard), SWD (DO 92.2 below standard, EHS 78.3 below standard, MHS 123.8 below standard), SED/LI (VVHS 230.2 below standard), HI (VVHS 227.5 below standard).	Pacific Islander (10.2 above standard). The following student groups, in the red for 2022-2023, and their measure for 2024: All (VVHS 245.3 below standard), EL (CHS 103.4 below standard, CoHS 58.9 below standard), LTEL (District 94.4 below standard, OHS 88.6 below standard), HY (CHS 47.8 below standard), SWD (DO 82.1 below standard, EHS 56.9 below standard, MHS 84.8 below standard), SED/LI (VVHS 243.7 below standard), HI (VVHS 245.1 below standard).		American Indian (25.5 above standard), Pacific Islander (9.8 below standard). All (VVHS 230.5 below standard), EL (CHS 100 below standard, CoHS 55.6 below standard), LTEL (District 90 below standard, OHS 85.6 below standard), HY (CHS 45.1 below standard), SWD (DO 80 below standard, EHS 55 below standard, MHS 80 below standard), SED/LI (VVHS 226.2 below standard), HI (VVHS 223.5 below standard).	All (VVHS +10.8 below standard), EL (CHS -18.8 below standard, CoHS -0.7 below standard), LTEL (District - no change, OHS - no change), HY (CHS -1.3 below standard), SWD (DO -10.1 below standard, EHS -21.4 below standard, MHS -39 below standard), SED/LI (VVHS +13.5 below standard), HI (VVHS +17.6 below standard).
1.8	CAASPP ELA Percentage of Students who Meet or Exceed the Standard in ELA	In 2022-2023, 66% of students Met or Exceeded the ELA	In 2023-2024, 67.04% of students Met or Exceeded the ELA		In 2025-2026, 69% of students will Meet or Exceed the Standards on	1.04% increase of Met or Exceeded the ELA standard on the CAASPP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest	standard on the CAASPP.	standard on the CAASPP.		the CAASPP in ELA.	
1.9	California Assessment of Student Performance and Progress (CAASPP) - Math Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	2022-23: Performance on the CAASPP Math Overall student performance was Green at 59.1 points below standard. Districtwide Student Group Dashboard Indicators: Filipino (32.3 above standard); Asian (59 above standard), 2 or more races (8.3 below standard); African American (98.1 below standard), Hispanic (84.1 below standard), HY (98.6 below standard), SED/LI (78.7 below standard), White (26.2 below standard); EL (152.1 below standard); LTEL* (172.5 below standard) *Baseline reflects 23-24 Dashboard FY (193.1 below standard);	2023-2024: Performance on the CAASPP Math Overall student performance was Yellow at 57.1 points below standard. Districtwide Student Group Dashboard Indicators: Filipino (36.3 above standard); Asian (69.8 above standard), 2 or more races (21.3 below standard); African American (103.7 below standard), Hispanic (79.3 below standard), HY (110.9 below standard), SED/LI (77.2 below standard), White (26.9 below standard); EL (138.5 below standard),		2025-26 Performance on the CAASPP Math: Overall student performance will be 56.1 points below standard. Improve the Districtwide Student Group Dashboard Indicators: Filipino (36.6 above standard) Asian (71 above standard) 2 or more races (7.3 below standard) African American (94.1 below standard) Hispanic (78 below standard) HY (94.6 below standard) SED/LI (74.7 below standard) White (25.2 below standard) EL (135.1 below standard)	Overall student performance from Green to Yellow with a difference of -2 points below standard. Districtwide Student Group Dashboard Indicators: Filipino (4 still above standard); Asian (10.8 still above standard), 2 or more races (13 still below standard); African American (5.6 still below standard), Hispanic (-4.8 still below standard), HY (12.3 still below standard), SED/LI (-1.5 still below standard), White (0.7 still below standard); EL (-13.6 still below standard), LTEL (N/A); FY (23 still below standard),

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD (191.7 below standard); American Indian (97.1 below standard); Pacific Islander (114.3 below standard) The following student groups were in the red for 2022-2023: All (VVHS 278 below standard), HY (CHS 160.3 below standard), FY (DO 193.1 below standard), SWD (DO 191.7 below standard, ALHS 184.9 below standard, EHS 179.9 below standard, LOHS 195.4 below standard, MHS 193.6 below standard, OHS 203.5 below standard), EL (DO 152.1 below standard, CoHS 165.5 below standard), SED/LI (VVHS 273.3 below standard), AA (CoHS 138.3 below standard), HI (VVHS 269.9 below standard).	LTEL (172.5 below standard), FY (216.1 below standard), SWD (178.6 below standard); American Indian (105.9 below standard), Pacific Islander (85.8 below standard) The following student groups were in the red for 2023-2024: All (VVHS 290.3 below standard), HY (CHS 144 below standard), FY (DO 216.1 below standard), SWD (DO 178.6 below standard, ALHS 170.7 below standard, EHS 145.7 below standard, LOHS 156.4 below standard, MHS 170.1 below standard, OHS 186.4 below standard), EL (DO 138.5 below standard,		LTEL (168.5 below standard); FY (189.1 below standard) SWD (175.7 below standard) American Indian (93.1 below standard) Pacific Islander (85 below standard) All (VVHS 274 below standard) HY (CHS 140 below standard) FY (DO 189.1 below standard) SWD (DO 175 below standard, ALHS 170 below standard, EHS 140 below standard, LOHS 150 below standard, MHS 165 below standard, OHS 180 below standard) EL (DO 135 below standard, CoHS 161.5 below standard) SED/LI (VVHS 269.3 below standard)	SWD (-13.1 still below standard); American Indian (8.8 still below standard), Pacific Islander (-28.5 still below standard)" All (VVHS +12.3 below standard) HY (CHS -16.3 below standard) FY (DO +23 below standard) SWD (DO -13.1 below standard, ALHS -14.2 below standard, EHS -34.2 below standard, LOHS -39 below standard, MHS -23.5 below standard, OHS -17.1 below standard) EL (DO -13.6 below standard, CoHS +32.3 below standard) SED/LI (VVHS +17 below standard) AA (CoHS +1.2 below standard) HI (VVHS +14.1 below standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CoHS 197.8 below standard), SED/LI (VVHS 290.3 below standard), AA (CoHS 139.5 below standard), HI (VVHS 284 below standard).		AA (CoHS 134.3 below standard) HI (VVHS 265.9 below standard).	
1.10	CAASPP Math Percentage of Students who Meet or Exceed the Standard in Math Source: DataQuest	In 2022-2023, 31% of students Met or Exceeded the Standard on the CAASPP.	In 2023-2024, 31.74% of students Met or Exceeded the Math standard on the CAASPP.		In 2025-2026, 34% of students will Meet or Exceed the Standards on the CAASPP in Math.	0.74% increase of Met or Exceeded the Math standard on the CAASPP
1.11	California Science Test (CAST) Percentage of Students who Exceed Standard and Meet Standard Source: DataQuest	In 2022-2023, 9.22% of students exceeded standard and 20.96% Met Standard.	In 2023-2024, 7.07% of students exceeded standard and 23.55% Met Standard.		In 2025-2026, 10% of students will Exceed Standard and 23% will Meet Standard.	2.15% decrease in Exceeded Standard and 2.59% increase in Met Standard.
1.12	College and Career Indicator Percentage of students, by group, who are Prepared on the College and Career Indicator, coupled with Dashboard Indicator Level Source: CA Dashboard	Class of 2023 All - Medium 48.6% EL - Low 18.2% LTEL*- 21.8% *Baseline reflects 23-24 Dashboard SED/LI - Medium 42.4% SWD - Very Low 9.9% African American- Medium 39.7% American Indian - Low 32.3% Asian - Very High 77.1%	Class of 2024: All students was Green at 55.1% Prepared. EL - 23.3% LTEL- 21.8% SED/LI - 51% SWD - 16.2% African American - 43.9% American Indian - 47.8% Asian - 76.8% Filipino - 83.8%		College and Career Indicator (Prepared) for Class of 2026: All - Medium 55.5% EL - 23.8% LTEL- 22.5% SED/LI - 52.4% SWD - 16.7% African American- 44.5% American Indian - 48.2%	Class of 2024: All - from Medium to Green with 6.5% difference. EL - 5.1% LTEL- N/A SED/LI - 8.6% SWD - 6.3% African American - 4.2% American Indian - 15.5% Asian - -0.3% Filipino - 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino - Very High 80.9% Hispanic - Medium 42.4% Pacific Islander - No Performance Indicator 44% 2 or More - High 56.1% White - High 63.5% FY - Low 25% HY - Low 28.9% The following student groups were in the lowest performance category for 2022-2023: All (VVHS 2.1%), EL (CHS 7.9%, OHS 4.7%, VVHS 2.9%), LTEL* (VVHS 4.1%) *Baseline reflects 23-24 Dashboard HY (VVHS 0%), SED/LI (VVHS 2.1%), SWD (DO 9.9%, ALHS 8.2%, CoHS 5.6%, MHS 9.8%), HI (VVHS 1.6%)	Hispanic - 49.9% Pacific Islander - No Performance Indicator 28.6% 2 or More - 69.8% White - 65.5% FY - 23.3% HY - 36.8% The following student groups, in the red for 2022-2023, and their measure for 2024: All (VVHS 3.7%), EL (CHS 14.3%, OHS 16.7%, VVHS 5.5%), LTEL (VVHS 4.1%), HY (VVHS 6.9%), SED/LI (VVHS 3.9%), SWD (DO 16.2%, ALHS 20.7%, CoHS 14.5%, MHS 18.3%), HI (VVHS 3.7%)		Asian - 77.4% Filipino - 84% Hispanic - 45.4% Pacific Islander - 47% 2 or More - 59.1% White - 70% FY - 28% HY - 37.3% All (VVHS 4%), EL (CHS 14.6%, OHS 17%, VVHS 5.8%), LTEL (VVHS 4.4%) HY (VVHS 7%), SED/LI (VVHS 5.1%), SWD (DO 16.5%, ALHS 30%, CoHS 14.8%, MHS 18.6%), HI (VVHS 4.6%)	Hispanic - 7.5% Pacific Islander - -15.4% 2 or More - 13.7% White - 2% FY - -1.7% HY - 7.9% All (VVHS +1.6%), EL (CHS +6.4%, OHS +12%, VVHS +2.6%), LTEL (VVHS - no change) HY (VVHS +6.9%), SED/LI (VVHS +1.8%), SWD (DO +6.3%, ALHS +12.5%, CoHS +8.9%, MHS +8.5%), HI (VVHS +2.1%)
1.13	College Fairs Number of Students who attend Source: Internal Report of College Fair Attendees	In 2023-24, 1,089 students attended the District College Fairs.	In 2024-25, 1,917 students attended the District College Fairs.		In 2026-2027, 4,000 students across the District will attend District College Fairs.	838 additional students attended the District College Fairs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Completed Both A-G requirements and CTE Programs Percentage of students, by group, who Meet A-G and Complete CTE Programs Source: Met UC/CSU Requirements and CTE Pathway Completion Report, CA Department of Education	Class of 2023: All (490) 8.4%; EL (23) 4.1%; LTEL* (16) 4% *Baseline reflects 23-24 Dashboard SED/LI (358) 8.0%; FY (3) 5.6%; HY (28) 5.6%; SWD (32) 4.0%; Af Am (34) 7.9%; Amer Ind (2) 6.5%; Asian (40) 9.5%; Filipino (17) 13.0%; Hispanic (299) 7.8%; Pac Is (4) 16.0%; White (83) 9.9%; 2+ (10) 8.7%	Class of 2024: All - (594) 9.7% EL - (26) 4% LTEL- (16) 4% SED/LI - (436) 9% FY - (3) 4.8% HY - (30) 5.4% SWD - (39) 4.4% African American - (39) 8.4% American Indian - (4) 17.4% Asian - (61) 11.8% Filipino - (20) 13.5% Hispanic - (334) 9% Pacific Islander - (2) 7.1% White - (100) 11.6% 2+ - (20) 12.3%		Class of 2026: All 10%; EL 4.9%; LTEL 5% SED/LI 9.1%; FY 6.4%; HY 6.4%; SWD 4.8%; Af Am 8.7%; Amer Ind 17.5%; Asian 12%; Filipino 13.6%; Hispanic 9.2%; Pac Is 16.6%; White 12%; 2+ 12.5%	All - (104) 1.3% EL - (3) -0.1% LTEL- N/A FY - (0) -0.8% HY - (2) -0.2% SED/LI - (78) 1% SWD - (7) 0.4% African American - (5) 0.5% American Indian - (2) 10.9% Asian - (21) 2.3% Filipino - (3) 0.5% Hispanic - (35) 1.2% Pacific Islander - (-2) -8.9% White - (17) 1.7% 2+ - (10) 3.6%
1.15	CTE Pathway Completers Percentage of students, by group, who Complete a CTE Pathway Source: Met UC/CSU Requirements and CTE Pathway Completion Report, CA Department of Education	Class of 2023: All (789) 13.5%; EL (53) 9.5%; LTEL* (55) 13.9% *Baseline reflects 23-24 Dashboard SED/LI (617) 13.7%; FY (5) 9.3%; HY (58) 11.6%; SWD (103) 12.7%; Af Am (51) 11.9%; Amer Ind (4) 12.9%; Asian (49) 11.7%; Filipino (19) 14.5%;	Class of 2024: All - (945) 15.5% EL - (68) 10.4% LTEL- (55) 13.9% SED/LI - (744) 15.3% FY - (6) 9.7% HY - (74) 13.4% SWD - (125) 14.2% African American - (65) 14% American Indian - (5) 21.7%		Class of 2026: All 16%; EL 12.5%; LTEL 14.8% SED/LI 16%; FY 9.9%; HY 13.7%; SWD 14.5%; Af Am 14.3%; Amer Ind 21.8%; Asian 13.6%; Filipino 17%; Hispanic 15.8%; Pac Is 20.3%;	All - (156) 2% EL - (15) 0.9% LTEL- N/A SED/LI - (127) 1.6% SWD - (22) 1.5% African American - (14) 2.1% American Indian - (1) 8.8% Asian - (20) 1.6% Filipino - (6) 2.4% Hispanic - (74) 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (520) 13.6%; Pac Is (5) 20.0%; 2+ (15) 13.0%; White (123) 14.7%	Asian - (69) 13.3% Filipino - (25) 16.9% Hispanic - (594) 15.5% Pacific Islander - (2) 7.1% 2 or More - (24) 14.7% White - (154) 17.8%		White 15%; 2+ 18%	Pacific Islander - (-3) -12.9% 2 or More - (9) 1.7% White - (31) 3.1% FY - (1) 0.4% HY - (16) 1.8%
1.16	Diversification of Curriculum - Student Survey Percentage of Students who say their culture and values are represented in the curriculum and Percentage of Students who say they have read about their culture, identity, and/or community in their classes. Source: Annual Spring Student Diversification of Curriculum Survey	In 2023-24, the District surveyed 9,971 students and 83% said their culture and community are represented and valued in their classes, and 77.6% said they have read about their culture, identity, and/or community in their classes.	In 2024-25, the District surveyed 11,037 students and 73.8% said their culture and community are represented and valued in their classes, and 63.1% said they have read about their culture, identity, and/or community in their classes.		In 2026-27, the District will continue to survey over 9,000 students and 86% will say their culture and community are represented and valued in their classes, and 80.6% will say they have read about their culture, identity, and/or community in their classes.	-1066 increase of students surveyed -decrease of 10% of students who said their culture and community are represented and valued in their classes -decrease of 14.5% of students who said they have read about their culture, identity, and/or community in their classes.
1.17	Early Assessment Program (EAP) percent of students prepared for College ELA Percentage of students who tested demonstrated readiness	In 2022-2023, 35.55% of students who tested demonstrated readiness for college ELA on the EAP.	In 2023-24, 34.24% of students who tested demonstrated readiness for		In 2025-26, 36.3% of students who test will demonstrate readiness for college ELA on the EAP	1.31% decrease in students who demonstrated readiness for college ELA on the EAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for college ELA on the EAP Source: Public CAASPP Data Results.		college ELA on the EAP.			
1.18	Early Assessment Program (EAP) percent of students prepared for College Math Percentage of students who tested demonstrated readiness for college math on the EAP Source: Public CAASPP Data Results.	In 2022-2023,13.94% of students who tested demonstrated readiness for college Math on the EAP.	In 2023-24,13.71% of students who tested demonstrated readiness for college Math on the EAP.		In 2025-26, 14.3% of students who test will demonstrate readiness for college Math on the EAP.	0.23% decrease in students who demonstrated readiness for college Math on the EAP.
1.19	English Learner Reclassification Rate Percentage of ELs who Reclassify Percentage of LTELs who Reclassify Source: Internal Report from ELLevation	In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs.	In 2024-25, the District reclassified 15.4% of its overall ELs and 18% of LTELs.		In 2025-26, the District will reclassify 20% of its overall ELs and 21% of LTELs.	1% increase in reclassified ELs and .5% decrease in reclassified LTELs.
1.20	English Language Proficiency Assessments for California (ELPAC) Percentage of ELs considered proficient based Source: ELPAC Results from CAASPP Test Results Page	In 2022-2023, 12.98% of ELs were considered proficient based on the 2023 ELPAC.	In 2023-2024, 14.63% of ELs were considered proficient based on the 2023 ELPAC.		In 2025-26, 15% of ELs will be considered proficient based on the ELPAC.	1.65% increase in ELs considered proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	English Learner Progress Indicator (ELPI) Percentage of EL students who demonstrate that they are making progress towards English language proficiency based on the English Learner Progress Indicator. Source: CA School Dashboard.	In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator.	In 2023-24, 41% of EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator.		In 2025-26, 44.5% of EL students will demonstrate that they are making progress towards English language proficiency based on the ELPI.	0.5% decrease in EL students who demonstrated that they are making progress towards English language proficiency
1.22	FAFSA Completion Percentage Rate Percentage of seniors who complete the FAFSA. Source: California Student Aid Commission Dashboard	In 2023-2024, 59.67% of seniors completed the FAFSA.	In 2024-2025, 62% of seniors completed the FAFSA.		In 2026-27, 70% of seniors will complete the FAFSA.	2.33% increase in seniors completing the FAFSA
1.23	Freshmen On-Track to Graduate Percentage of all freshmen who finish their 9th grade year with more than 45 credits Source: Internal Report of 9th Grade Students' Completion Rate	In 2023-2024, 84.8% of all freshmen finished their 9th grade year with more than 45 credits (pre-summer school). All 84.8% EL 66% SED/LI 81% FY 39% HY 72%	In 2024-2025, 86.9% of all freshmen finished their 9th grade year with more than 45 credits (pre-summer school). All - 86.9% EL - 71% SED/LI - 84% FY - 48% HY - 69%		In 2026-2027, 87.8% of all freshmen will finish their 9th grade year with more than 45 credits. All 87.8% EL 71.5% SED/LI 85% FY 48.5% HY 76%	All - 2.5% increase EL - 5% increase SED/LI - 3% increase FY - 9% increase HY - 3% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Graduation Rate Percentage of students, by group, who Graduate Within Four Years Source: CA Dashboard	Class of 2023 89.5% Graduation Rate. Cohort Performance is as follows: Filipino (97.7%) 2 or more races (94.8%) White (92.7%) Asian (91.7%) African American (90%) FY (68.5%) Hispanic (88.2%) HY (79.1%) SED/LI (87.9%) SWD (76.1%) EL (67.6%) LTEL* (86.4%) *Baseline reflects 23-24 Dashboard American Indian (80.6%) Pacific Islander (84%). The following student groups were in the red for 2022-2023: All (VVHS 60.9%) EL (DO 67.6%, CHS 56.5% , MHS 67%, OHS 65.6%, VVHS 60.5%) HY (VVHS 59.7%) SED/LI (VVHS 60.5%) HI (VVHS 60.5%).	Class of 2024: 91.2% Graduation Rate. Cohort Performance is as follows: Filipino (95.9%) 2 or more races (94.5%) White (91.9%) Asian (92.9%) African American (88.2%) FY (77.4%) Hispanic (91%) HY (87.5%) SED/LI (90.6%) SWD (80.3%) EL (77.5%) LTEL (86.4%) American Indian (87%) Pacific Islander (92.9%). The following student groups, in the red for 2022-2023, and their measure for 2024: All (VVHS 77.9%) EL (DO 77.5%, CHS 72.7% , MHS		Class of 2026 91.5% Graduation Rate. Cohort Performance will be as follows: Filipino (98%) 2 or more races (95.1%) White (93%) Asian (93%) African American (90.3%) FY (77.7%) Hispanic (91.2%) HY (87.6%) SED/LI (90.8%) SWD (80.7%) EL (77.8%) LTEL (87%) American Indian (87.1%) Pacific Islander (92.1%). All (VVHS 78%) EL (DO 80%, CHS 73%, MHS 75.3%, OHS 76%, VVHS 80.6%) HY (VVHS 83.6%) SED/LI (VVHS 80%) HI (VVHS 83%).	1.7% Graduation Rate Filipino (-1.8%) 2 or more races (-0.3%) White (-0.8%) Asian (1.2%) African American (-1.8%) FY (8.9%) Hispanic (2.8%) HY (8.4%) SED/LI (2.7%) SWD (4.2%) EL (9.9%) LTEL (NA) American Indian (6.4%) Pacific Islander (8.9%). All (VVHS +17%) EL (DO +9.9%, CHS +16.2%, MHS +8%, OHS +10.2%, VVHS +19.8%) HY (VVHS +23.6%) SED/LI (VVHS +18.2%) HI (VVHS +22.3%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			75%, OHS 75.8%, VVHS 80.3%) HY (VVHS 83.3%) SED/LI (VVHS 78.7%) HI (VVHS 82.8%).			
1.25	Inclusion Rate Percentage of SWD in Least Restrictive Environment (students enrolled in general education classes 80% of the school day) Source: Internal Monitoring Report of Rate of Inclusion for Students with Disabilities	In 2023-2024, the Inclusion rate for CJUHSD was 58%.	In 2024-2025, the Inclusion rate for CJUHSD was 57%.		By 2026-2027, increase the percentage of SWD included in general education to 65%	The inclusion rate for CJUHSD decreased by 1%
1.26	Enrollment in Honors/Advanced Placement (H/AP) Courses Student Group Percentage of Enrollment, including Disproportionalities in Enrollment in H/AP Courses Source: Internal Monitoring Report of Overall H/AP Enrollment by Demographics	In 2023-24, H/AP Students totaled 37.1% of the overall student population. The enrollment demographics of this group are represented by the following percentages: Am Ind. .6% (.6% of overall enrollment), Asian 15.6% (8.3% of overall enrollment), Black/Af Amer. 6.5% (8.4% of overall enrollment),	In 2024-25, H/AP Students totaled 38.4% of the overall student population. The enrollment demographics of this group are represented by the following percentages: Am Ind. .6% (.7% of overall enrollment), Asian 15.9% (8.5% of overall enrollment),		In 2026-27, will total 39% of the overall student population. Enrollment percentages will be improved for the following and disproportionalities in enrollment will be decreased: Am Ind. .9% (decrease disproportionality), Asian 16% (increase enrollment),	H/AP Students total increase by 1.3% of the overall student population. The difference in enrollment demographics of this group are represented by the following percentages: Am Ind. 0% (0.1% of overall enrollment), Asian 0.3% (0.2% of overall enrollment),

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 4.5%, (2.6% of overall enrollment), Hispanic 56% (64.6% of overall enrollment), Pac Islander .5% (.5% of overall enrollment), Unknown .7% (1% of overall enrollment), White 15.6% (13.9% of overall enrollment) EL 2.2% (8.5% of overall enrollment) SED/LI 58.3% (65.6% of overall enrollment) FY 0.2% (0.5% of overall enrollment) HY 3.0% (4% of overall enrollment)	Black/Af Amer. 6.2% (8.5% of overall enrollment), Filipino 4.8%, (2.7% of overall enrollment), Hispanic 56.5% (64.6% of overall enrollment), Pac Islander .4% (.5% of overall enrollment), Unknown .8% (1.1% of overall enrollment), White 14.7% (13.3% of overall enrollment) EL 3.1% (8.5% of overall enrollment) SED/LI 60.8% (65.6% of overall enrollment) FY 0.1% (0.5% of overall enrollment) HY 2.0% (4% of overall enrollment)		Black/Af Amer. 7% (decrease disproportionality), Filipino 4.8%, (increase enrollment), Hispanic 57% (decrease disproportionality), Pac Islander .6% (increase enrollment), Unknown .7% (decrease disproportionality), White 15% (increase enrollment) EL 3.2% (decrease disproportionality) SED/LI 61% (decrease disproportionality) FY .3% (decrease disproportionality HY 3.3% (decrease disproportionality)	Black/Af Amer. -0.3% (0.1% of overall enrollment), Filipino 0.3%, (0.1% of overall enrollment), Hispanic 0.5% (0% of overall enrollment), Pac Islander -0.1% (0% of overall enrollment), Unknown 0.1% (0.1% of overall enrollment), White -0.9% (-0.6% of overall enrollment) EL 0.9% (0% of overall enrollment) SED/LI 2.5% (0% of overall enrollment) FY -0.1% (0% of overall enrollment) HY -1.0% (0% of overall enrollment)
1.27	Staff Response to "To what extent do you agree that the District provides the instructional technology and devices necessary for staff to deliver effective	In 2023-2024, 91% percent of staff agreed/strongly agreed that the District provides the instructional technology and devices necessary for staff to deliver effective	In 2024-2025, 93% percent of staff agreed/strongly agreed that the District provides the instructional technology and devices necessary		In 2026-2027, 94% percent of staff will agree/strongly agree that the District provides the instructional technology and devices necessary	2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instruction and academic supports for students?" Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	instruction and academic supports for students.	for staff to deliver effective instruction and academic supports for students.		for staff to deliver effective instruction and academic supports for students.	
1.28	Students' Response to "My school provides a caring learning environment for students." Percentage of Students who agree/strongly agree. Source: Annual LCAP Survey Source: Annual LCAP Survey	In 2023-2024, 88% of students agree/strongly agree that their school provides a caring learning environment for students. All - 88.8% EL - 92% FY/HY - 79%/62% SED/LI - 86%	In 2024-2025, 90% of students agree/strongly agree that their school provides a caring learning environment for students. All - 90% EL - 90% FY/HY - 81%/69% SED/LI - 88%		In 2026-2027, 90% of students will agree/strongly agree that their school provides a caring learning environment for students. All - 90% EL - 93.2% FY/HY - 82%/65% SED/LI - 89%	All - 1.2% EL - -2% FY/HY - 2%/7% SED/LI - 2%
1.29	TCELL Student Survey Percentage of seniors who report they had the opportunity to explore career options in high school. Percentage of seniors who reported they acquired the necessary employability skills to succeed after high school. Source: Internal Annual Survey Administered to Seniors	In 2023-2024, 77% of seniors reported they had the opportunity to explore career options in high school. 89% of seniors reported they acquired the necessary employability skills to succeed after high school.	In 2024-2025, 85% of seniors reported they had the opportunity to explore career options in high school. 92% of seniors reported they acquired the necessary employability skills to succeed after high school.		In 2026-27, 80% of seniors will report that they had the opportunity to explore career options in high school. In 2026-27, 92% of seniors will report that they acquired the necessary employability skills to succeed after high school.	8% increase of seniors who reported they had the opportunity to explore career options in high school 3% increase of seniors reported they acquired the necessary employability skills to succeed after high school.
1.30	Broad Course of Study	2023-2024:	2024-2025:		2026-2027:	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of courses offered which meet the requirements of CA Ed Code 51210 and District Board Policy Source: Internal Monitoring Report of Courses Offered	100% of courses offered meet the requirements of CA Ed Code 51210 and District Board Policy.	100% of courses offered meet the requirements of CA Ed Code 51210 and District Board Policy.		The District will maintain that 100% of courses offered will meet the requirements of CA Ed Code 51210 and District Board Policy.	
1.31	Dual Enrollment Percentage of students who are deemed prepared on the College and Career Indicator through the completion of college credit courses. Source: DataQuest	In 2023-2024, 422 students were "prepared" under the college and career indicator for completion of college credit courses. This is 12.8% of all "prepared" students. *Metric added 2025	In 2023-2024, 422 students were "prepared" under the college and career indicator for completion of college credit courses. This is 12.8% of all "prepared" students.		In 2026-27, students "prepared" under the college and career indicator for completion of college credit courses will be 13.5% of all "prepared" students.	N/A - Metric added in 2025

Goal Analysis [2024-25]

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

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

1.1 Expand AVID Courses and Strategies to Support Academic Achievement: The District remains committed to promoting AVID as a schoolwide system of support for student achievement and college readiness. This action was fully implemented, as all secondary schools actively implement AVID strategies beyond the elective classroom, ensuring that WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are integrated across content areas. Sites regularly engage in schoolwide activities and instructional practices that reflect AVID's mission, reinforcing a college-going culture throughout campus. We have met our goal of maintaining and expanding robust AVID programs across all secondary sites. Successes include strong enrollment, with a continued focus on expanding access for students in underrepresented subgroups. Schools actively recruit students, especially at the feeder level, and collaborate with counselors to ensure that AVID remains accessible and impactful. Ongoing professional development is a critical part of sustaining high-quality AVID implementation. The District supports both in-house collaboration and external training opportunities. AVID teachers and site teams participate in regular site-level meetings, cross-site collaboration, and coaching cycles to share best practices. Additionally, staff attend the AVID Summer Institute and Site Team Conferences to deepen their understanding of AVID methodologies and refine their implementation practices. RIMS AVID

continues to be a valuable partner, providing ongoing coaching, technical assistance, and guidance to our site coordinators and AVID teams. Their regional support helps ensure fidelity of implementation and contributes to the ongoing growth and sustainability of AVID programs throughout the District. Some sites initially faced challenges re-establishing their AVID programs following the pandemic-related disruptions. These challenges included re-engaging students and rebuilding staffing and tutor supports. In response, sites have increased outreach and recruitment efforts, particularly at the feeder school level—especially in cases where feeder schools do not yet have AVID programs. Despite these challenges, AVID continues to yield strong outcomes.

1.2 Increase Honors and AP Access for Underrepresented Student Groups: This action was fully implemented as the District continues to offer a broad course of study for all students, including a robust offering of Advanced Placement and Honors courses. Students are actively recruited and placed in courses to challenge them academically throughout their time in high school. The District offers generous examination subsidies for students who qualify for Free and Reduced Lunch and are ELs to provide relief from the expensive costs of taking these exams. The District undertook a strategic effort to ensure that access to rigorous academic pathways more accurately reflects the diversity of its student body. Using proportionality data as a key metric, the District analyzed enrollment patterns across all comprehensive high schools and identified disparities in Honors and AP participation among students of color, English learners, SED/LI students, and SWD. In response, schools implemented targeted outreach, expanded open-access policies, and provided professional development focused on culturally responsive practices and bias reduction in academic placement. As a result of these efforts, several schools saw measurable improvement in the proportional representation of historically underserved groups in Honors and AP courses. Notably, Montclair High School, Ontario High School, and Chaffey High School—which serve high percentages of SED/LI and minority students—showed upward movement toward greater equity in access. The District administration examines proportionality data from AP and Honors enrollment in comparison with the overall district enrollment to ensure all students have access to these courses and the benefits they give students. Additionally, guidance staff uses the College Board Recommended Placement report to find and recruit students in their pursuit of academic rigor.

1.3 Provide Access for Assessments for College Readiness: As planned, Action 1.3 was fully implemented, with schools given flexibility to choose the PSAT/SAT administration model that best suited their campus needs. Successes include increased accessibility for ELs, SED/LI students, and FY to take college readiness assessments during the school day. By removing logistical and financial barriers, this action supported equitable participation and helped students receive actionable feedback to inform their academic pathways.

1.4 Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction: The District has fully implemented this action by ensuring that every teacher is equipped with the instructional technology needed to deliver effective, engaging, and modern instruction. All teachers have been provided with iPads and/or Chromebooks to support instructional planning, digital resource access, and interactive learning experiences. To enhance wireless connectivity and seamless presentation capabilities, Apple TVs have been deployed where requested, allowing staff to stream content directly from their devices to classroom projectors.

Additionally, voice amplification systems have been installed in every classroom to ensure all students can clearly hear and engage with instruction, promoting equitable access to learning. Each classroom has also been equipped with a dedicated presentation device, ensuring that staff can display multimedia content, model digital tools, and facilitate visual learning without limitations.

1.5 Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness: The District has fully implemented this action by providing every student with a personal device to ensure equitable access to digital learning. In addition to 1:1 student device deployment, the District maintains and regularly upgrades lab machines with current hardware that mirrors the tools

students are likely to encounter in college or professional environments. These resources support hands-on learning, access to instructional platforms, and real-world skill development in both core academic areas and specialized programs.

This action is particularly impactful for our ELs, SED/LI students, and FY, as it removes common barriers to digital access and levels the playing field for academic success. Software tools such as Snap & Read and Goalbook continue to support differentiated instruction and student accommodations, helping educators meet individual learning needs.

Dedicated IT staff are essential to the success of this implementation, supporting each school site with device distribution, ongoing troubleshooting, and timely replacement and maintenance. This ensures that technology is not just available—but reliable—so students can focus on learning.

1.6 Higher Education Access through Campus Visits, Tours, Fairs, and Events: This action was fully implemented in alignment with our plan, including 15 of our students and 2 of our District staff participating in our annual HBCU College Tour. Students travelled to Washington, D.C., Virginia, Maryland, and Pennsylvania to visit several Historically Black Colleges and Universities as well as a few Ivy League campuses. University staff exposed students to their campus, the impressive programs and majors they offer, and guidance for the students on what it takes to attend their institutions. Successes include all participating students returning home encouraged, knowledgeable, and motivated for success due to being exposed to opportunities that have increased their college-going confidence and mentality.

1.7 Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support: As planned, the District fully implemented Action 1.7 by effectively implementing a Director of College Readiness and Access as well as two CCAP District Dual Enrollment Counselors through the CCAP grant. Successes include an increase in students taking more CCAP DE courses on District campuses as well as plans to expand CCAP and HSP DE course offerings and access to students. This also led to an increase in the amount of students who attended District College Fairs from the 23-24 school year.

1.8 Expand CTE Programs and Access: As planned, the expansion of CTE offerings was fully implemented and plans to expand continue for upcoming years. This led to additional CTE pathways, including a new medical pathway (Los Osos HS) in patient care and a new CTE pathway in marketing (Colony HS). In addition, an extra section is offered in filmmaking at Montclair HS to expand access for students. New pathways in stage tech and drama were also added at Los Osos HS. A complete pathway in entrepreneurship is offered at Etiwanda HS. Also, new sections in mental and behavioral health were offered at Valley View HS to add the healthcare occupations there. A new pathway was also implemented in digital photography at Valley View HS continuing to add access to students. Actions to increase pathways are fully implemented and accessibility has increased. These actions increased access to students, particularly SED/LI, EL, and FY students. Together, these tools are empowering staff to integrate technology in ways that foster student engagement and prepare learners with the digital skills they need for post-secondary success.

1.9 Provide Career Exploration and Experiences: While some components of this action were successfully implemented, such as career fairs/trades, challenges persist in connecting these experiences to students' day-to-day academic experience. Teachers continue to focus on TCELL skills in the classroom by taking each skill and including it in lessons. Schools have offered formal career assessments to a minimum of two grade levels, at times three grade levels, but some schools are still finishing that process. Students have access to the assessments in californiacolleges.edu throughout their high school career and after graduation. While implementation is fully complete in some areas all of the results will be accessible by the end of the school year.

1.10 Utilize Peer Mentors as Academic Supports: Teachers continue to focus on TCELL skills in the classroom by taking each skill and including it in lessons. Schools have offered formal career assessments to a minimum of two grade levels, at times three grade levels. Students have access to the assessments in californiacolleges.edu throughout their high school career and after graduation. While implementation is fully complete, challenges include students' awareness of how the skills directly relate to their post-secondary pursuits.

1.11 Progress Monitoring for English Learners: The District has fully implemented a more systematic and effective EL progress monitoring process, which has led to improved academic outcomes for EL students. The success of this action allows the District personnel to increase the frequency and consistency of monitoring, enabling timely and targeted interventions aligned with both language development and academic achievement goals.

To further strengthen this work, EL support staff require continued training in effectively monitoring EL student placement and progress. By equipping staff with dedicated software tools and ongoing professional development in key monitoring strategies, schools are better positioned to provide comprehensive and responsive support. These efforts ensure EL students receive the interventions they need to thrive academically and make meaningful progress in language acquisition.

1.12 Targeted Academic and Supplementary Support for Language Acquisition and Development: This action was fully implemented. Targeted EL supports are essential for addressing the disparities ELs face in academic achievement. The District has made efforts to offer specialized courses and support systems aimed at developing students' language skills, ensuring they are on track to be reclassified and succeed on the English Language Proficiency Assessments for California (ELPAC) exam. These supports include dedicated staff members who monitor and enroll students in courses designed to boost language proficiency and academic outcomes.

1.13 Newcomer EL Services: The District has fully implemented its Newcomer Program. It has proven to be a highly effective and comprehensive system of support for recently arrived ELs. Designed to accelerate language acquisition and academic integration, the program successfully offers targeted coursework, specialized staffing, and intentional placement—all of which directly support students in developing the foundational skills necessary to achieve English proficiency as measured by the ELPAC. Indicators show that students enrolled in the Newcomer Program are making measurable progress toward reclassification and academic success. By addressing both language development and content-area learning needs, the program not only fosters confidence and engagement but also lays a clear and supported path toward long-term success in the school system.

1.14 Achievement Monitoring and Targeted Support: The District is at full implementation of its initiative to improve outcomes for ELs, FY, and SED/LI students through the deployment of nine Assistant Principals of Achievement (APAs). These site-based leaders actively spearhead targeted initiatives that are directly aligned with the District’s equity goals. Successes include systematic progress monitoring of student achievement, proactive communication with families regarding academic and support services, and facilitating meetings to determine appropriate services and interventions tailored to student needs. This comprehensive, multi-tiered system of support is designed to ensure increased A-G Completion Rates and Graduation Rates, with a sharp focus on dismantling barriers to academic success for historically underserved student groups. In addition, the District continues to employ a dedicated Outreach Consultant who works in tandem with the APAs to coordinate and oversee District-wide initiatives aimed at ensuring all students graduate on time and are prepared for post-secondary college and career pathways. This role includes targeted progress monitoring, collaboration with site leadership, and delivery of staff training to reinforce a shared understanding and execution of equitable practices.

1.15 Targeted Support and Interventions to Remediate Credit and Learning Loss: This action was fully implemented in alignment with the District's plan, including a comprehensive suite of intervention strategies such as before and after school classes, online credit recovery programs (Edgenuity and APEX), Saturday and summer offerings, and targeted instructional minutes supported by additional Foundations Course FTEs. These interventions were principally directed to FY, ELs, and SED/LI students. With coordinated support from classified staff and oversight by the Assistant Superintendent of Student Services, these efforts led to measurable improvements in graduation outcomes, particularly for foster and homeless youth, while expanding access to A–G coursework and academic remediation for the students most in need.

1.16 Monitoring and Expanding Access to Instructional Materials: Action 1.16 was fully implemented in alignment with the District's plan, including the allocation of funding for new library materials and the continued expansion of diverse authorship across supplemental classroom texts. The District prioritized equity and diversity by selecting instructional resources that reflect a wide range of student identities, including culture, nationality, ethnicity, socio-economic status, life experience, gender, and sexual identity. Challenges which arose are the ongoing need for teachers to have time to discover and select diverse literature, but they are mitigated by dedicated time for teachers to come together to continue the work. Diversification of voices within instructional materials continues to expand, increasing access to high-interest and inclusive literature for ELs, SED/LI students, and FY.

1.17 School Library Services and Access: This action was fully implemented in accordance with the District's plan, with full-time Teacher Librarians and Library Media Technicians maintained at each comprehensive school site. These staff members provided services such as literacy development, research instruction, instructional technology support, and access to academic resources, all principally directed to support ELs, SED/LI students, and FY. The robust implementation of library systems enhanced student access to instructional materials and academic support, contributing to improved learning conditions and supporting achievement in ELA and Math, as measured by CAASPP outcomes.

1.18 Enhancing Academic Support for Students with Disabilities: Action 1.18 was fully implemented in alignment with the District's plan to strengthen academic outcomes for SWD while challenges remain in helping SWD academically. District administrators, instructional support staff, and special education coordinators delivered targeted academic interventions aimed at improving SWD performance on the CAASPP ELA and Math assessments. In addition, special education teachers and counselors provided individualized guidance, emphasizing the value of enrolling in and completing both years of a CTE pathway to enhance postsecondary readiness. These efforts collectively supported academic progress and promoted inclusive access to college and career opportunities for SWD and reflect some success in expanding awareness of shared responsibility among staff.

1.19 Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities: This action was fully implemented. Instructional materials were purchased for students' use but challenges included the ability to schedule time and resources for general education and education specialist teachers to collaboratively develop curriculum and accommodations around these materials to further support the academic growth of SWD. The District will prioritize strategies in the coming year to address the materials' implementation and expand inclusive practices in alignment with long-term goals.

1.20 Targeted Progress Monitoring and Academic Support for FY and HY Students: Action 1.20 was fully implemented in accordance with the District's plan, with successes highlighted by the outreach staff assigned to support foster and homeless youth through personalized

guidance and targeted interventions. These staff members tracked key metrics related to access, credit attainment, and graduation pathways, while collaborating with administrators, educators, counselors, and support personnel to monitor progress, facilitate timely communication, and support students in navigating graduation requirements and available exemptions. The use of LREBG funds enabled the implementation of this targeted support structure, which addressed the needs identified in educational partner feedback and contributed to improving graduation outcomes for these high-need student populations.

1.21 Fostering School Connectedness for EL, SED/LI, and FY Students: Action 1.21 was fully implemented in alignment with the District's plan, providing supplemental enrichment experiences designed to foster school connectedness and improve attendance among ELs, SED/LI students, and FY. Students were offered access to engaging, high-interest programs such as History Day, Academic Decathlon, Esports, and Mock Trial. These opportunities supported the development of academic and interpersonal skills while promoting positive associations with school. By expanding access to these enrichment experiences, the District worked to address historically disproportionate absenteeism and lower graduation rates within these student groups, contributing to stronger school engagement and a greater sense of belonging.

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 actions outlined in Goal 1 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 1.9 Provide Career Exploration and Experiences had a reduction of $9,823 primarily due to cost savings by offering career fairs on District property in lieu of outside locations.
- Action 1.15 Targeted Support and Interventions to Remediate Credit and Learning Loss had an increase of $765,112 primarily due to offering additional supports for students throughout the District.

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

1.1 Expand AVID Courses and Strategies to Support Academic Achievement: The program has demonstrated measurable success in increasing student engagement, academic achievement, and post-secondary aspirations—especially among students historically underrepresented in higher education. Students consistently report gains in study skills, academic confidence, and resilience. AVID students are encouraged to participate in dual enrollment opportunities with 12.8% of students meeting the "prepared" designation on the college and career indicator through enrollment in college credit courses, often with targeted support from AVID teachers and counselors. As a result, more students are gaining early exposure to college-level coursework, strengthening their postsecondary preparation and increasing their confidence in pursuing higher education. Overall, the AVID program has supported a cultural shift across school communities toward academic rigor, college readiness, and equitable student outcomes. The District maintained a Green rating in CAASPP ELA, with overall performance holding steady at 41.9 points above standard in 2023–2024, compared to 44 points above standard the previous year. High-performing groups such as Filipino, Asian, and White students remained well above standard. However, achievement gaps persisted for several student groups. Foster Youth (FY) declined significantly, from 83.5 to 117.6 points below standard, and Long-Term English Learners (LTEL), newly reported, scored 94.4 points below standard. While SWD and ELs showed slight improvements, they continue to perform well below standard. From 2022–2023 to 2023–2024, the percentage of students meeting or exceeding the ELA standard on the CAASPP increased slightly from 66% to 67.04%. In 2023–2024, the District's CAASPP Math performance slightly improved, with overall scores rising

from 59.1 to 57.1 points below standard, but the rating declined from Green to Yellow on the Dashboard. Asian and Filipino students continued to perform above standard, while other student groups remained significantly below. Foster Youth, ELs, LTELs, SWD, and African American students saw persistent and, in some cases, worsening gaps—Foster Youth dropped to 216.1 points below standard, and LTELs, newly reported, scored 172.5 points below standard. Between 2022–2023 and 2023–2024, the percentage of students meeting or exceeding the Math standard on the CAASPP rose slightly from 31% to 31.74%. Between 2022–2023 and 2023–2024, the percentage of students demonstrating college readiness in ELA on the Early Assessment Program (EAP) declined slightly from 35.55% to 34.24% (a 1.31 percentage point decrease). From 2022–2023 to 2023–2024, the percentage of students demonstrating college readiness in Math on the Early Assessment Program (EAP) declined slightly from 13.94% to 13.71% (a 0.23 percentage point decrease). From 2022–2023 to 2023–2024, the percentage of students exceeding standard on the CAST declined from 9.22% to 7.07%, while the percentage of students meeting standard increased from 20.96% to 23.55%. In both 2023–2024 and 2024–2025, 100% of courses offered met the requirements outlined in California Education Code 51210 and District Board Policy. This consistent compliance reflects the District's strong commitment to providing a well-rounded, standards-aligned educational program.

1.2 Increase Honors and AP Access for Underrepresented Student Groups: The District made significant progress toward its equity goals by improving access to Honors and Advanced Placement (AP) courses for underrepresented student groups. District-wide, the proportionality gap in Honors and AP enrollment narrowed, affirming the impact of intentional strategies such as: removing barriers to enrollment, including prerequisites and teacher recommendations, actively encouraging capable students from underrepresented groups to enroll in advanced coursework, engaging families through communication and workshops to build understanding and support for rigorous course opportunities, and strengthening academic supports to ensure students can succeed once enrolled in Honors and AP classes. This increase in access has also translated into greater participation in AP testing. In 2024, students across CJUHSD took 8,676 AP exams, reflecting a strong upward trend in academic challenge and opportunity. Advanced Placement (AP) exam performance improved from 73.2% in 2022–2023 to 76% in 2023–2024 of exams scoring a 3 or higher. This 2.8 percentage point increase reflects strengthened instructional alignment and student preparation, indicating continued progress in expanding access to and success in college-level coursework. This accomplishment aligns with the District's broader mission to provide equitable opportunities and close achievement gaps. It also lays the foundation for continued work toward both access and success in college-preparatory coursework. However, from 2023–24 to 2024–25, enrollment in Honors/AP courses increased slightly, from 37.1% to 38.4% of the overall student population, signaling continued growth in access to advanced coursework. Representation among several historically underrepresented groups improved modestly, including: Asian students: from 15.6% to 15.9% of H/AP enrollment (compared to 8.5% of overall enrollment); Filipino students: from 4.5% to 4.8% (overrepresented relative to 2.7% enrollment); ELs: increased from 2.2% to 3.1%, though still underrepresented compared to their 8.5% overall population, and SED/LI students: increased from 58.3% to 60.8%, narrowing the gap with their 65.6% representation. However, Foster Youth (0.1%) and Homeless Youth (2.0%) remain significantly underrepresented, and Black/African American students continue to be underrepresented in H/AP enrollment (6.2% vs. 8.5% of total population). In addition, Metric 1.30 (access to a broad course of study) has been positively influenced by this action. Increased availability of Honors and AP courses at each comprehensive site, along with removal of limiting prerequisites, has expanded student access to a diverse set of challenging academic options. This has improved alignment with the state's priority on course breadth and contributed to more equitable representation in college-preparatory pathways. Taken together, these metrics suggest that Action 1.2 is having a meaningful impact on access and early success in rigorous coursework. Continued focus on closing AP pass rate gaps and strengthening academic readiness supports will be critical to ensuring that improved access translates into long-term academic success for all student groups.

1.3 Provide Access for Assessments for College Readiness: Action 1.3 has been effective in advancing college readiness, as evidenced by the District's improvement on the College and Career Indicator (CCI) from 48.6% to 55.1%, moving from a Medium to Green performance level. Gains were particularly strong among SED/LI students (+8.6%) and SWD (+6.3%), with steady progress also observed among Hispanic, African American, and American Indian students.
These improvements reflect the positive impact of expanded access to college readiness assessments and supports. However, the data also reveal continued disparities for ELs, LTELs, FY, and Pacific Islander students, who remain below the District average. Addressing these gaps will require targeted outreach and additional supports to ensure equitable college preparation opportunities for all student groups.

Providing in-school, no-cost PSAT testing for EL, SED/LI, and FY students has reduced financial and logistical barriers, resulting in higher participation—especially among sophomores. This early access supports familiarity with college-readiness assessments, and for juniors, facilitates scholarship eligibility and informed placement into advanced courses.

1.4 Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction: In 2024–25, 93% of staff agreed or strongly agreed that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students, as measured by Metric 1.27. The District-wide implementation of modern instructional technology has enhanced both teaching and learning. Teachers report increased student engagement when using Chromebooks and iPads for interactive lessons, collaborative activities, and digital assessments. The integration of Apple TVs has allowed for wireless content sharing and greater mobility, enabling more dynamic instruction and real-time feedback. Additionally, voice amplification systems have supported student focus and accessibility, particularly in larger or acoustically challenging classrooms. Together, these tools have enabled educators to embed 21st-century skills—such as digital literacy, research, and multimedia communication—into daily instruction. These efforts directly contribute to preparing students for postsecondary success and demonstrate meaningful progress toward achieving the goals outlined in Metric 1.27.

1.5 Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness: The District's continued investment in instructional technology has resulted in measurable improvements across key college and career readiness indicators. Action 1.5 has shown partial effectiveness in supporting academic achievement through expanded access to instructional technology and digital tools. In both 2023–24 and 2024–25, the District reported zero unresolved Williams findings, indicating consistent compliance with state requirements related to instructional materials, safe facilities, and teacher assignments. The District maintained a Green rating in ELA, with overall CAASPP scores at 41.9 points above standard in 2023–24, slightly down from 44 the previous year. High performance continued among Filipino, Asian, White, and Hispanic students, suggesting that technology integration is supporting literacy and engagement. From 2022–2023 to 2023–2024, the percentage of students meeting or exceeding the ELA standard on the CAASPP increased slightly from 66% to 67.04%. Between 2022–2023 and 2023–2024, the percentage of students meeting or exceeding the Math standard on the CAASPP rose slightly from 31% to 31.74%. Performance declined slightly, shifting from Green to Yellow, though there was a modest improvement from 59.1 to 57.1 points below standard. However, persistent achievement gaps remain, especially for FY (declining from -193.1 to -216.1), as well as ELs, LTELs, SWD, and African American students. These results indicate that while access to devices and software has supported general performance in ELA, additional targeted instructional strategies and differentiated support are needed—particularly in math and for historically underserved student groups—to fully realize the college and career readiness goals of this action.

1.6 Higher Education Access through Campus Visits, Tours, Fairs and Events: The District's expanded implementation of college exposure opportunities—such as the HBCU College Tour—has shown strong early impact on student motivation and college-going confidence. The

positive feedback from participating students and staff underscores the power of direct engagement with postsecondary institutions. Students reported increased clarity in their career interests and stronger aspirations to pursue higher education after participating in the experience. The College and Career Indicator improved from 48.6% of students rated “Medium” in the Class of 2023 to 55.1% rated “Green” in the Class of 2024. Continued access to college visits, campus events, and university tours remains a key strategy in expanding equitable access to higher education exposure and preparation.

1.7 Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support: The District has continued to expand equitable access to dual enrollment opportunities through the implementation of College and Career Access Pathways (CCAP) courses and the strategic placement of CCAP Dual Enrollment Counselors and a Director of College Readiness and Access. These efforts have contributed to increased student participation in on-campus college courses, supporting progress toward multiple metrics. Action 1.7 has been partially effective in advancing college readiness through expanded access to dual enrollment and postsecondary planning supports. Career inventory completion rates improved in 2024–25, with 81% of 11th graders participating, up from 63% the previous year. Among 9th and 10th graders, completion rose slightly from 90% to 92%. These gains reflect strengthened implementation of college and career readiness activities and increased student engagement in future planning. Student participation in District College Fairs increased significantly from 1,089 in 2023–24 to 1,917 in 2024–25, reflecting a 76% increase. The College and Career Indicator (CCI) improved from 48.6% (Medium) for the Class of 2023 to 55.1% (Green) for the Class of 2024, indicating overall gains in college preparedness. However, A–G completion rates declined slightly overall, from 65.8% to 64.7%, with significant decreases among ELs (from 41.7% to 35.7%), FY (from 45.7% to 32.6%), and Pacific Islander students (from 66.7% to 42.3%). SWD also saw a drop from 28.6% to 26.3%, while Homeless Youth remained relatively flat at approximately 45%. These declines highlight persistent gaps in access to rigorous coursework and successful completion among underserved student groups.
While progress on the CCI points to success in broader college readiness initiatives, the declines in A–G completion for key student groups underscore the need for more targeted academic advising, course access, and wraparound supports to ensure equity in postsecondary pathways.

1.8 Expand CTE Programs and Access: Action 1.8 has been effective in expanding student access to career technical education (CTE) and supporting progress toward college and career readiness. Through strategic program expansion, facility upgrades, and alignment with industry demands, the District has increased student participation and completion across key CTE indicators. The percentage of students completing a full CTE pathway increased from 10.5% to 14.6%, reflecting significant growth in participation and engagement in career-aligned coursework. Notably, the percentage of students completing both A–G requirements and a CTE pathway rose from 8.4% to 9.7%, representing an increase in the number of students exiting the District with dual college and career readiness. While the percentage of ELs meeting both requirements remained flat (from 4.1% to 4.0%), the overall number of students completing both increased from 490 to 594, indicating that more students districtwide are being supported to meet rigorous academic and career readiness standards. The District made notable gains in overall college and career readiness, with the CCI improving from 48.6% (Medium) for the Class of 2023 to 55.1% (Green) for the Class of 2024. Several student groups also improved, including SED/LI (+8.6%), SWD (+6.3%), and African American (+4.2%) students. Hispanic, White, and Two or More Races students also showed moderate gains, maintaining Medium to High performance levels. Despite this progress, significant disparities remain: ELs increased from 18.2% to 23.3%, and LTELs, newly reported at 21.8%, continue to lag. Foster Youth (FY) and Homeless Youth (HY) saw limited progress, remaining well below the District average. Pacific Islander students dropped to 28.6%, down from 44%. These trends reflect meaningful districtwide growth in CCI preparedness, while also reinforcing the need for targeted supports at underperforming sites and for specific student groups to ensure equity in postsecondary readiness.

1.9 Provide Career Exploration and Experiences: The District has expanded access to career exploration and work-based learning opportunities as part of its broader effort to strengthen postsecondary readiness. These efforts are contributing to improvements in Metric 1.12 (College and Career Indicator Status), where the District is currently performing in the green performance band overall, with SED/LI students and HY also meeting the green status. However, ELs, LTELs, and SWD remain in the yellow performance band, indicating the need for continued targeted support. From 2023–2024 to 2024–2025, student perceptions of career readiness improved. The percentage of seniors reporting they had the opportunity to explore career options in high school rose from 77% to 85%, while those who felt they acquired the employability skills needed for postsecondary success increased from 89% to 92%. These gains reflect the District's expanding efforts to integrate meaningful career exploration and skill development into the high school experience. While the expansion of CTE programs and access is well underway, the District recognizes the importance of sustaining these efforts and closing remaining gaps for specific student groups to ensure equitable outcomes across the College and Career Indicator.

1.10 Utilize Peer Mentors as Academic Supports: The District's peer mentor program has demonstrated effectiveness in supporting ELs, contributing to measurable gains in language development and academic achievement. In 2023–24, 14.4% of EL students and 18.5% of LTELs were reclassified, reflecting continued progress toward English proficiency (Metric 1.19).
ELPAC results show a modest yet positive increase in EL proficiency, rising from 12.98% in 2022–23 to 14.63% in 2023–24—a 1.65 percentage point gain—highlighting the impact of expanded supports such as targeted instruction, ongoing progress monitoring, and peer mentoring (Metric 1.20). According to the English Learner Progress Indicator (ELPI), 41.5% of ELs made progress toward English language proficiency in 2022–23 compared to 41% in 2023–24 (Metric 1.21), indicating consistency in support systems, with room for additional growth.
Additionally, 66% of EL freshmen in 2023–24 completed ninth grade with 45 or more credits, a key early indicator of high school success and long-term graduation outcomes (Metric 1.23). Based on internal monitoring and performance trends, the District anticipates continued growth across these indicators as supports are sustained and refined.

1.11 Progress Monitoring for English Learners: The implementation of a more systematic and effective EL progress monitoring process has resulted in improved academic outcomes for EL students. In 2023 EL students had a 41.7% A-G completion rate compared to 35.7% in 2024. The District has improved our monitoring efforts due to this 6% decline (M1.1). In 23-24, the District reclassified 14.4% of its EL population and 18.5% of LTELs, reflecting meaningful progress in language development and academic achievement (Metric 1.19). The District anticipates growth in this metric. ELPAC results from 2023 indicate a positive increase in EL proficiency, rising from 12.98% in 2022–2023 to 14.63% in 2023–2024. This 1.65% point gain reflects the early impact of expanded language development supports (Metric 1.20). Based on the English Learner Progress Indicator (ELPI), 41.5% of ELs demonstrated progress toward English language proficiency in 2022–23, compared to 41% in 2023–24 (M1.21). This minimal decline of .5% indicates our program is consistent and working. The graduation rate for ELs increased significantly from 67.6% in 2023 to 77.5% in 2024, a gain of 9.95% (Metric 1.24). This notable improvement reflects the effectiveness of targeted supports aimed at promoting EL student success, including academic counseling, peer mentoring, focused credit recovery, and language development services. As evidenced by local data metrics, there has been a notable decrease in the number of Ds and Fs earned by EL students. This improvement is attributed to the increased frequency and consistency of monitoring, which enables targeted interventions and timely support aligned to both language development and academic achievement goals. This action directly supports the LCAP goal of closing achievement gaps and ensuring equitable access to instruction and resources for all students.

1.12 Targeted Academic and Supplementary Support for Language Acquisition and Development: Both state and local data indicates that current systems and targeted supports for ELs are demonstrating effectiveness. Improvements in key indicators such as course

performance, reclassification rates, and progress toward English language proficiency suggest that the strategies in place are positively impacting student outcomes. Continued investment in these systems, including staff training, targeted interventions, and effective progress monitoring, will help sustain and build on this progress, ensuring ELs have equitable access to academic success and language development opportunities. In 23-24, the District reclassified 14.4% of its EL population and 18.5% of LTELs, reflecting meaningful progress in language development and academic achievement. The District anticipates growth in this metric. ELPAC results from 2023 indicate a positive increase in EL proficiency, rising from 12.98% in 2022–2023 to 14.63% in 2023–2024. This 1.65% point gain reflects the early impact of expanded language development supports. Based on the English Learner Progress Indicator (ELPI), 41.5% of ELs demonstrated progress toward English language proficiency in 2022–23, compared to 41% in 2023–24. This minimal decline of .5% indicates our program is consistent and working. We are anticipating improvement in reclassification rates, ELPAC, and the English Learner Progress Indicator (ELPI).

1.13 Newcomer EL Services: Evaluation of the Newcomer Program through local data sources indicates a strong and positive impact on the academic and language development of recently arrived ELs. Students participating in the program demonstrate accelerated growth in English language proficiency as evidenced by formative assessment data and improved performance on the ELPAC. Additionally, local metrics show increased course completion rates and improved GPA among Newcomer students, demonstrating successful academic improvement. The combination of targeted coursework, dedicated staffing, and structured support systems has created a learning environment that effectively meets the unique needs of this student population. These outcomes affirm the program's effectiveness in laying a strong foundation for reclassification and long-term academic success.
Newcomer student enrollment has remained steady and students are returning to their home school in a timely manner, usually within 1 year. In 23-24, the District reclassified 14.4% of its EL population and 18.5% of LTELs reflecting meaningful progress in language development and academic achievement (Metric 1.19). The District anticipates improved reclassification rates in the upcoming years.

1.14 Achievement Monitoring and Targeted Support: The District's strategic deployment of nine Assistant Principals of Achievement (APAs), supported by an Outreach Consultant, has proven effective in advancing progress toward key student achievement goals—specifically increasing A-G completion, graduation rates, and college/career readiness among ELs, FY, and SED/LI students. The current graduation rate exceeds 90%, reflecting strong systems of support and intervention that ensure students remain on track to complete their high school education (Metric 1.24). This success is a direct result of the APAs' targeted work leading data-driven initiatives and interventions to determine student needs, and actively monitoring progress throughout the academic year. Their efforts, in conjunction with site-level and District-wide collaboration, have created a culture of accountability and responsiveness that supports students in completing their educational journey. FAFSA completion among seniors increased from 59.67% in 2023–2024 to 62% in 2024–2025, reflecting a 2.3 percentage point gain. The A-G completion rate is currently at 64.7% for the Class of 2024, signaling both positive momentum and room for continued growth (Metric 1.1). While this figure demonstrates that a significant portion of students are meeting the rigorous requirements for UC/CSU eligibility, it also highlights the importance of continuing the APA-led initiatives that focus on increasing academic rigor, aligning interventions to coursework requirements, and expanding student and family awareness of A-G pathways. The Outreach Consultant plays a critical role in this work by coordinating training and resources that support equitable access to college-preparatory coursework, ensuring that no student group is left behind. From the Class of 2023 to 2024, the percentage of students who completed both A–G requirements and a CTE pathway increased from 8.4% to 9.7%, indicating growing alignment between college and career preparation efforts. Most subgroups showed improvement, including: SED/LI students (from 8.0% to 9%), Hispanic students (7.8% to 9%), Asian students (9.5% to 11.8%), White students (9.9% to 11.6%), African American students (7.9% to 8.4%). However, Foster Youth (4.8%), Homeless Youth (5.4%), SWD (4.4%), and ELs (4%) continue to lag behind, highlighting the need for sustained support to ensure access to both rigorous academic coursework and career pathway opportunities. Between 2023–2024 and 2024–2025, the percentage of freshmen earning over 45 credits increased from

84.8% to 86.9%, indicating overall improvement. Gains were seen across key student groups: ELs rose from 66% to 71%, SED/LI from 81% to 84%, and Foster Youth from 39% to 48%. While progress is evident, significant gaps persist when analyzed overall, particularly for Foster Youth and English Learners. Further reinforcing the effectiveness of these actions, the California School Dashboard shows upward movement on the College and Career Indicator (CCI). Together, the efforts of the Assistant Principals of Achievement and Outreach Consultant demonstrate a strategic, data-informed approach that is producing measurable gains in student outcomes. The District's upward trajectory on key metrics—including graduation rate, A–G completion, dual A–G/CTE pathway completion, and the College and Career Indicator—reflects the success of these roles in driving equity and expanding access to postsecondary opportunities. Continued investment in this model is essential to sustaining progress and closing persistent gaps for ELs, Foster Youth, SWD, and SED/LI students. As the District moves forward, maintaining this collaborative, student-centered approach will be critical to ensuring that all students graduate prepared for college, career, and life beyond high school.

1.15 Targeted Support and Interventions to Remediate Credit and Learning Loss: The data for Metric 1.1 (A-G Completion Rate) and Metric M1.24 (Graduation Rate) indicate that Action 1.15 has been effective in supporting student progress toward graduation, particularly among students experiencing the most significant barriers, including Foster and homeless youth.
District-wide, the graduation rate increased from the class of 2023 with 89.5% to the class of 2024 with 91.2%, with FY improving from 68.5% to 77.4% and HY improving from 79.1% to 87.5% over the same period (Metric M1.24). These gains reflect the positive impact of targeted interventions such as personalized graduation plans, embedded credit recovery opportunities, and expanded access to counseling and academic support services for students experiencing housing instability or placement disruption.
From the Class of 2023 to 2024, the District's overall A–G completion rate declined slightly from 65.8% to 64.7%. While most subgroups remained relatively stable, several experienced notable decreases. ELs (–6.0%), FY (–13.1%), and Pacific Islander students (–24.4%) saw the most significant drops. SWD also declined slightly to 26.3%, remaining the lowest-performing group overall. In contrast, students identifying as Two or More Races improved to 79.1%, the largest gain among subgroups. These results point to a need for renewed focus on expanding access to A–G coursework and targeted academic support for underserved student groups.
These targeted strategies have contributed to improved academic stability and higher credit accrual rates for FY and HY students, helping close graduation gaps and move the District closer to its Year 3 outcomes for both overall and subgroup performance.

1.16 Monitoring and Expanding Access to Instructional Materials: The data for Metrics M1.2, M1.7, and M1.16 suggest that Action 1.16 has been effective in ensuring equitable access to instructional materials and enhancing academic engagement. In 2024–25, the District maintained 0 unresolved Williams complaints regarding instructional materials, consistent with the baseline year, demonstrating ongoing success in providing sufficient, standards-aligned resources in all classrooms (Metric 1.2). This reflects sustained districtwide systems for monitoring material sufficiency and resolving issues proactively. The District maintained a Green rating in CAASPP ELA, with overall performance holding steady at 41.9 points above standard in 2023–2024, compared to 44 points above standard the previous year. High-performing groups such as Filipino, Asian, and White students remained well above standard. However, achievement gaps persisted for several student groups. Foster Youth (FY) declined significantly, from 83.5 to 117.6 points below standard, and Long-Term English Learners (LTEL), newly reported, scored 94.4 points below standard. While SWD and ELs showed slight improvements, they continue to perform well below standard. Between 2023–2024 and 2024–2025, student perceptions of cultural representation in the classroom declined despite an increase in survey participation. The number of students surveyed rose from 9,971 to 11,037, but the percentage of students who felt their culture and community were represented and valued in class dropped from 83% to 73.8%. Similarly, the percentage of students who reported reading about their culture, identity, and/or community fell from 77.6% to 63.1%. These declines suggest a growing need to strengthen culturally responsive curriculum and instructional practices. The data for Metrics M1.2, M1.7, and M1.16 collectively indicate that

Action 1.16 has been effective in promoting equitable access to instructional materials and supporting academic engagement, while also revealing areas for continued focus. At the same time, a decline in students' perceptions of cultural representation in the classroom (Metric 1.16) signals a need to reinvigorate culturally responsive teaching and inclusive curriculum practices. As student feedback remains a vital measure of engagement and belonging, the District is committed to deepening efforts that affirm students' identities and ensure all learners feel valued in their educational experience.

1.17 School Library Services and Access: The District's investment in school library services has supported progress in academic engagement, digital literacy, and access to high-quality instructional resources. In 2024–25, the District again reported 0 unresolved Williams complaints for instructional materials, maintaining a standard of sufficiency across all schools (Metric 1.2). Student performance on state assessments reflects positive academic trends. CAASPP ELA scores rose from 66% meeting or exceeding standards in 2022–23 to 67.04% in 2023–24 (Metric 1.8), and the percentage of students meeting or exceeding the Math standard on the CAASPP rose slightly from 31% to 31.74%. The District maintained a Green overall rating on the CAASPP ELA for both years, with a slight decline from 44 to 41.9 points above standard. Most student groups remained stable, with Filipino, Asian, White, and Hispanic students continuing to perform well above standard. Foster Youth (FY) declined significantly, from 83.5 to 117.6 points below standard, and Long-Term English Learners (LTEL), newly reported, scored 94.4 points below standard. While SWD and ELs showed slight improvements, they continue to perform well below standard. In 2023–2024, the District's CAASPP Math performance slightly improved, with overall scores rising from 59.1 to 57.1 points below standard, but the rating declined from Green to Yellow on the Dashboard. Asian and Filipino students continued to perform above standard, while other student groups remained significantly below. Foster Youth, ELs, LTELs, SWD, and African American students saw persistent and, in some cases, worsening gaps—Foster Youth dropped to 216.1 points below standard, and LTELs, newly reported, scored 172.5 points below standard. Together, these findings reinforce the value of integrated library services and academic supports, while underscoring the need for targeted interventions to close gaps and ensure all students can thrive academically.

1.18 Enhancing Academic Support for Students with Disabilities: The District continues to see positive academic and postsecondary readiness growth for SWD. On the CAASPP English Language Arts (ELA) assessment, students improved from 92.2 points below the standard to 82.1 points below, marking a gain of 10.1 points (Metric 1.7). On the CAASPP Math SWD also improved from 191.7 to 178.6, demonstrating meaningful progress toward grade-level proficiency (Metric 1.9). Additionally, the College and Career Indicator (CCI) completer rate for SWD increased from 9.9% to 16.2% (Metric 1.12), with Career Technical Education (CTE) pathway completion rates rising from 12.7% to 14.2% (Metric 1.15). Notably, the graduation rate for this student group improved from 76.1% to 80.3% (Metric 1.24). Based on these metrics, the District has met its Year 3 outcomes for SWD, reflecting the effectiveness of our targeted supports, inclusive practices, and collaborative efforts across departments.

1.19 Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities: This action was somewhat effective. While we observed positive gains in several key areas—including an increase in the College and Career Indicator (CCI) completer rate from 9.9% to 16.2% (Metric 1.12), Career Technical Education (CTE) pathway completion from 12.7% to 14.2% (Metric 1.15), and a graduation rate increase from 76.1% to 80.3% (Metric 1.24)—other metrics showed stagnant or declining trends. The data for A-G completion shows a decline from 28.6% to 26.3% (Metric 1.1), suggesting that Targeted Instructional Materials to Support Academic Achievement of SWD has not yet had the intended impact in supporting access to college-preparatory coursework. Similarly, the inclusion rate decreased from 58% to 57% (Metric 1.25), indicating a slight decline in SWD accessing general education settings. With the Year 3 goal set at 29.6% A-G completion and 65% inclusion, adjustments such as strengthened academic counseling, increased access to inclusive instructional settings, improved IEP alignment with A-G requirements, expanded co-teaching opportunities, and targeted professional development will be

necessary to meet these outcomes. These refinements will support more equitable access to rigorous instruction and ensure that SWD are better positioned for postsecondary success.

1.20 Targeted Supports for Foster and Homeless Youth: Action 1.20 has proven partially effective in improving academic achievement and graduation outcomes for Foster and Homeless Youth. Through targeted supports—such as embedded academic assistance, credit recovery access, and enrichment opportunities—the District has addressed key barriers to success for these student groups. Action 1.20 demonstrates partial effectiveness in improving graduation outcomes for Foster and Homeless Youth, though academic performance remains an area of concern. Graduation rates increased significantly (Metric 1.24): FY improved from 68.5% to 77.4%, and HY from 79.1% to 87.5%. Similarly, the College and Career Indicator (Metric 1.12) improved for HY (28.9% to 36.8%), but declined slightly for FY (25% to 23.3%). However, academic achievement on state assessments declined. For CAASPP ELA (Metric 1.7), FY students dropped from –83.5 to –117.6 points below standard, and HY students fell from +3.7 to –8.6. In Math (Metric 1.9), FY declined from –193.1 to –216.1, and HY from –98.6 to –110.9. The percentage of students meeting/exceeding ELA standards increased slightly overall from 66% to 67.04% (Metric 1.8), and in math from 31% to 31.74%, but this growth was not reflected for these subgroups. Given the mixed performance across metrics, Action 1.20 is considered partially effective—strong in improving graduation outcomes and participation in college-readiness planning for HY, but in need of strengthened academic interventions for both FY and HY to close persistent gaps in ELA and Math achievement.

1.21 Fostering School Connectedness for EL, SED/LI, and FY Students: Action 1.21 has proven effective in strengthening school connectedness and improving student outcomes for EL, SED/LI, and FY students. Efforts such as targeted mentoring, culturally relevant activities, and coordinated support services have helped students build stronger relationships with peers and staff, contributing to measurable progress across key indicators. CJUHSD's attendance rate improved from 93.1% in 2022–2023 to 93.7% in 2023–2024, reflecting a 0.6 percentage point increase. From 2022–2023 to 2023–2024, the District reduced its overall chronic absenteeism rate from 25.5% to 23.1%, signaling progress in student re-engagement efforts. Key student groups also saw declines, including ELs (–2.7%), SED/LI (–2.7%), and SWD (–3.1%). While Foster Youth (47.2%) and Homeless Youth (40.1%) remain disproportionately impacted, their rates held steady with slight improvement. The District's graduation rate improved from 89.5% for the Class of 2023 to 91.2% for the Class of 2024, reflecting a 1.7 percentage point increase and continued progress toward ensuring all students graduate ready for postsecondary success. Notable subgroup gains include: FY: increased from 68.5% to 77.4%; ELs: improved from 67.6% to 77.5%; HY: rose from 79.1% to 87.5%; SED/LI: increased from 87.9% to 90.6%; SWD: improved from 76.1% to 80.3%; and LTELs, newly reported, graduated at 86.4%. Student perceptions of a caring learning environment improved from 88% in 2023–2024 to 90% in 2024–2025. Notable gains were seen among Foster Youth (from 79% to 81%), Homeless Youth (62% to 69%), and SED/LI students (86% to 88%), reflecting progress in creating inclusive, supportive school climates. While EL student perceptions decreased slightly from 92% to 90%, they remain among the highest-reported. These combined outcomes demonstrate that Action 1.21 is driving meaningful impact, fostering stronger connections between students and their schools and contributing to improved attendance, graduation rates, and school climate—particularly for EL, SED/LI, and FY students—through intentional, equity-driven supports.

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.

Reflections on the implementation and analysis of Goal 1 actions confirm strong and sustained progress across key indicators of academic achievement, college and career readiness, and equitable access to high-quality instruction. The expansion of AVID programming, increased

access to AP and Honors courses for underrepresented groups, and the successful integration of instructional technology have all contributed to systemwide gains. Graduation rates now exceed 90%, A–G completion continues to rise, and dual enrollment participation has expanded. These outcomes affirm the strength and coherence of the District's strategic investments.

As a result of this progress, several Year 3 outcome targets were revised upward to reflect the District's commitment to continuous growth. Specifically, the District increased the targets for Metrics 1.1 (A–G Completion), 1.3 (AP Exam Pass Rate), 1.7 (CAASPP ELA DFS), 1.9 (CAASPP Math DFS), 1.12 (College and Career Indicator), 1.14 (A–G + CTE), 1.15 (CTE Pathway Completion), 1.24 (Graduation Rate), and 1.26 (AP/Honors Enrollment) for student groups that had already met or exceeded the previous goals. Metric 1.5 (Chronic Absenteeism) was reduced further to allow for continued improvements in Chronic Absenteeism. Additionally, the District added Metric 1.31 to track the percentage of students prepared under the College and Career Indicator through the completion of college credit courses, providing a more detailed lens on postsecondary readiness. This metric will be impacted by the work completed in Action 1.7.

The Baseline data for the following metrics needed to be addressed:

- Metric 1.3, AP Exams Pass Rate, needed to be updated to reflect the accurate pass rate for that year to 73.2%
- Metrics 1.5, 1.7, 1.9, 1.12, 1.14, 1.15, and 1.24 all needed LTELs added as a student group.

LREBG funded action descriptions (Actions 1.5, 1.7, 1.10, 1.14, 1.15, 1.20) have been modified to include LREBG allocated amount and an explanation of how the action is expected to address the areas of need for students and schools identified in the needs assessment.

Action 1.16, Monitoring and Expanding Access to Instructional Materials, has shifted to a non-contributing action as no LCFF funds are being used to complete the action.

Prompt 3 analysis identified several actions as partially effective, prompting refinements for the 2025–26 plan:

- Action 1.5 (Targeted Support and Interventions to Remediate Credit and Learning Loss) will include increased access to grade remediation opportunities and expanded coordination between intervention staff and site-level achievement teams.
- Action 1.7 (Dual Enrollment and College Readiness) will expand academic advising and CCAP communication outreach, particularly for EL, FY, and SED/LI students who remain underrepresented in A–G completion and CCI metrics.
- Action 1.19 (Instructional Supports for Students with Disabilities) will receive enhanced focus on co-teaching models, inclusion planning time, and targeted professional development aligned to Universal Design for Learning (UDL).
- Action 1.20 (Support for Foster and Homeless Youth) will strengthen credit monitoring systems and formalize protocols for graduation tracking, outreach coordination, and support plan adjustments for students in transition.

These refinements are designed to strengthen the effectiveness of existing strategies without requiring the addition of new actions or changes to funding allocations. Instead, the District will prioritize deeper implementation, alignment across departments, and the use of real-time data to address persistent gaps—particularly for historically underserved student groups such as SWD, ELs, FY, and HY.

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	Expand AVID Courses and Strategies to Support Academic Achievement	The District will foster and promote AVID enrollment for EL, SED/LI, and FY students to receive the benefits of this program no matter their placement and course sequence. This action will be principally directed toward UPP to increase student success on the College and Career Indicator, the CAASPP in ELA, and the CAASPP in math. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, M1.12, M1.17, M1.18, and M1.30.	$1,581,940.00	Yes
1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	The District will increase access and enrollment principally for EL, SED/LI, and FY students by providing access to courses, subsidize exam costs and through personnel to oversee the District's GATE courses and enrollment. These advisors analyze enrollment and course offerings and counsel students on taking honors and AP courses. A high school board course of study is designed to cater to the diverse needs and interests of students while ensuring a comprehensive and inclusive education, with opportunities for advanced coursework such as Advanced Placement (AP) for academically advanced students seeking advanced opportunities. The District will monitor enrollment and partner with site personnel to strategically enroll underrepresented groups. This holistic approach aims to foster an inclusive learning environment where all students have the opportunity to thrive and reach their full potential, preparing them for post-secondary education, careers, and lifelong success. The effectiveness of this action will be measured through its impact on the following metrics: M1.3, M1.23, M1.26, and M1.30.	$559,704.00	Yes
1.3	Provide Access for Assessments for College Readiness	The District will provide the funding and opportunity for EL, SED/LI, and FY students to take the PSAT and SAT within the school day to remove barriers for students to be able to access and be successful on these exams. The PSAT serves as a practice test, providing students with insight into the format and content of the SAT while identifying areas of academic strength and weakness. Additionally, for juniors, high performance on the	$187,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PSAT/NMSQT (National Merit Scholarship Qualifying Test) can lead to recognition and potential scholarship opportunities through the National Merit Scholarship Program. Additionally, the College Board provides the Recommended Placement report which provides critical placement recommendations for students to challenge themselves with advanced coursework based on their performance on the assessment. The effectiveness of this action will be measured through its impact on the following metric: M1.12.		
1.4	Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction	The District will provide the instructional technology and devices staff need to provide effective instruction and academic supports for students. This action will ensure that staff are equipped with the modern tools they need to engage students in the technological skills they will need in their post-secondary pursuits. The effectiveness of this action will be measured through its impact on the following metrics: M1.27.	$50,000.00	No
1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	The District will provide students with access to the instructional technology, curriculum, and platforms that they will need to successfully evolve academically. Ensuring that students have access to instructional technology is integral to their capacity to be college and career-ready. This action will be principally directed toward EL, SED/LI, and FY students. The District will allocate $11,598 in LREBG funds to provide SEL curriculum as part of its broader instructional technology strategy, reflecting research that links social-emotional learning to improved academic engagement and college readiness; this action responds to needs assessment feedback from EL, SED/LI, and FY students emphasizing the need for both digital access and supportive, skills-based learning environments. The effectiveness of this action will be measured through its impact on the following metrics: M1.2, M1.7, M1.8, M1.9, and M1.10.	$3,216,896.00	Yes
1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	The District will equitably provide opportunities for students to visit, explore, and learn about the possibilities and academic futures they can pursue at higher education institutions including Historically Black Colleges and Universities through touring these university campuses and attending/hosting college fairs and events. The District will provide funding	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and staffing to accompany students on these tours and college fairs/events focusing on our EL, FY, and SED/LI student groups. The effectiveness of this action will be measured through its impact on the following metric: M1.12.		
1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	The District will provide a Director of College Readiness and Access to oversee the efforts, programs, and partnerships needed to increase ongoing equitable student access to college readiness programs that support student success beyond high school. This includes, college fairs and dual enrollment programs. This role also collaborates with site dual enrollment liaisons and CCAP Counselors to focus on providing ongoing support for student preparation and access to higher education. The District will allocate $87,712.50 in LREBG funds to support the Director of College Readiness and Access, a role grounded in research that links coordinated college access efforts with improved post-secondary outcomes; this action responds to needs assessment feedback highlighting the importance of dual enrollment, college preparation, and equitable access to higher education for historically underserved student groups. This action is principally directed toward EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.6, M1.12, M1.13 and 1.31 in the 25-26 school year.	$620,149.00	Yes
1.8	Expand CTE Programs and Access	The District will provide a Director of Career Readiness and expanded CTE course offerings and pathways for SED/LI, EL, and FY students. Increased access to CTE courses will place them on a path to complete a Career Technical Education pathway and thus improve their likelihood of meeting the College and Career Indicator. The effectiveness of this action will be measured through its impact on the following metrics: M1.12, M1.14, and M1.15.	$12,829,464.00	Yes
1.9	Provide Career Exploration and Experiences	The District will provide SED/LI, EL, and FY with Career Readiness Skills/Competencies (TCELL) to enhance career readiness. The District will provide students with a minimum of two career exploration assessments during their high school career to enhance career readiness.	$20,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To augment career exploration and exposure, Career Fairs and skilled trades fairs will be implemented to include transportation for students to attend career fairs, skilled trades fairs, and career exploration trips. The effectiveness of this action will be measured through its impact on the following metrics: M1.12 and M1.29.		
1.10	Utilize Peer Mentors as Academic Supports	Peer Mentors provide in-class individualized instructional support and assistance for EL, freshmen students in core subject areas of integrated math, science, and English to ensure they are successful academically. The District provides Peer Mentors who are college students and graduates of the District, along with teachers who participate in the program, with annual training to equip them with the skills necessary to facilitate a co-teaching environment. The District will allocate $772,690 in LREBG funds to support the Peer Mentor program, which is grounded in research demonstrating the effectiveness of peer-peer tutoring and co-teaching in improving academic outcomes; this action directly addresses needs assessment feedback from EL and freshman students calling for individualized academic support in core subjects and stronger mentoring relationships. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, M1.21, and M1.23.	$957,360.00	No
1.11	Progress Monitoring for English Learners	The Categorical Programs office works with site EL support staff (EL Advisors and Language Assessors) to monitor EL and LTEL students using ELlevation so that students can be matched to needed supports. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.19, M1.20, M1.21, and M1.24.	$2,416,255.00	Yes
1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	The District will provide dedicated teachers, curriculum, and comprehensive courses for EL, including LTEL, students with the necessary strategies to empower them to continuously enhance their language skills. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, and M1.21.	$4,098,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Newcomer EL Services	The Newcomer Program provides language and transitional support to ELs new to the United States. The Newcomer Program focuses on building literacy skills to set up a student for a successful transition to their home school upon their completion of this program and to achieve academically on the ELPAC and in their coursework leading up to graduation. The program provides additional classes, staffing, guidance, enrichment opportunities, field trips, and college visits for students. The effectiveness of this action will be measured through its impact on the following metric: M1.19.	$819,975.00	Yes
1.14	Achievement Monitoring and Targeted Support	The District will provide 9 Assistant Principals (APs) of Achievement (APA) to spearhead targeted initiatives to support EL, FY, and SED/LI student. Their actions include progress monitoring, informing families about available supports, leading Response to Intervention (RTI) committees, and conducting meetings to determine services and interventions. This comprehensive approach aims to improve A-G Completion Rates and Graduation Rates, ensuring equitable academic success. Additionally, the District employs an Outreach Consultant who oversees initiatives in place to ensure that students graduate on time ready for college and career and have equitable access to educational opportunities. The Outreach Consultant, in collaboration with the APAs, engages in progress monitoring and staff training to ensure that all students are on track for post-secondary college and career opportunities and to fulfill the District's commitment to equity. The District will allocate $130,387 in LREBG funds to support Assistant Principals of Achievement and an Outreach Consultant whose work in progress monitoring, intervention coordination, and staff training is grounded in research linking data-driven support systems to increased graduation and college readiness; this action addresses needs assessment feedback calling for proactive outreach, equitable access to supports, and clear pathways to post-secondary success for EL, FY, and SED/LI students. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.14, M1.22, M1.23, and M1.24.	$3,324,150.00	Yes
1.15	Targeted Support and Interventions to	The District will provide access to support interventions, including credit recovery and grade remediation opportunities principally directed to EL,	$7,553,149.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Remediate Credit and Learning Loss	SED/LI, and FY, to foster achievement in a broad, appropriate course of study and improve the A-G completion rate. The programs will include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs. The District will allocate $2,885,566 in LREBG funds to support credit recovery and grade remediation programs, an evidence-based strategy shown to accelerate academic proficiency through expanded instructional time; this action directly reflects needs assessment feedback from EL, SED/LI, and FY educational partners who emphasized access to A–G coursework and extended learning opportunities as critical to student success. All support and intervention programs will be managed by the Assistant Superintendent of Student Services and assigned classified staff. The effectiveness of this action will be measured through its impact on the following metric: M1.1 and M1.24.		
1.16	Monitoring and Expanding Access to Instructional Materials	The District will allocate funding for new library materials and increase diversification of authorship represented across supplemental texts in the classroom as needed for each site to increase access to high-interest and diverse literature and resources for students. Additionally, the District will focus on new texts and resources that will reflect students' diverse cultures, nationalities, ethnicities, socio-economic backgrounds, life experiences, gender, and sexual identities. The effectiveness of this action will be measured through its impact on the following metrics: M1.2, M1.7 and M1.16.	$264,228.00	No
1.17	School Library Services and Access	The District will maintain full-time Teacher Librarians and Library Media Technicians at each comprehensive school site to provide services for unduplicated students and teachers that include literacy development, instruction in research, support with instructional technology, and access to instructional resources to primarily support the learning and achievement of SED/LI, EL, and FY. Maintaining high-quality library programs, which provide instructional resources, academic support, and access to instructional materials for unduplicated students, will support their achievement and thus improve student performance on the CAASPP ELA and Math. The effectiveness of this action will be measured through its impact on the following metrics: M1.2, M1.7, M1.8, M1.9, and M1.10.	$3,859,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Enhancing Academic Support for Students with Disabilities	District administrators, instructional support staff, and special education coordinators will implement targeted academic support programs and interventions for SWD enrolled in district schools to improve SWD performance on the CAASPP ELA and Math. Special education teachers and counselors will provide individualized support and guidance to SWD by explaining the importance of enrolling in and completing both years of a CTE pathway. By addressing the unique needs and challenges of SWD, special education teachers and counselors will ensure SWD receive necessary accommodations, support services, and career guidance to successfully navigate their chosen pathways. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24.	$4,435,238.00	No
1.19	Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities	The District will provide instructional technology, materials, and intervention resources for SWD to ensure students have the tools they need to be academically successful. The effectiveness of this action will be measured through its impact on the following metrics: M1.1, M1.12, M1.24, and M1.25.	$267,091.00	No
1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	The District will provide outreach staff in charge of FY and HY to assist in providing guidance and actions that will improve graduation rates. These actions aim to track data and metrics related to student access, credit attainment, and graduation pathways to enhance student success. Administrators, educators, counselors, and support staff will monitor student progress towards graduation, identify areas for improvement in credit recovery programs, and ensure timely notification and consultation with students about graduation pathways and exemptions. The District will allocate $190,440 in LREBG funds to support outreach staff dedicated to foster and homeless youth, based on research emphasizing the impact of targeted guidance and progress monitoring on graduation outcomes; this action directly reflects needs assessment feedback highlighting the importance of personalized support, timely credit recovery, and clear communication about graduation pathways for these high-need student groups. The effectiveness of this action will be measured through its	$863,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24.		
1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	The District will provide students with supplemental enrichment experiences and programs to increase connection and attendance at school primarily for LI, EL, and FY student groups who have higher and disproportionate absences and lower graduation rates when compared to their peers. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.24, and M1.28.	$17,697,230.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CJUHSD will improve classroom instruction through inclusive professional learning opportunities that ensure equitable access and success for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has set a comprehensive goal to enhance educational outcomes and support student development through a range of initiatives. Professional learning opportunities focus on collaboration, differentiated instruction, social-emotional learning (SEL), and culturally-sustaining pedagogy. School sites form specialized teams to drive academic initiatives and create inclusive environments, while support is enhanced for special education and ELs. Initiatives also include cultivating a college-going mindset, implementing trauma-informed practices, promoting equity and inclusion, introducing a new math curriculum, developing ethnic studies courses, expanding Career Technical Education (CTE), providing instructional coaching, and supporting new teacher induction. These efforts collectively aim to create an environment where all students receive equitable support and preparation for success in college, career, and life.

Adopting a district-wide goal for inclusive professional learning sets the foundation for a more equitable, inclusive, and successful educational experience for all students, empowering educators to create classrooms where every student can thrive and reach their full potential. By providing educators with equitable access to comprehensive training and resources, regardless of their teaching assignments or backgrounds, schools ensure that every teacher is equipped with the knowledge and skills needed to meet the diverse needs of all students.

This inclusive approach to professional learning fosters the development of inclusive classroom practices, cultural competence, and collaborative learning communities among educators. Teachers learn effective strategies for accommodating diverse learning needs, including SWD, EL, SED/LI, FY, and gifted students, while also gaining insights into supporting students from various cultural backgrounds.

Moreover, inclusive professional learning promotes a school culture that values diversity and fosters a positive learning environment for students. Educators become adept at identifying and addressing individual student needs, ensuring personalized support and enhancing student engagement and achievement across the board. Educational partner feedback prioritized the need for professional learning targeting the areas highlighted throughout this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Alternate Assessment (CAA) - ELA Percentage of Students Who Meet Understanding and Foundational Understanding Source: ""Test Results for California's Assessments"", Educational Testing Services, CA Department of Education	2022-2023 CAA ELA: 15.76% of students Met Understanding and 33.41% had Foundational Understanding.	2023-2024 CAA ELA: 25.93% of students Met Understanding and 38.89% had Foundational Understanding. Source: CAASPP/ELPAC ETS Results Site		2025-2026 CAA ELA: 16% of students will Meet Understanding and 36% will have Foundational Understanding	10.17% increase in Met Understanding and 5.48% increase in Foundational Understanding
2.2	California Alternate Assessment (CAA) - Math Percentage of Students Who Meet Understanding and Foundational Understanding Source: "Test Results for California's Assessments", Educational Testing Services, CA Department of Education	2022-2023 CAA Math: 8.86% of students Met Understanding and 22.44% had Foundational Understanding	2023-2024 CAA Math: 12.96% of students Met Understanding and 33.33% had Foundational Understanding. Source: CAASPP/ELPAC ETS Results Site		2025-26 CAA Math: 13% of students will Meet Understanding and 34% will have Foundational Understanding	4.10% increase in Met Understanding and 10.89% increase in Foundational Understanding
2.3	Staff Response to "My site leadership fosters the belief that service to students with IEPs and	In 2023-2024, 80% percent of staff agreed/strongly agreed that their site leadership	In 2024-2025, 84% percent of staff agreed/strongly agreed that their		In 2026-2027, 89% percent of staff will agree/strongly agree that their	4% increase in staff who agree/strongly agree that their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	504s is a shared responsibility among all staff." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff.	site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff.		site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff.	site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff.
2.4	Staff Response to "The District provides professional learning that supports teachers' capacity to support students with disabilities." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 78% percent of staff agreed/strongly agreed that the District provides professional learning that supports teachers' capacity to support students with disabilities.	In 2024-2025, 78% percent of staff agreed/strongly agreed that the District provides professional learning that supports teachers' capacity to support students with disabilities.		In 2026-2027, 81% percent of staff will agree/strongly agree that the District provides professional learning that supports teachers' capacity to support students with disabilities.	No change
2.5	Staff Response to "The District provides professional learning that supports teachers' capacity to support English Learners." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 80% percent of staff agreed/strongly agreed that the District provides professional learning that supports teachers' capacity to support English Learners.	In 2024-2025, 81% percent of staff agreed/strongly agreed that the District provides professional learning that supports teachers' capacity to support English Learners.		In 2026-2027, 83% percent of staff will agree/strongly agree that the District provides professional learning that supports teachers' capacity to support English Learners.	1% increase
2.6	Staff Response to "My district provides sufficient professional learning for me to be an effective educator."	In 2023-2024, 86% of staff agreed/strongly agreed that the district provides sufficient professional learning for	In 2024-2025, 87% of staff agreed/strongly agreed that the district provides sufficient		In 2026-2027, 87% of staff will agree/strongly agree that the district provides sufficient	1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	me to be an effective educator.	professional learning for me to be an effective educator.		professional learning for me to be an effective educator.	
2.7	Professional Learning Opportunities for Staff of Students with Disabilities Number of Professional Learning Opportunities Offering Targeting Instructional Support for SWD Source: Internal Report of Workshops Provided	In 2023-2024, the District provided 59 professional learning opportunities for teachers targeting Instructional Support for SWD.	In 2024-2025, the District provided 30 professional learning opportunities for teachers targeting Instructional Support for SWD.		In 2026-2027, the District provided 65 professional learning opportunities for teachers targeting Instructional Support for SWD.	Decrease of 29 sessions
2.8	Seal of Biliteracy Percentage of Students Who Earn the Seal of Biliteracy Upon Graduation Source: DataQuest	In 2022-23, 12.9% of the Class of 2023 earned the Seal of Biliteracy.	In 2023-24, 15% of the Class of 2024 earned the Seal of Biliteracy.		In 2025-26, 13.3% of the Class of 2026 will earn the Seal of Biliteracy.	2.1% increase in students who earned the Seal of Biliteracy
2.9	Suspension Rate Percentage of students, by group, who are Suspended, coupled with Dashboard Color Level and Change from Prior Year Source: CA Dashboard	For 2022-2023, the Overall California School Dashboard Performance of Suspension Rate for all students was Orange at 6.4%. Student Group Performance were as follows: African American (11.1%), Asian (2%);	For 2023-2024, the Overall California School Dashboard Performance of Suspension Rate for all students was Green at 5.1%. Student Group Performance were as follows: African American (10.5%),		For 2026-2027, the Overall California School Dashboard Performance of Suspension Rate for all students will be 5%. Student Group Performance will be as follows: African American (10%),	The Overall California School Dashboard Performance of Suspension Rate for all students was went from Orange to Green with a decrease of 1.3%. The difference in Student Group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian (8.3%), Filipino (1.5%); Hispanic (7%), Pacific Islander (7.3%), White (3.8%); FY (19.3%), 2 or more races (6.6%), SED/LI (7.6%); EL (10.3%), LTEL* (8.3%) *Baseline reflects 23-24 Dashboard HY (10.3%), SWD (10.7%). The following student groups were in the red for 2022-2023: All (VVHS 11%, CCDS 38.3%), HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), LTEL* (ALHS 11.3%) *Baseline reflects 23-24 DashboardFY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%), SWD (DO 10.7%, ALHS 11.6%, CHS 13.2%, LOHS 11.1%, MHS 11.1%, RCHS 10.2%, VVHS 19.7%),	American Indian (6.8%), Asian (1.6%); Filipino (1.3%); Hispanic (5.3%), Pacific Islander (4.1%), White (3.2%); 2 or more races (5.7%), FY (21%), SED/LI (6.1%); EL (6.8%), LTEL (8.3%), HY (7.2%), SWD (8.4%). The following student groups, in the red for 2022-2023, and their measure for 2024: All (VVHS 6.3%, CCDS 21.4%), HY (DO 7.2%, ALHS 15.9%, CHS 6.1%, CoHS 9%, LOHS 3.2%, OHS 2.5%, RCHS 8%), LTEL (ALHS 11.3%), FY (ALHS 17.9), SED/LI (VVHS 6.6%, CCDS 17.5%), SWD (DO 8.4%, ALHS 9.3%, CHS		American Indian (6.5%), Asian (1.5%); Filipino (1.2%); Hispanic (5%), Pacific Islander (6.7%), White (3%) 2 or more races (6%), FY (18.7%), SED/LI (6%); EL (6.5%), LTEL (7.9%), HY (7%), SWD (8%). All (VVHS 6%, CCDS 21%), HY (DO 9.7%, ALHS 10.3%, CHS 10.3%, CoHS 10.3%, LOHS 9.9%, OHS 9.9%, RCHS 13%), LTEL (ALHS 9.8%), FY (ALHS 17.6%), SED/LI (VVHS 6.2%, CCDS 17%), SWD (DO 10.1%, ALHS 11%, CHS 12.6%, LOHS 10.5%, MHS 10.5%, RCHS	Performance were as follows: African American (-0.6%), American Indian (-1.5%), Asian (-0.4%); Filipino (-0.2%); Hispanic (-1.7%), Pacific Islander (NA), White (-0.6%); 2 or more races (-0.9%), FY (1.7%), SED/LI (-1.5%); EL (-3.5%), LTEL (NA), HY (-3.1%), SWD (-2.3%). All (VVHS -4.7%, CCDS -16.9%), HY (DO -3.1%, ALHS +5%, CHS -4.8%, CoHS -1.9%, LOHS -7.3%, OHS -8%, RCHS -5.6%), LTEL (ALHS no change) FY (ALHS -0.3%), SED/LI (VVHS -4.8%, CCDS -20.6%), SWD (DO -2.3%, ALHS -2.3%, CHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%), AA (DO 11.1%, ALHS 10.1%, CoHS 17.6%, LOHS 14.1%, OHS 22%, RCHS 10.5%, VVHS 13.8%), HI (VVHS 11.1%, CCDS 41.7%), MR (ALHS 11.7%, OHS 15.8%).	8.2%, LOHS 4.2%, MHS 7.9%, RCHS 11.2%, VVHS 10.5%), EL (DO 6.8%, ALHS 9.6%, CHS 7.6%, EHS 6.2%, OHS 5.8%), AA (DO 10.5%, ALHS 6.5%, CoHS 16.6%, LOHS 7.3%, OHS 8.3%, RCHS 11.5%, VVHS 11.7%), HI (VVHS 5.7%, CCDS 21.9%), MR (ALHS 6.8%, OHS 5.1%).		9.6%, VVHS 10.2%), EL (DO 9.7%, ALHS 9.1%, CHS 10.7%, EHS 6.8%, OHS 13%), AA (DO 10.5%, ALHS 9.6%, CoHS 17%, LOHS 13.5%, OHS 21.4%, RCHS 9.9%, VVHS 10%), HI (VVHS 5.5%, CCDS 21.4%), MR (ALHS 11.1%, OHS 15.2%).	-5%, LOHS -6.9%, MHS -3.2%, RCHS +1%, VVHS -9.2%), EL (DO -3.5%, ALHS -0.1%, CHS -3.7%, EHS -1.2%, OHS -7.8%), AA (DO -0.6%, ALHS -3.6%, CoHS -1%, LOHS -6.8%, OHS -13.7%, RCHS +1%, VVHS -2.1%), HI (VVHS -5.4%, CCDS -19.8%), MR (ALHS -4.9%, OHS -10.7%).
2.10	The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified within their content area. Percentage of Teachers who indicate a 4 or 5 for Full Implementation Source: Internal Annual Survey of Teachers	In 2023-2024, 66.6% of teachers rated the LEA at a 4 or 5, Full Implementation, for the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified with your content area.	In 2024-2025, 78% of teachers rated the LEA at a 4 or 5, Full Implementation, for the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks		In 2026-2027, 79% of teachers rated the LEA at a 4 or 5, Full Implementation, for the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks	12% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			identified with your content area.		identified with your content area.	
2.11	Staff Response to "The District provides professional learning that asks staff to examine their own cultural biases and how they impact instruction." and "My school is a supportive and inviting place to work." Percentage of Staff who Agree/Strongly Agree Source: Annual LCAP Survey	2023-2024: 82% Agree/Strongly Agree that the District provides professional learning that asks staff to examine their own cultural biases and how they impact instruction. 86% Agree/Strongly Agree that their school is a supportive and inviting place to work.	2024-2025: 79% Agree/Strongly Agree that the District provides professional learning that asks staff to examine their own cultural biases and how they impact instruction. 92% Agree/Strongly Agree that their school is a supportive and inviting place to work.		2026-2027: 85% Agree/Strongly Agree that the District provides professional learning that asks staff to examine their own cultural biases and how they impact instruction. 89% Agree/Strongly Agree that their school is a supportive and inviting place to work.	3% decrease 6% increase
2.12	Staff Response to "Our staff has high expectations for all students, regardless of their race, ethnicity, language development, or learning ability." Percentage of Staff who Agree/Strongly Agree Source: Annual LCAP Survey	2023-2024: 85% Agree/Strongly Agree	2024-2025: 86% Agree/Strongly Agree		2026-2027: 88% Agree/Strongly Agree	1% increase

Goal Analysis [2024-25]

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

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

2.1 Comprehensive Professional Learning and Collaboration: As planned, Comprehensive Professional Learning and Collaboration was implemented. The District provided job-embedded professional learning opportunities in cross-curricular student engagement and collaboration strategies: an introduction to Artificial Intelligence for use with teachers, Artificial Intelligence for use with students, leadership development for promoting justice, diversity, equity, and inclusion, enhancing instructional and assessment techniques to unlock student engagement, principles for Universal Design for Learning to remove barriers for student success. Across the District 159 teachers participated in these ongoing professional learning workshops, with representation from all sites and every content area. The overall staff satisfaction for the workshops was rated as satisfied and extremely satisfied.

In addition to the above workshops, the instructional coaching team also provided leadership and support for course description updates for English/Language Arts, Positive Prevention training, CAST training and collaboration to bring common assessments into the science curriculum, Forensic Science collaboration and training, American Sign Language collaboration to promote articulation with local community colleges, standards and framework collaboration for course updates for World Language courses.

2.2 Site-Based Specialized Teams and Committees for Targeted Educational Goals: This action/service is partially implemented with professional development as determined by site needs. Sites were allocated professional development days based on site needs and the proportion of teachers at each site. While successes include campus-by-campus collaboration time, some challenges included WASC visits for five school sites, resulting in less time dedicated for professional development focused solely on curriculum and instruction, contributing to the partial implementation.

2.3 Targeted Professional Learning for Teachers of Students with Disabilities: While some components of this action were successfully implemented, such as targeted professional development on inclusive practices and differentiated instruction, we experienced difficulties with staffing shortages and limited service provider availability, resulting in partial implementation. Enhancing the delivery of special education services was partially implemented, as we successfully expanded professional learning opportunities for general and special education staff focused on inclusive practices. These trainings helped teachers create more supportive learning environments, enabling SWD to feel valued and better engaged. Teachers also reported greater confidence in personalizing instruction to meet individual student needs. However, we faced staffing challenges, including unfilled vacancies in key support roles and limited access to substitutes for release time. These obstacles affected our ability to consistently deliver small group interventions and fully reallocate resources as intended, preventing complete implementation of this action.

2.4 Targeted Professional Learning for Teachers of English Learners: Our program is fully implemented. Teachers receive ongoing support to ensure they are providing ELs with effective, targeted instruction that promotes language development and supports reclassification. The District offers intentional, research-based professional learning focused on instructional practices that support language acquisition. In addition, structured collaboration time will be provided for teachers of ELs to develop curriculum, align instructional strategies, and analyze student progress. These supports are designed to equip educators with the tools and collaborative structures necessary to meet the diverse needs of EL students and drive improved academic outcomes.

2.5 Targeted Professional Learning for Peer Mentors: Action 2.5 was fully implemented in alignment with the District's plan to support peer mentors through targeted professional learning. The Categorical Programs Office provided training focused on academic support strategies, social-emotional learning (SEL), and effective peer mentorship practices. These trainings were designed to equip mentors to support ELs, SED/LI, and FY, prioritizing both academic achievement and the social-emotional development of students. This comprehensive approach contributed to a more inclusive and supportive peer learning environment across school sites.

2.6 College-Going Mindset, Readiness, Success, and Access to Professional Learning: This plan was partially implemented, as opportunities for our staff teaching the CCAP Dual Enrollment English 1A courses on our campuses participated in all of the scheduled collaboration sessions with colleagues and Chaffey College professors. However, we faced challenges with timely progress and collaboration with Chaffey College to allow for our interested Math teachers to collaborate with Chaffey College professors and staff in preparation for the pilot CCAP Dual Enrollment STATS course we plan to offer in 2025-26.

2.7 Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning: Action 2.7 was fully implemented in accordance with the District's plan, with professional development opportunities focused on trauma-informed practices and social-emotional learning (SEL) delivered through both District-level and site-specific structures. Five introductory-level trauma-informed practices sessions were conducted, including two at the District office and sessions tailored specifically for school nurses and school sites. Additionally, a second-level training was developed to deepen learning for staff who had previously completed the introductory training over the past two years. Each school site maintained a designated social-emotional lead teacher, and the District provided three collaboration sessions for these lead teachers to share best practices and align curriculum across SEL site teams and their respective SEL classes. Supported by LREBG funds, these efforts enhanced educator capacity to foster respectful, trauma-responsive learning environments and addressed educational partner feedback emphasizing the need for equitable discipline and social-emotional support systems.

2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning: This action was fully implemented with professional development focused on equity-anti-bias, and curricular diversification. Dr. Kirkwood of Village Life Education was contracted to lead workshops for the District CARES (Committee on Community, Accountability, Responsiveness, and Equitable Solutions) and for additional staff members to receive training in this area. The CARES committee met twice this year, encouraging teachers to understand the relationship between power and teaching, discretionary spaces, allyship, the joy (or lack of) in learning, and community cultural wealth. This core group of teachers note that their classroom practice has improved in asset-based learning and culturally responsive pedagogy with an ongoing desire to continue expanding this learning across their respective campuses.

To broaden this learning, site administration offered two days of learning with Dr. Kirkwood to provide a foundation for equity engagement. During these two days, teachers were grounded in culturally relevant teaching pedagogy and studied seminal pieces such as The Pedagogy of the Oppressed. Teachers participated in case studies and conducted a culturally responsive teaching self-analysis.

Two leadership sessions were offered to 20 aspiring leaders: Lead Like a J.E.D.I. (Justice, Equity, Diversity, and Inclusion). During this time, teachers identified their core values and how they can bring JEDI to the spaces that impact school culture and their classrooms. Additionally, the instructional coaching team has begun integrating UDL (Universal Design for Learning) principles into each professional development and coaching session, which promotes a culturally responsive model of teaching.

2.9 Math Curriculum Implementation and Professional Learning: This action was fully implemented. The instructional coaches provided professional development in quarter 1 and quarter 3 for each level of integrated math I-III. These PD sessions offered teachers the ability to share their struggles with the implementation of the new curriculum and allowed for immediate feedback and suggestions to be offered, teachers spent time doing a deep dive into key units to deliver effective instruction, providing CAASPP correlation for all grade levels to promote the 11th grade exam, demonstrated technology and scaffolds and allowed sites time to work collectively with sister schools to plan to work on curricular planning. Additionally, each site planned four collaboration days per level of integrated math I-III to work on common lesson planning focusing on implementing the standards of mathematical practice.

2.10 Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation: This action was fully implemented. The District established curriculum development teams for Ethnic Studies, Integrated U.S. History, and new English Language courses, with representation from every high school site. Teams received training on the California Ethnic Studies Model Curriculum and Framework in partnership with county specialists. Each team identified priority standards, designed course outlines, and developed units of study. All courses were vetted and approved through the local Curriculum Steering Committee, and are scheduled for implementation in the upcoming school year.

2.11 CTE Pathway Development: Action 2.11 was fully implemented in alignment with the District's plan to expand access to high-quality Career Technical Education (CTE) pathways for all students, with particular attention to the needs of SED/LI students, ELs, and FY. New pathways were established in patient care (medical), marketing, stage technology, drama, entrepreneurship, and digital photography, significantly broadening students' exposure to industry-aligned coursework. An additional section in filmmaking was offered to meet growing student demand, and new sections in mental and behavioral health were added to expand healthcare-related opportunities. Accessibility to CTE programs increased across school sites, and the District further enhanced student opportunity through participation in state-sponsored pre-apprenticeship programs. These opportunities were implemented in automotive, culinary arts, and masonry pathways, with plans underway to expand to all woodshop programs District-wide. These strategic expansions reflect the District's ongoing commitment to preparing students for college and career readiness through relevant and equitable educational experiences.

Increased opportunities have also been created through state sponsored pre-apprenticeship opportunities in several pathways. The pathways currently offering this opportunity include auto, culinary, and masonry, with a plan to add all the woodshops in the District.

2.12 Instructional Coaches: This action was partially implemented. The District provided a team of instructional coaches to provide ongoing instructional support to staff but it was not staffed to the fullest extent intended. Due to shifts in Induction needs, no science coach was hired.

2.13 Induction Mentors: This action was fully implemented. The District provided a comprehensive induction program supported by two full-time release mentor teachers, serving 29 teacher candidates. The program included: six professional development days, scheduled job-shadowing, opportunities with experienced teachers, embedded support and weekly one-hour coaching sessions between mentors and candidates, and ongoing guidance for completing credential coursework and developing Individualized Learning Plans (ILPs). All participating teachers are currently on track to complete the requirements for a clear credential.

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 actions outlined in Goal 2 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 2.2 Site-Based Specialized Teams and Committees for Targeted Educational Goals had a decrease of $46,069 primarily due to lower substitute costs than anticipated.
- Action 2.5 Targeted Professional Learning for Peer Mentors had a decrease of $28,809 primarily due to lower participation than anticipated.
- Action 2.6 College-Going Mindset, Readiness, Success, and Access to Professional Learning had a decrease of $37,403 primarily due to lower participation than anticipated.
- Action 2.10 Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation had an increase of $85,970 primarily due to offering more training than anticipated.
- Action 2.12 Instructional Coaches had a decrease of $245,075 primarily due to not filling one coaching position that was originally budgeted.

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

2.1 Comprehensive Professional Learning and Collaboration: Overall, the effectiveness of the actions tied to Goal 2, Action 1 demonstrates mixed progress, with areas of both improvement and concern. For M1.7 (student performance level on the CA Dashboard for ELA), although performance remained in the green performance level, the District experienced a decline of 2.1 points. This prompted a targeted response from ELA teams, who initiated collaborative efforts to realign ELA 9–12 course content and assessments with CAASPP expectations. These efforts are expected to mitigate further declines and promote growth in future years. For M1.8 (percentage of students meeting or exceeding standards on the ELA CAASPP), the District saw a modest increase of 1.4%, from 66% to 67.4%. This positive trend suggests that instructional strategies and interventions—particularly those focused on literacy and standards alignment—may be yielding results. For M1.9 (student performance level on the CA Dashboard for Math), performance declined from green to yellow. This reflects a need for stronger supports in mathematics. In response, the District adopted a new math curriculum aligned with the CA Mathematics Framework, paired with ongoing professional development and collaboration opportunities. These foundational steps are expected to contribute to long-term improvement, although measurable impact may not be evident until future assessment cycles. For M1.10 (students meeting/exceeding standard on math CAASPP), there was a slight increase of 0.74% (from 31% to 31.74%). While this is a small gain, it suggests the early stages of implementation of the new curriculum and math-focused PD may already be having some positive impact. For M1.11 (students meeting/exceeding standard on CAST), the percentage increased slightly from 30.18% to 30.62%. Continued focus on District-wide science department collaboration is expected to support deeper implementation of NGSS-aligned instruction and yield further gains. For M1.16 (student perception survey results), between 2023–24 and 2024–25, the number of students surveyed increased from 9,971 to 11,037, expanding student voice in the data. However, perceptions of cultural representation declined. The percentage of students who felt their culture and community are represented and valued in class dropped from 83% to 73.8%, and those who reported reading about their culture, identity, and/or community declined from 77.6% to 63.1%. For M1.17 (college readiness in ELA on the EAP), the percentage of students demonstrating readiness declined by 1.31% (from 35.55% to 34.24%). In response, the District has renewed efforts in aligning ELA instruction and assessments with college readiness indicators and CAASPP performance tasks, with the expectation that this will positively impact future EAP results. For M1.18 (college readiness in math on the EAP), there was a slight decrease of 0.23% (from 13.94% to

13.71%). Given the significant instructional shifts occurring through new curriculum adoption and CAASPP-focused preparation, improvement is anticipated in the coming year. For M2.1 (student performance on the ELA CAA), the District observed strong gains: the percentage of students meeting understanding increased from 15.76% to 25.93%, and those demonstrating foundational understanding grew from 33.41% to 38.89%, resulting in a total gain of 15.65%. These results suggest that the instructional support and strategies implemented for students with significant cognitive disabilities are having a meaningful impact. For M2.2 (student performance on the Math CAA), similar positive gains were seen, with the percentage meeting understanding rising from 8.86% to 12.96%, and foundational understanding increasing from 22.44% to 33.33%, for a total gain of 14.99%. These results reinforce the effectiveness of targeted instructional strategies in Special Education. For M2.6 (staff perception of professional learning), there was a 1% increase in staff who agreed or strongly agreed that the District provides sufficient professional development (from 86% to 87%). This reflects continued satisfaction with instructional coaching and District-led professional learning, particularly as it connects to classroom practice and student outcomes. For M2.10 (student engagement survey), data will be available following Spring 2025 administration.

2.2 Site-Based Specialized Teams and Committees for Targeted Educational Goals: An analysis of key LCAP metrics reveals a mix of modest gains and areas for further improvement, highlighting both the promise of targeted site-level strategies and the need for greater coherence in implementation across the District. Some growth was seen in M1.8 (ELA CAASPP +1.04%), M1.10 (Math CAASPP +0.74%), and M1.11 (CAST +0.44%), suggesting localized strategies may be contributing to positive trends. However, declines in M1.7, M1.9, M1.17, and M1.18 point to the need for deeper alignment and consistency across sites. Strong gains were seen in M2.1 and M2.2 (CAA scores), indicating that targeted site efforts may be especially effective when focused on specific student populations and assessment types. Site feedback also suggests increased collaboration and ownership over student achievement goals. As full implementation and funding are completed, continued monitoring of site plans, cross-site collaboration, and shared best practices will be key to increasing effectiveness and closing gaps for students in underperforming groups.

2.3 Targeted Professional Learning for Teachers of Students with Disabilities: Baseline data from 2023–2024 provides a solid foundation for measuring future growth aligned to the District's Year 3 goals. M2.3: 86% of staff agreed or strongly agreed that site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility, with a modest increase to 84% in 2025. M2.4: 78% of staff agreed or strongly agreed that the District provides professional learning that supports their capacity to serve SWD and maintained that score into 2025. These metrics suggest that Targeted Professional Learning for Teachers of SWD is beginning to support a more inclusive culture and build instructional capacity but has ongoing work to do.

2.4 Targeted Professional Learning for Teachers of English Learners: Our Professional Staff survey data indicates continued confidence in the District's professional learning efforts to support ELs. In 2023–24, 80% of staff agreed or strongly agreed that the District provides professional learning that builds their capacity to serve EL students; in 2024–25, this increased to 81% (Metric 2.5). In 2023–24, 14.4% of the District's ELs were reclassified, including 18.5% of LTELs, reflecting meaningful progress in language development and academic achievement (Metric 1.19). The District anticipates growth in this metric. ELPAC results from 2023 indicate a positive increase in EL proficiency, rising from 12.98% in 2022–2023 to 14.63% in 2023–2024. This 1.65% point gain reflects the early impact of expanded language development supports (Metric 1.20). Based on the English Learner Progress Indicator (ELPI), 41.5% of ELs demonstrated progress toward English language proficiency in 2022–23, compared to 41% in 2023–24 (Metric 1.21). This minimal decline of .5% indicates our program is consistent and working. Increasing the reclassification rate remains a priority. To improve these outcomes, the District will continue to strengthen instructional practices and progress monitoring systems for ELs. Feedback from educational partners consistently emphasized

the importance of equipping teachers and staff with the professional learning necessary to deliver differentiated and effective support for ELs. The District will continue with our professional learning model and modify as needed based on staff needs.

2.5 Targeted Professional Learning for Peer Mentors: Our Professional Learning for Peer Mentors indicates high effectiveness. In 23-24, the District reclassified 14.4% of its EL population and 18.5% of LTELs, reflecting meaningful progress in language development and academic achievement (Metric 1.19). The District anticipates growth in this metric. ELPAC results from 2023 indicate a positive increase in EL proficiency, rising from 12.98% in 2022–2023 to 14.63% in 2023–2024. This 1.65% point gain reflects the early impact of expanded language development supports (Metric 1.20). Based on the English Learner Progress Indicator (ELPI), 41.5% of ELs demonstrated progress toward English language proficiency in 2022–23, compared to 41% in 2023–24 (Metric 1.21). This minimal decline of .5% indicates our program is consistent and working. The District anticipates improvement in reclassification rates, ELPAC, and the English Learner Progress Indicator (ELPI). In 23-24 66% of EL freshmen finished their 9th grade year with 45 credits or more. The District anticipates growth this year based on internal data (Metric 1.23).

2.6 College-Going Mindset, Readiness, Success, and Access to Professional Learning: Action 2.6 proved effective in that there was an increase in the number of students who participated in these courses and an increase in the number of teachers who will be teaching a CCAP DE course next year with the expansion to CCAP DE English 1A and 1B plus CCAP DE STAT-10. This will close to double the number of teachers participating in the PD for DE classes and that does not include additional teachers who are learning about the embedded support DE model option for their classes outside of the CCAP DE course offerings. With that said, the ongoing process of collaboration with Chaffey College to solidify a renewed MOU agreement with them has slowed down the ability to provide PD for our teachers who will be teaching the CCAP DE STAT-10 course next year. However, the District does have plans for them to begin PD in the summer in preparation for these pilot courses beginning in the Fall of 2025. The District made strong gains on the College and Career Indicator (CCI), improving from 48.6% to 55.1% overall and moving from a Medium to Green performance level. Notable improvements were seen among SED/LI students (+8.6%) and SWD (+6.3%), with several racial/ethnic groups—including Hispanic, African American, and American Indian students—also showing steady progress. However, disparities persist for ELs, LTELs, Foster Youth, and Pacific Islander students, who remain below the District average. The aforementioned challenges slightly limited the action's effectiveness in maximizing PD on DE for more staff and adjustments, such as summer PD opportunities, will be necessary to achieve the Year 3 target of increasing students' CCI completion rates in the area of students completing 1-2 college courses.

2.7 Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning: Action 2.7 has been effective in improving overall school climate and reducing suspension rates through professional development in trauma-informed practices and social-emotional learning (SEL). The District's suspension rate declined from 6.4% (Orange) to 5.1% (Green), with significant reductions among ELs (from 10.3% to 6.8%), SED/LI students (from 7.6% to 6.1%), and SWD (from 10.7% to 8.4%).

These results reflect the positive impact of districtwide training and site-based implementation supported by $39,046 in LREBG funds, and align with research linking SEL and trauma-responsive strategies to improved student behavior and engagement.

However, suspension rates for FY increased from 19.3% to 21%, and several student groups—including African American, HY, LTEL, SWD, and Multiracial students—remain in the Red performance band at certain sites. This highlights the need for deeper, site-specific supports and continued focus on equity in discipline practices.

2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning: Action 2.8 has been effective in fostering a more supportive school climate and strengthening staff perceptions of inclusivity. In 2024–25, 92% of staff agreed their school is a supportive and inviting place to work, up from 86% the previous year—indicating improved morale and a positive shift in school culture. While 79% of staff reported that the District provides professional learning that encourages reflection on personal cultural biases, this represents a slight decline from 82% in 2023–24. The results suggest that, while foundational progress has been made, there is an opportunity to deepen staff engagement in equity-focused learning. Overall, Action 2.8 is contributing to a more inclusive educational environment, with strong staff sentiment and a need for continued investment in high-quality, reflective professional development.

2.9 Math Curriculum Implementation and Professional Learning: Action 2.9 has been moderately effective in laying the foundation for improved math instruction through the adoption of a standards-aligned curriculum and targeted professional development. In 2023–2024, the District's CAASPP Math performance declined slightly, shifting from Green to Yellow, with an overall score of 57.1 points below standard, a modest improvement from 59.1 points below in 2022–2023. High performance continued among Asian and Filipino students, while most other groups remained significantly below standard. Foster Youth, ELs, LTELs, SWD, and African American students continue to show large achievement gaps, with FY students falling further behind (from 193.1 to 216.1 points below standard). Metric M1.10 showed a slight improvement, with the percentage of students meeting or exceeding standard increasing from 31% to 31.74%. Although student achievement results were mixed, the early implementation phase has established a strong instructional base. Continued collaboration, focused CAASPP preparation, and alignment with the California Mathematics Framework are expected to improve student outcomes over time.

2.10 Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation: This action was effective, as the District now has approved standards-aligned Ethnic Studies-aligned courses ready for implementation. Plans are in place to support teachers with structured PLC time for continued unit planning and instructional collaboration. M1.24 (Graduation Rate) data shows positive trends that this initiative aims to continue supporting. The overall graduation rate increased from 89.5% (Class of 2023) to 91.2% (Class of 2024), with notable gains among several student groups: ELs increased from 67.6% to 77.5%; FY increased from 68.5% to 77.4%; HY increased from 79.1% to 87.5%; SED/LI students rose from 87.9% to 90.6%; and SWD improved from 76.1% to 80.3%. Between 2023–2024 and 2024–2025, student perceptions of cultural representation in the classroom declined despite an increase in survey participation. The number of students surveyed rose from 9,971 to 11,037, but the percentage of students who felt their culture and community were represented and valued in class dropped from 83% to 73.8%. Similarly, the percentage of students who reported reading about their culture, identity, and/or community fell from 77.6% to 63.1%. These declines suggest a growing need to strengthen culturally responsive curriculum and instructional practices. While causality cannot yet be attributed directly to the Ethnic Studies initiative (as courses launch next year), this foundation supports broader equity and engagement goals tied to graduation outcomes. The District will monitor implementation closely in the coming year to assess student engagement and impact on academic and social-emotional indicators.

2.11 CTE Pathway Development: Action 2.11 has been effective in enhancing professional learning to strengthen CTE pathway quality and improve student outcomes. The District has invested in targeted training for CTE teachers and staff to support pathway design, instructional alignment, and the integration of industry-relevant skills into classroom practice. These professional learning efforts have contributed to measurable gains. The College and Career Indicator (Metric M1.12) improved from 48.6% to 55.1%, moving the District into the Green performance level. Additionally, the percentage of students completing a full CTE pathway (Metric M1.15) increased from 13.5% to 15.5%, reflecting greater student participation in sequenced, career-focused coursework.

2.12 Instructional Coaches: Action 2.12 has shown partial effectiveness due to staffing limitations that affected full implementation. Despite these challenges, instructional coaching contributed to modest gains in academic performance, particularly in math. CAASPP Math scores improved slightly, moving from 59.1 to 57.1 points below standard, though overall performance shifted from Green to Yellow. High achievement was sustained among Asian and Filipino students, but significant equity gaps persist—particularly for FY, whose scores declined from 193.1 to 216.1 points below standard. Other groups, including ELs, LTELs, SWD, and African American students, continue to score far below standard. Between 2022–2023 and 2023–2024, the percentage of students meeting or exceeding the Math standard on the CAASPP rose slightly from 31% to 31.74%. In ELA, the District maintained a Green rating, with overall scores at 41.9 points above standard, down slightly from 44. While many student groups performed well, gaps remain significant for FY (-117.6), LTELs (-94.4), ELs (-66), and SWD (-82.1). From 2022–2023 to 2023–2024, the percentage of students meeting or exceeding the ELA standard on the CAASPP increased slightly from 66% to 67.04%. From 2022–2023 to 2023–2024, the percentage of students exceeding standard on the CAST declined from 9.22% to 7.07%, while the percentage of students meeting standard increased from 20.96% to 23.55%. Staff agreement that the District provides sufficient professional learning rose slightly from 86% in 2023–2024 to 87% in 2024–2025. This 1-point increase reflects continued confidence in the District's investment in educator development and suggests that professional learning opportunities remain relevant and supportive of instructional effectiveness. Taken together, these outcomes indicate that while Action 2.12 has had a positive impact in select areas, particularly through instructional coaching, full effectiveness has been limited by staffing constraints. Continued investment in professional learning, along with expanded capacity to deliver coaching consistently across sites, will be critical to accelerating progress and narrowing persistent achievement gaps.

2.13 Induction Mentors: This action was highly effective, as shown by strong outcomes in M2.6 (Staff Perception of Professional Learning) and local survey results. The program's impact is supported by the increase in M2.6 (staff agreement that the District provides sufficient professional learning), which rose from 86% to 87%. By supporting new teachers in meeting credential requirements and building instructional confidence, this action directly contributes to teacher effectiveness, retention, and instructional quality across the District.

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

Reflections on the implementation of Goal 2 affirm that the District's investment in professional learning continues to yield meaningful outcomes, particularly in areas tied to instructional quality, inclusive practices, and equity-driven collaboration. Across multiple actions, professional development (PD) was effectively linked to improved outcomes in student achievement, college readiness, and staff capacity to serve diverse learners.

District-wide literacy indicators remained stable or showed incremental growth, suggesting that ELA-aligned instructional strategies and collaborative course redesign are showing early promise. In mathematics, despite a dip in Dashboard performance level, the rollout of a new curriculum and PD structure has laid a strong foundation for long-term improvement. The gains in student outcomes on the California Alternate Assessments (CAA)—particularly for students with significant cognitive disabilities—demonstrate the effectiveness of targeted support and curriculum alignment. Likewise, early implementation of site-based PD teams, Ethnic Studies course development, and embedded support for dual enrollment pathways all reflect efforts to localize and personalize professional learning in service of equity and achievement.

Notably, positive shifts in survey data, such as staff agreement on the value and relevance of PD, and strong satisfaction within the induction program, reinforce the overall impact of the District's professional learning infrastructure. However, challenges with staffing in instructional coaching and delays in inter-agency agreements (e.g., for CCAP course PD) highlighted the need for adaptive planning and more robust support systems moving forward.

The District has shifted Action 2.2 (Site-Based Specialized Teams and Committees for Targeted Educational Goals) and 2.8 (Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning) to contributing actions to more effectively target EL, SED/LI, and FY student populations.

The Baseline and Outcome data for Metric 2.9 needed to be modified to account for the addition of LTELs as an added student group to be monitored.

The LREBG funded action description (Action 2.7) has been modified to include LREBG allocated amount and an explanation of how the action is expected to address the areas of need for students and schools identified in the needs assessment.

As a result of this progress, several Year 3 outcome targets were revised upward to reflect the District's commitment to continuous growth. Specifically, the District increased the targets for Metrics 2.2 (California Alternate Assessment (CAA) - Math), 2.9 (Suspension Rate), and 2.10 (The LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified).

These refinements are designed to strengthen the effectiveness of existing strategies without requiring the addition of new actions or changes to funding allocations. Instead, the District will prioritize deeper implementation, alignment across departments, and the use of real-time data to address persistent gaps—particularly for historically underserved student groups such as SWD, ELs, FY, and HY.

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	Comprehensive Professional Learning and Collaboration	The District will provide job-embedded professional learning opportunities centered around effective collaboration, differentiating instruction, articulation, new teacher mentorship, and utilizing technology to leverage innovative instruction. Additionally, the District will integrate the new California Standards for the Teaching Profession (CSTPs), social-emotional and trauma-informed tenets, and culturally-sustaining pedagogy into professional learning. The effectiveness of this action will be measured	$165,224.00	No

Action #	Title	Description	Total Funds	Contributing
		through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, M1.16, M1.17, M1.18, M2.1, M2.2, M2.6, and M2.10.		
2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	School sites will form specialized teams and committees focused on meeting localized educational goals through targeted content, course development, and achievement strategies. These teams will collaborate to address specific academic needs and drive initiatives that promote a high-achieving and inclusive school environment. The effectiveness of these teams and committees will be measured by improvements in CAASPP scores for student groups achieving in the red, as well as other relevant academic metrics tailored to the specific goals of each team. This action is being principally directed to the teachers who serve EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, M1.17, M1.18, M2.1, M2.2, and M2.8.	$241,148.00	Yes
2.3	Targeted Professional Learning for Teachers of Students with Disabilities	The District will enhance the delivery of special education services by refining intervention strategies, improving resource allocation, and increasing staff training to better support students with diverse learning needs. This initiative will focus on ensuring that SWD receive a tailored and equitable educational experience. The effectiveness of this action will be measured through its impact on the following metrics: M2.3, M2.4, and M2.7.	$67,023.00	No
2.4	Targeted Professional Learning for Teachers of English Learners	The District will strengthen support structures for ELs, including LTELs, by enhancing language acquisition programs, providing culturally sustaining teaching materials, and increasing staff training on English Language Learning strategies. This initiative aims to improve academic performance and integration of EL students. The ELD Coach facilitates regular meetings for the ELD Achievement Team, Accelerated English, and Read 180/System 44 teachers to provide targeted support and intervention for ELs and students in need of literacy support. The ELD Coach works with site Language Assessors and EL Advisors to use ELLevation for progress monitoring and reclassification. The effectiveness of this action will be	$311,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
		measured through its impact on the following metrics: M1.19, M1.20, M1.21, and M2.5.		
2.5	Targeted Professional Learning for Peer Mentors	The Categorical Programs office provides mentors with training on SEL supports for students, academic supports, and ways to effectively support students, specifically for EL, SED/LI, and FY students. The training for mentors and the SEL training series reflect an approach that prioritizes both academic success and the social-emotional development of students. The effectiveness of this action will be measured through its impact on the following metrics: M1.19, M1.20, M1.21, and M1.23.	$36,000.00	Yes
2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	The District will cultivate a college-going mindset among students, specifically for EL, SED/LI, and FY students, by providing targeted professional learning for staff designed to support Dual Enrollment courses and the broadening of understanding of dual enrollment pathways. The program will integrate comprehensive guidance and support services to support the staff who help students navigate the path to college. The effectiveness of this action will be measured through its impact on the following metric: M1.12.	$31,300.00	Yes
2.7	Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning	The District will provide professional development on trauma-informed practices and SEL for all aspects of the educational environment to support teachers' capacity to respond to student behaviors. Individual sites will continue to support this initiative though collaboration that meets the unique needs of the school site. The District will allocate $39,046 in LREBG funds to provide professional development on trauma-informed practices and social-emotional learning, supported by research demonstrating that SEL and trauma-responsive training improves student behavior and engagement; this action reflects needs assessment feedback emphasizing the importance of respectful environments, equitable discipline, and educator capacity to support students' social-emotional needs. The effectiveness of this action will be measured through its impact on the following metrics: M1.28 and M2.9.	$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	The District will implement a comprehensive professional learning program focused on equity, anti-bias, anti-racism, and curricular diversification, specifically targeting teachers of EL, SED/LI and FY students. This initiative will equip educators with the tools and knowledge to create inclusive classroom environments and integrate principles of equity and diversity into their teaching practices. Professional development will include workshops, seminars, and collaborative learning sessions designed to address systemic biases and promote an inclusive educational culture. The effectiveness of this action will be measured through its impact on the following metric: M1.7, M1.9, M1.16, M2.11, and M2.12.	$111,250.00	Yes
2.9	Math Curriculum Implementation and Professional Learning	This initiative will introduce a new math curriculum across Integrated Math I-III, aligned with the Common Core State Standards (CCSS) and the revised California Math Framework, designed to enhance mathematical understanding, application, and engagement through the integration of the Standards of Mathematical Practice. The roll-out includes extensive teacher training, provision of new learning materials, and ongoing collaboration and support to ensure effective implementation and student achievement in mathematics. The success of this initiative will be measured by improvements in CAASPP Math scores, particularly for subgroups such as EL, SED/LI, and FY, alongside teacher feedback on the adequacy of training and materials provided. The effectiveness of this action will be measured through its impact on the following metric: M1.9 and M1.10.	$256,000.00	Yes
2.10	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	The District will develop and implement courses for students to meet California's ethnic studies graduation requirement across all grade levels to promote understanding, respect, and appreciation for diverse cultures and histories. This comprehensive initiative includes professional development for teachers and staff on the curriculum content and pedagogical approaches, integration of culturally relevant materials, and student-led projects that encourage personal and communal exploration of various cultural identities. The success of this initiative will be measured by student engagement levels, feedback on professional development and task force meetings, number of sections of a course that meets the ethnic studies graduation requirement, feedback from the Curriculum Diversification	$70,900.00	No

Action #	Title	Description	Total Funds	Contributing
		Survey, and local implementation surveys. The effectiveness of this action will be measured through its impact on the following metrics: M1.16 and M1.24.		
2.11	CTE Pathway Development	Develop and expand Career Technical Education (CTE) pathways to provide EL, SED/LI, and FY students with relevant, hands-on experiences that align with workforce demands. This initiative will focus on creating robust linkages between secondary education, post-secondary opportunities, and real-world job skills. The effectiveness of this action will be measured through its impact on the following metrics: M1.12 and M1.15.	$11,562.00	Yes
2.12	Instructional Coaches	Instructional Coaches will deliver targeted professional learning and coaching to teachers throughout the District, focusing on enhancing teaching strategies and educational practices for the benefit of SED/LI, EL, and FY students. This initiative aims to improve academic outcomes by fostering community building and continuous professional growth, as measured by the Education Partners Survey and increases in CAASPP and CAST scores. The effectiveness of this action will be measured through its impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.11, and M2.6.	$812,081.00	Yes
2.13	Induction Mentors	The District will enhance the effectiveness of new teachers by providing a comprehensive induction program to clear their credential and support their professional development. The effectiveness of this action will be measured through its impact on the following metric: M2.6.	$449,028.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CJUHSD will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Goal 3 is a multi-pronged initiative to cultivate a learning environment that prioritizes inclusivity, equity, and student well-being, areas of need highlighted by local data, state-level data, and educational partner feedback. This plan tackles ensuring safe digital navigation, addressing transportation barriers, promoting fairness and anti-racism, maintaining exemplary facilities, providing targeted support for vulnerable populations, expanding mental health services, reducing suspension rates, and guaranteeing equitable access to resources for students facing hardships. Ultimately, these efforts aim to empower every student, regardless of background or circumstance, to thrive both academically and emotionally within a nurturing and supportive school environment.

Goal 3 prioritizes student well-being, academic success, and community harmony, all areas highlighted by educational partners in their desire for inclusive and equitable campuses. It reflects a commitment to student well-being, academic success, and preparing students to navigate and contribute positively to diverse and multicultural societies. By promoting social-emotional well-being, diversity, equity, and inclusion, the district creates a positive school culture, prevents negative behaviors, and prepares students for life beyond school. This approach aligns with legal obligations and reflects a commitment to nurturing every student's potential in a supportive educational setting. Finally, the actions in Goal 3 highlight key priorites outlined by educational partners, as outlined by the recommendations highlighted in the Engaging Educational Partners section of this LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Dropout Rate (4 year)	In 2022-23, the District's Dropout Rate was 9.4%.	In 2023-24, the District's Dropout Rate was 8.2%.		In 2025-26, the District's Dropout Rate will be 8%.	District's Dropout Rate decreased by 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Who Drop Out Prior to Graduating Source: DataQuest					
3.2	Expulsion Rate Percentage of Students Expelled Source: DataQuest	In 2022-23, the District expulsion rate was 0.2%.	In 2023-24, the District expulsion rate was 0.1%.		In 2025-26, the District expulsion rate will be 0.1%.	The District expulsion rate decreased by 0.1%
3.3	Students' and Parents' Response to "My school provides access to the Chromebooks and technology I need to be successful." Percentage of Students and Parents who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 96% of students agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. In 2023-2024, 98% of parents/guardians agree/strongly agree that their student's school provides access to the Chromebooks and technology they need to be successful.	In 2024-2025, 97% of students agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. In 2024-2025, 99% of parents/guardians agree/strongly agree that their student's school provides access to the Chromebooks and technology they need to be successful.		In 2026-2027, 97.5% of students will agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. In 2026-2027, 99% of parents/guardians will agree/strongly agree that their student's school provides access to the Chromebooks and technology they need to be successful.	1% increase of students who agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. 1% increase of parents/guardians who agree/strongly agree that their student's school provides access to the Chromebooks and technology they need to be successful.
3.4	Students', Parent's, and Staff Response to the school's ability to	In 2023-2024, 87% of students, 89% of parents, and 89% of staff agree/strongly	In 2024-2025, 89% of students, 91% of parents, and 96% of staff		In 2025-2026, 90% of students, 95% of parents, and 95% of staff will	2% increase for students 2% increase for parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	promote a sense of belonging. Percentage of Students, Parents and Staff who agree/strongly agree. Source: Annual LCAP Survey	agree that they feel a sense of belonging in their school.	agree/strongly agree that they feel a sense of belonging in their school.		agree/strongly agree that they feel a sense of belonging in their school.	7% increase for staff"
3.5	Students' Response to "My school provides the counseling and support resources I need to help me with my mental wellness (for example, a counselor, Wellness Center, peer counselor)." Percentage of Students who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 94% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. All - 94% EL - 93% FY/HY - 85%/73% SED/LI - 93%	In 2024-2025, 95% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. All - 95% EL - 93% FY/HY - 82%/73% SED/LI - 92%		In 2026-2027, 95% of students will agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. All - 95.5% EL - 95% FY/HY - 87%/75% SED/LI - 95%	All - 1% EL - 0% FY/HY - -3%/0% SED/LI - -1%
3.6	Students', Parents' and Staff Response to "My school provides a physically safe learning environment for all students." and "My school provides an emotionally safe learning environment for all students." Percentage of Students, Parents, and Staff who agree/strongly agree.	In 2023-2024, 90% of students, 90% of parents, and 86% of staff agree/strongly agree that their school provides a physically safe learning environment for all students, and 83% of students, 90% of parents, and 86% of staff agree/strongly agree that their school	In 2024-2025, 91% of students, 92% of parents, and 92% of staff agree/strongly agree that their school provides a physically safe learning environment for all students, and 86% of students, 92% of parents, and		In 2026-2027, 91% of students, 92.5% of parents, and 92.5% of staff will agree/strongly agree that their school provides a physically safe learning environment for all students, and 88% of students, 92.5% of parents, and	1% increase of student, 2% of parents, and 6% of staff who agree/strongly agree that their school provides a physically safe learning environment for all students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual LCAP Survey	provides an emotionally safe learning environment for all students.	92% of staff agree/strongly agree that their school provides an emotionally safe learning environment for all students.		92.5% of staff will agree/strongly agree that their school provides an emotionally safe learning environment for all students.	3% increase of student, 2% of parents, and 6% of staff who agree/strongly agree that their school provides an emotionally safe learning environment for all students
3.7	Physical Fitness Test (PFT) Percentage of Students Who Participate Source: Annual School Accountability Report Card (SARC)	2022-2023: ALHS: 94% Participation CHS: 89% Participation CDOHS: 94.7% Participation CoHS: 90% Participation EHS: 93% Participation LOHS: 96% Participation MHS: 93% Participation OHS: 89% Participation RCHS: 95% Participation Community Day: 50% Participation VVHS: 100% Participation	2023-2024: ALHS: 92% Participation CHS: 92% Participation CDOHS: 80% Participation CoHS: 82% Participation EHS: 93% Participation LOHS: 83% Participation MHS: 95% Participation OHS: 82% Participation RCHS: 90% Participation Community Day: 100% Participation VVHS: 67% Participation		2025-2026: ALHS: 94.3% Participation CHS: 92% Participation CDOHS: 93% Participation CoHS: 90.3% Participation EHS: 93.3% Participation LOHS: 96.3% Participation MHS: 95.3% Participation OHS: 89.3% Participation RCHS: 95.3% Participation Community Day: 90% Participation VVHS: 70% Participation	ALHS: 2% decrease CHS: 3% increase CDOHS: 14.7% decrease CoHS: 8% decrease EHS: 0% increase LOHS: 13% decrease MHS: 2% increase OHS: 7% decrease RCHS: 5% decrease Community Day: 50% increase VVHS: 3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Rate of Teacher Misassignment Percentage of Appropriately Assigned Teachers per Williams Act Compliance Requirements Source: Teaching Assignment Monitoring Outcome (AMO) from DataQuest	2021-2022 Data: Total Full-Time Equivalent Teachers: 955.7 Clear: 89.8% Out-of-Field: 2.9% Intern: 0.5% Ineffective: 2.0% Incomplete: 4.7% Unknown: 0.1% N/A: 0.0%	2022-2023 Data: Total Full-Time Equivalent Teachers: 950.4 Clear: 89.2% Out-of-Field: 2.0% Intern: 0.3% Ineffective: 4.5% Incomplete: 3.0% Unknown: 0.1% N/A: 1.0%		2025-2026 Data: Clear: 90.5% Out-of-Field: 1.7% Intern: 0.1% Ineffective: 4.2% Incomplete: 2.7% Unknown: 0.1% N/A: 0.7%	Clear: -0.6% Out-of-Field: -0.9% Intern: -0.2% Ineffective: +2.5% Incomplete: -1.7% Unknown: Maintain N/A: +1.0%
3.9	School Facilities in Good Repair Rating from the Facilities Inspection Tool: Exemplary, Good, Fair, Poor Source: Annual Internal Report of Facilities Inspection	In 2023-2024, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	In 2024-2025, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.		In 2026-2027, CJUHSD will achieve an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	No change

Goal Analysis [2024-25]

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

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

3.1 Ensure Digital Landscape Safety: Action 3.1 was fully implemented in alignment with the District's plan to strengthen student safety in digital learning environments. The District developed and maintained the necessary infrastructure to ensure secure digital access, including protections for student data and safeguards that support social and emotional well-being while navigating online platforms. These efforts reflect the District's commitment to creating a safe and supportive learning experience across both physical and digital spaces.

3.2 Home-to-School Transportation: Action 3.2 was fully implemented in alignment with the District's plan to provide home-to-school transportation services principally directed to unduplicated students residing in designated areas. These transportation services supported daily attendance and access to in-person instruction, contributing to improved attendance rates. While implementation was successful, the

District encountered challenges in recruiting and retaining trained transportation staff. To address this, the District introduced innovative incentive programs aimed at expanding staffing capacity and maintaining service reliability for students most in need.

3.3 Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement: As planned, Action 3.3 was fully implemented, with the District taking strategic steps to expand equitable access and foster inclusive learning environments for SED/LI, FY, and EL student groups. The Director of College Readiness and Access led the implementation of targeted initiatives, including collaboration with the Student Diversification Task Force, adherence to the Anti-Racist Equity Resolution, and student leadership training to build self-efficacy and promote a safe and inclusive school climate. Supported by LREBG funding, these actions reflected both research-based strategies and educational partner priorities for respectful, culturally responsive campuses.

3.4 Facilities Improvement and Maintenance: Action 3.4 was fully implemented in alignment with the District's plan, including the continued operation of a full-time Maintenance Department and the hiring of additional custodial staff to support schools with high populations of ELs, SED/LI students, and FY. These efforts ensured that all facilities remained safe, functional, and in good repair. By prioritizing facility upkeep and expanding custodial services, the District reinforced its commitment to providing equitable, high-quality learning environments for all students.

3.5 Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success: Action 3.5 was fully implemented in alignment with the District's plan, deploying a comprehensive suite of services including before and after school programs, online credit recovery (Edgenuity/APEX), Saturday and summer offerings, and additional targeted instructional minutes. These interventions primarily supported FY, SED/LI students, HY, and ELs. The District also allocated classified staff and additional FTEs to support Foundations Courses, enhancing service delivery for high-need students.

Despite minor logistical challenges, such as scheduling constraints and the need for continued staff training, the District maintained program continuity through flexible implementation strategies and technology integration. These coordinated efforts led to increased student engagement and notable improvements in graduation outcomes across targeted student groups, reflecting the effectiveness of the interventions and the District's commitment to educational equity.

3.6 Mental Health Support: Tailored Services for Student Well-Being: As planned, Action 3.6 was fully implemented, with the District providing comprehensive mental health services through trained professionals, including Marriage and Family Therapy (MFT) associates, Behavioral Assistants, School Psychologists, and Community Health Education Workers (CHEWs). These services were principally directed to FY, ELs, and SED/LI students, ensuring equitable access to counseling and social-emotional support. As a result, students received substantial, targeted mental health services, contributing to improved well-being and increased capacity for academic and behavioral success.

3.7 SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel: Action 3.7 was fully implemented in alignment with the District's plan, including the delivery of comprehensive training for all safety and health personnel. This training focused on social-emotional learning, trauma-informed practices, restorative justice, mental health, and cultural proficiency. Staff working at schools serving high populations of ELs, FY, HY, and SED/LI students were equipped with strategies to intervene, de-escalate, and redirect student behavior. These actions contributed to a safer, more inclusive school environment and supported efforts to reduce suspension rates among high-need student groups.

3.8 Reducing Suspension and Expulsion Rates for SWD: As planned, Action 3.8 was fully implemented, with site administrators and Special Education Advisors receiving Manifestation Determination training through SELPA, and the District reinforcing the use of Other Means of Correction (OMC) as alternatives to exclusionary discipline. This led to a significant reduction in both suspension and expulsion rates for SWD across the District. Reducing Suspension and Expulsion Rates for SWD was fully implemented in alignment with our plan, including professional development focused on legal compliance and student-centered approaches to discipline, guidance on individualized supports, and increased emphasis on prevention strategies.

3.9 Reducing Suspension and Expulsion Rates for FY and HY: Action 3.9 was fully implemented in alignment with the District's plan, including staff training, policy revisions, and the integration of trauma-informed and restorative practices. These strategies were carried out to support positive behavioral outcomes and reduce exclusionary discipline, particularly for SED/LI students, HY, and FY. Implementation led to reductions in suspension rates for homeless youth and a decrease in overall expulsions, reflecting a positive shift toward supportive and preventative disciplinary approaches.

While the planned actions were executed, the suspension rate for FY increased, indicating a gap between implementation and impact for this subgroup. This outcome suggests the need for more targeted supports and stronger collaboration with educational partners in addressing the unique needs of FY. Nonetheless, the demonstrated progress among other high-need student groups underscores the effectiveness and potential of these strategies when closely aligned with student circumstances and school site needs.

3.10 Maintaining Effective Classroom Communities: As planned, Action 3.10 was fully implemented, with the District maintaining balanced teacher caseloads and providing supplementary staffing where necessary to support classroom environments that promote student engagement and academic success. These efforts were undertaken in collaboration with employee associations to ensure optimal teaching and learning conditions, particularly at sites serving high numbers of ELs, SED/LI students, and FY. The implementation of this action contributed to more effective classroom communities and strengthened instructional support for targeted student populations.

3.11 Fostering Mental Health Communities: Action 3.11 was fully implemented in alignment with the District's plan to expand access to school-based mental health and wellness supports. Students benefited from increased access to services through peer counseling programs, wellness centers, and mental health fairs, which helped normalize seeking help and reduce stigma around mental health issues. The District allocated $1,200,000 in LREBG funds to support these initiatives, ensuring targeted access for ELs, SED/LI students, and FY. The integration of mental health supports into the school environment aligned with both research and educational partner feedback, fostering more supportive, responsive school communities conducive to academic and personal well-being.

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 actions outlined in Goal 3 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 3.2 Home-to-School Transportation had a decrease of $441,303 primarily due to unfilled bus driver vacancies.

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

3.1 Ensure Digital Landscape Safety: Action 3.1 has been effective in enhancing the safety of the District's digital learning environment through strengthened infrastructure, safeguards for student data, and practices that support students' social and emotional well-being online. As part of this effort, the District has implemented systems to monitor, filter, and protect student access across all devices and platforms, while also supporting staff training in digital safety protocols. These improvements are reflected in Metric 3.3, which measures student and parent perceptions of digital access, with a 1% increase in student agreement (96% to 97%) and 1% increase in parent/guardian agreement (98% to 99%). The growth in student-reported digital access indicates that Action 3.1 is having a positive impact on the learning environment, ensuring students are not only academically supported but also protected from online threats and inappropriate content. This action continues to play a vital role in fostering a secure and supportive digital space that aligns with the District's broader commitment to student well-being.

3.2 Home-to-School Transportation: Action 3.2 has been effective in supporting daily attendance and reducing chronic absenteeism by ensuring reliable home-to-school transportation, particularly for unduplicated students residing in designated areas. By removing transportation barriers, the District has strengthened student access to in-person instruction and school-based services.

The effectiveness of this action is reflected in improved attendance outcomes. The District-wide attendance rate increased from 93.1% in 2022–23 to 93.7% in 2023–24 (Metric 1.4), indicating more consistent school participation across student groups. Additionally, the chronic absenteeism rate declined from 25.5% to 23.1% during the same period (Metric 1.5), suggesting that more students are maintaining regular attendance patterns.

These gains underscore the importance of accessible transportation in promoting equitable access to learning. Action 3.2 continues to be a critical component of the District's strategy to reduce absenteeism, increase student engagement, and support academic success for all students, particularly those facing systemic barriers to daily attendance.

3.3 Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement: Action 3.3 has been effective in promoting inclusive school environments and reducing exclusionary disciplinary practices for ELs, FY, and SED/LI students. Through leadership provided by the Director of College Readiness and Access, the District has implemented targeted equity initiatives aligned with the Anti-Racist Equity Resolution, including student leadership development, educational partner engagement, and collaboration with the Student Diversification Task Force.
These efforts have contributed to a positive shift in school climate and student voice. In 2023–24, 9,971 students participated in a districtwide survey on curriculum representation and inclusion, establishing a baseline for Metric 1.16. Student-reported perceptions of inclusion also improved, with 87% of students in 2023–24 agreeing they feel a sense of belonging in their school, increasing to 89% in 2024–25 (Metric 3.4).
Suspension rate data (Metric 2.9) shows mixed results. While suspension rates declined for EL students (from 10.3% to 6.8%) and SED/LI students (from 7.6% to 6.1%), the rate increased for FY (from 19.3% to 21%), highlighting a continued need for targeted behavioral supports and consistent implementation of restorative practices.
These outcomes demonstrate that Action 3.3 is fostering safer, more inclusive school environments for most targeted groups, while emphasizing the importance of sustained focus on reducing disciplinary disparities for the most vulnerable students.

3.4 Facilities Improvement and Maintenance: Action 3.4 has been effective in maintaining high-quality learning environments across school sites by ensuring that facilities remain safe, functional, and in good repair. Through the support of a full-time Maintenance Department and increased custodial staffing—particularly at schools serving high numbers of ELs, FY, and SED/LI students—the District has responded proactively to site-level needs. Student's response to my school provides a physically safe learning environment for all students and my school provides an emotionally safe learning environment for all students grew from 90% and 83% in 23-24 to 91% and 86%in 24-25. There was no change in the Exemplary Rating for the School Facilities in Good Repair.
These results reflect the effectiveness of Action 3.4 in providing responsive facility support and reinforcing student well-being, particularly in schools serving the most vulnerable student populations. The District's commitment to maintaining clean, secure, and welcoming environments remains central to promoting student success and school connectedness.

3.5 Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success: Action 3.5 has been effective in reducing exclusionary discipline and increasing student retention through equity-focused supports for FY and SED/LI students. These efforts have contributed to positive trends in school climate and student outcomes. The District's overall suspension rate improved from 6.4% to 5.1%, moving from Orange to Green, with notable decreases among ELs (10.3% to 6.8%), SED/LI students (7.6% to 6.1%), and SWD (10.7% to 8.4%). Additionally, the dropout rate (Metric M3.1) decreased from 9.4% to 8.2%, and the expulsion rate (Metric M3.2) declined from 0.2% to 0.1%, reaching the Year 3 target early. Despite these improvements, FY suspension rates increased from 19.3% to 21%, and multiple student groups—including African American, SWD, LTEL, HY, and Multiracial students—remain in the Red performance band at specific sites. The District's graduation rate improved from 89.5% for the Class of 2023 to 91.2% for the Class of 2024, reflecting a 1.7 percentage point increase and continued progress toward ensuring all students graduate ready for postsecondary success. Notable subgroup gains include: Foster Youth: increased from 68.5% to 77.4%; ELs: improved from 67.6% to 77.5%; Homeless Youth: rose from 79.1% to 87.5%; SED/LI: increased from 87.9% to 90.6%; SWD: improved from 76.1% to 80.3%; and LTELs, newly reported, graduated at 86.4%. These results indicate that Action 3.5 is successfully advancing supportive practices and reducing exclusionary measures overall, while also highlighting the need for continued, targeted interventions to close persistent equity gaps.

3.6 Mental Health Support: Tailored Services for Student Well-Being: Action 3.6 has been effective in expanding access to mental health support services and fostering a sense of well-being and connectedness among students, particularly those identified as FY, ELs, and SED/LI students. The District's deployment of trained professionals—including Marriage and Family Therapy (MFT) associates, Behavioral Assistants, School Psychologists, and Community Health Education Workers (CHEWs)—has created a multi-tiered system of care to address social-emotional needs.
The impact of these services is reflected in Metric 1.28, which measures students' perceptions of school connectedness. In 2024–25, 90% of students agreed or strongly agreed that their school provides a caring and connected environment, an increase from 88% the previous year. This improvement indicates that students are feeling more supported, a key goal of expanded mental health access.
Additionally, students' overall well-being has improved as measured by Metric 3.5, with the percentage of students reporting that they know where to access mental health support at school increasing from 94% in 2023–24 to 95% in 2024–25. This growth demonstrates that services are not only available but visible and accessible, particularly for vulnerable student groups.
These outcomes confirm the effectiveness of Action 3.6 in building a responsive, equitable system of mental health support that contributes to safe, inclusive, and supportive learning environments across the District.

3.7 SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel: Action 3.7 has been effective in strengthening school safety and reducing exclusionary discipline through comprehensive professional development for campus safety and health personnel.

Training in social-emotional learning, restorative justice, trauma-informed care, and cultural proficiency has helped ensure that staff working directly with students—particularly at sites with high concentrations EL, FY, and SED/LI students—are equipped to support student well-being and de-escalate behaviors appropriately.
Student perceptions of campus safety and inclusivity have improved. According to Metric 1.28, the percentage of students who agree that their school provides a caring and connected environment increased from 88% in 2023–24 to 90% in 2024–25, reflecting the positive impact of staff training on school climate. Furthermore, Metric 3.5 shows that the percentage of students who report knowing how to access mental health support rose from 94% to 95%, indicating that students are increasingly aware of supportive adults and resources available on campus.
Disciplinary outcomes also reflect mixed progress. While the overall suspension rate declined from 6.4% in 2022–23 to 5.1% in 2023–24 (Metric 2.9), subgroup analysis reveals disparities that remain a focus for intervention. Suspension rates decreased for EL students (from 10.3% to 6.8%) and SED/LI students (from 7.6% to 6.1%), demonstrating progress in inclusive behavior practices. However, the suspension rate for FY students increased from 19.3% to 21%, highlighting a need for deeper and more targeted supports at specific sites.
These results confirm that Action 3.7 is making a positive impact on school culture and student well-being, especially for EL and SED/LI students, while also identifying FY as a priority group for continued improvement in restorative discipline practices

3.8 Reducing Suspension and Expulsion Rates for SWD: Action 3.8 has been effective in reducing exclusionary disciplinary outcomes for SWD, contributing to the District's broader goals of equity and inclusion. Targeted strategies—including Manifestation Determination training for site administrators and Special Education Advisors, and expanded use of Other Means of Correction (OMC)—have resulted in measurable progress.
The suspension rate for SWD decreased from 10.7% in 2022–23 to 8.4% in 2023–24 (Metric 2.9), exceeding the District's Year 3 target of 10.1%. This decline reflects the effectiveness of professional development and policy implementation aimed at reducing reliance on suspension. Additionally, the District's expulsion rate fell from 0.2% to 0.1% during the same period, achieving the Year 3 goal ahead of schedule (Metric 3.2). This reduction suggests that preventive supports and early intervention efforts are effectively minimizing the need for more severe disciplinary actions.
Together, these outcomes demonstrate that Action 3.8 is yielding positive results in promoting restorative practices and reducing exclusionary discipline for SWD. Continued focus on implementation fidelity, targeted supports, and equity-driven leadership at the site level will be essential to sustaining these gains.

3.9 Reducing Suspension and Expulsion Rates for FY and HY: Action 3.9 led to a measurable decrease in suspension and expulsion rates among HY, and SED/LI students. Suspension rates for HY students dropped from 10.3% to 7.2% (Metric 2.9) and expulsion rates across all groups decreased from 0.2% to 0.1% (Metric 3.2), indicating that revised discipline policies, improved communication practices, and expanded access to social-emotional and mental health supports are contributing to more positive student outcomes. However, suspension rates for FY increased slightly from 19.3% to 21% (Metric 2.9), signaling a continued need for more targeted and intensive support for this group. In 2024–2025, 95% of students agreed their school provides the counseling and support resources needed for mental wellness—up from 94% in 2023–2024. While overall perceptions remained strong across groups, responses from Foster Youth (FY) declined slightly from 85% to 82%, and Homeless Youth (HY) remained steady at 73%, indicating ongoing need for targeted outreach and support. Perceptions among EL and SED/LI students remained stable and high. These results reflect continued strength in school-based wellness systems, with an opportunity to deepen engagement with the most vulnerable student populations. While the foundational systems are effective for some student populations, further refinement—such as deeper trauma-informed training and more consistent involvement of educational partners in discipline decisions—is needed to ensure equitable outcomes. Continued monitoring and adjustment of these strategies will be essential to

reducing suspensions and promoting inclusive, supportive school environments for all students. While the planned actions were executed, the suspension rate for FY increased, indicating a gap between implementation and impact for this subgroup. This outcome suggests the need for more targeted supports and stronger collaboration with educational partners in addressing the unique needs of FY. Nonetheless, the demonstrated progress among other high-need student groups underscores the effectiveness and potential of these strategies when closely aligned with student circumstances and school site needs.

3.10 Maintaining Effective Classroom Communities: Action 3.10 has been effective in fostering classroom environments that support student engagement, safety, and connectedness, particularly for ELs, FY, and SED/LI students. By prioritizing balanced teacher caseloads in collaboration with employee associations, the District has improved the conditions necessary for strong classroom communities and student-teacher relationships.
Improvements in attendance and engagement point to the effectiveness of these efforts. The overall attendance rate rose from 93.1% in 2022–23 to 93.7% in 2023–24 (Metric 1.4), and the chronic absenteeism rate declined from 25.5% to 23.1% (Metric 1.5). These gains were also reflected among EL and SED/LI students, who demonstrated reductions in chronic absenteeism, signaling stronger daily engagement and improved classroom connections.
Student perception data further supports the impact of this action. According to Metric 1.28, 90% of students in 2024–25 agreed their school provides a caring and connected environment, up from 88% the previous year. Similarly, Metric 3.4 shows that students' sense of belonging improved, with positive response rates increasing from 87% to 89%, suggesting that classroom environments are contributing to a more inclusive school climate. From 2022–2023 to 2023–2024, Physical Fitness Test (PFT) participation rates remained strong overall, though several comprehensive sites experienced declines. Schools like CHS (+3%) and MHS (+2%) improved, while Community Day School saw a significant gain from 50% to 100% participation. However, CDOHS, CoHS, LOHS, and OHS saw notable drops of 10% or more. Overall, Action 3.10 has contributed to safer, more supportive classrooms where teachers can build meaningful relationships with students, improve engagement, and create learning conditions that promote academic and social success for the District's most underserved populations.

3.11 Fostering Mental Health Communities: Action 3.11 has been effective in promoting schoolwide mental health awareness, increasing access to wellness services, and fostering emotionally supportive learning environments, particularly for ELs, FY, and SED/LI students. Through peer counseling programs, mental health fairs, wellness centers, and increased support staffing, the District has worked to destigmatize mental health and ensure students have access to the services they need.
Student well-being and engagement have improved as a result of this action. According to Metric 1.28, the percentage of students who agree their school provides a caring and connected environment increased from 88% in 2023–24 to 90% in 2024–25, and Metric 3.4 reflected a similar trend, with perceived campus belonging and inclusion rising from 87% to 89%. These increases were consistent across EL, FY, and SED/LI student groups, highlighting the success of efforts to promote mental health in inclusive ways.
Expanded mental health programming also contributed to a stronger awareness of available services. Based on Metric 3.5, the percentage of students who reported knowing where to access mental health support rose from 94% to 95%, demonstrating the increased visibility and accessibility of wellness supports on campus.
Increased connectedness has also correlated with improvements in attendance and reduced disciplinary rates. The District's overall attendance rate increased from 93.1% to 93.7% (Metric 1.4), while chronic absenteeism declined from 25.5% to 23.1% (Metric 1.5), with similar gains noted among EL and SED/LI students. According to Metric 2.9, suspension rates also declined for EL (from 10.3% to 6.8%) and SED/LI (from 7.6% to 6.1%) students, though FY rates rose (from 19.3% to 21%), indicating a continued need for targeted intervention and behavioral health support for this subgroup.

These outcomes demonstrate that Action 3.11 is fostering mentally healthy school communities and affirming student voice, with direct alignment to the expressed needs of EL, FY, and SED/LI students and families. Continued focus on early intervention, peer support, and destigmatization remains key to sustaining these positive trends.

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

The District's comprehensive efforts under Goal 3 have contributed meaningfully to fostering safe, inclusive, and supportive learning environments—particularly for historically underserved student populations. Each action reflects a deliberate approach to removing systemic barriers and strengthening school climate, health and wellness access, digital safety, equity, and student engagement.

Actions related to digital safety and transportation (3.1 and 3.2) were highly effective in improving students' sense of safety and ensuring reliable access to instruction. These efforts directly contributed to gains in attendance rates and reductions in chronic absenteeism across all student groups. Similarly, equity-driven initiatives (3.3 and 3.5) positively influenced student voice and graduation rates among FY, ELs, and HY. Facilities improvements (3.4) helped reinforce feelings of physical safety and site satisfaction, as indicated by increased student agreement on key survey measures.

Mental health supports (3.6, 3.11), SEL and restorative practices for safety personnel (3.7), and classroom climate investments (3.10) all showed measurable success in improving school connectedness and reducing exclusionary discipline. Suspension rates declined for most groups—especially ELs and SED/LI students—while targeted interventions for FY are being refined to address their persistently elevated rates. The reduction in expulsion rates across all student groups further confirms that restorative approaches and mental health services are becoming more impactful.

As a result of this progress, several Year 3 outcome targets were revised upward to reflect the District's commitment to continuous growth. Specifically, the District increased the targets for Metrics 3.1 (Dropout Rate (4 year)), 3.5 (Students' Response to "My school provides the counseling and support resources I need to help me with my mental wellness."), and 3.7 (Physical Fitness Test (PFT)).

In Metrics 3.4 (Students', Parent's, and Staff Response to the school's ability to promote a sense of belonging) and 3.6 (Students', Parents' and Staff Response to "My school provides a physically safe learning environment for all students." and "My school provides an emotionally safe learning environment for all students."), the District added Parents' and Staff response to the targeted questions to ensure that it was monitoring the collective perceptions of safety and belonging to better align with State Priority 6: School Climate.

For Metrics 3.2 (Expulsion Rate) and 3.3 (Students' Response to "My school provides access to the Chromebooks and technology I need to be successful."), the targeted outcome is not being changed to ensure the District can sustain this level of performance consistently over time before setting a more ambitious growth target.

The original Baseline data did not include VVHS participation rate. This data has been updated to reflect the participation rate.

In Metric 3.8, the Baseline Data was adjusted to reflect the 2023 Dashboard Data as the 2024 Dashboard Data will now be used for Year 1 Outcomes. The data is not released in time for reporting, so the monitored years have been adjusted accordingly.

LREBG funded action descriptions (Actions 3.3 and 3.11) have been modified to include LREBG allocated amount and an explanation of how the action is expected to address the areas of need for students and schools identified in the needs assessment.

Across the board, these strategies are not only aligning with metric gains but also with student voice, partner feedback, and the District's commitment to equity and inclusion. While a few subgroups—particularly FY—require more focused and intensified support, the foundational structures in place are sound and adaptable.
In light of these outcomes, the District plans to sustain the current course of action under Goal 3, with no major modifications to its structure, metrics, or funding levels. Rather than revising the framework, the District will prioritize deeper implementation, cross-departmental collaboration, and refined supports for subgroups still experiencing disproportionate outcomes—ensuring that all students benefit from the safe and inclusive environments these actions are designed to create.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Ensure Digital Landscape Safety	The District is committed to ensuring that students experience safety in their digital learning environment as well as their physical learning environment. This action is designed to develop the infrastructure necessary to ensure that students navigate the digital landscape safely and with the necessary protections in place to protect their data as well as their social and emotional well-being. The effectiveness of this action will be measured through its impact on the following metric: M3.3.	$391,968.00	No
3.2	Home-to-School Transportation	The District's Transportation Department provides home-to-school transportation principally directed for unduplicated students who live in specified areas to ensure they can attend school daily and have access to in-person instruction, thus improving the student attendance rate. The effectiveness of this action will be measured through its impact on the following metric: M1.4 and M1.5.	$2,581,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Under the direction of the Director of College Readiness and Access, the District is taking proactive measures to ensure equitable access to programs and services for LI, FY, and EL student groups. The purpose of these efforts is to improve academic performance and cultivate a positive school climate including collaborating with a Student Diversification Task Force to promote inclusivity and a positive school environment. Additionally, the Director of College Readiness and Access is ensuring adherence to the Anti-Racist Equity Resolution and implementing actions outlined in the resolution. Targeted student leadership training will be provided to enhance students' sense of self-efficacy and promote a safe and inclusive campus culture. The District will allocate $87,712.50 in LREBG funds to advance equity-focused initiatives under the Director of College Readiness and Access, supporting inclusive campus climates through leadership training and implementation of the Anti-Racist Equity Resolution; this action aligns with research emphasizing culturally responsive environments and reflects educational partner feedback calling for respectful, safe, and inclusive school communities, particularly for LI, FY, and EL students. The effectiveness of this action will be measured through its impact on the following metrics: M1.16, M2.9, and M3.4.	$113,662.00	Yes
3.4	Facilities Improvement and Maintenance	The District strives to continue to maintain or improve facilities to exemplary levels by supporting a full-time Maintenance Department that responds to all needs of each site to ensure that all facilities remain safe, functional, and in good repair. The effectiveness of this action will be measured through its impact on the following metrics: M3.6 and M3.9.	$12,237,967.00	No
3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	The Assistant Principals of Student Services are leading targeted initiatives for EL, SED/LI and FY students. Collaborating with outreach personnel and engaging in professional learning targeted at reducing suspension rates, they ensure vital support systems are in place for academic success. Working alongside the District Outreach services department, they connect EL, SED/LI and FY students to essential resources, monitoring progress and promoting well-being. The effectiveness of this action will be measured through its impact on the following metrics: M1.24, M2.9, M3.1, and M3.2.	$3,234,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Mental Health Support: Tailored Services for Student Well-Being	The District offers mental health services provided by trained professionals, including Marriage and Family Therapy (MFT) associates, Behavioral Assistants, School Psychologists, and Community Health Education Workers (CHEWs). The focus is on supporting FY, EL, and LI students, ensuring equitable access to high-quality counseling. The effectiveness of this action will be measured through its impact on the following metrics: M1.28 and M3.5.	$6,785,809.00	Yes
3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	The District is committed to ensuring students' physical and psychological safety by providing comprehensive training to all safety and health personnel. This training covers areas such as social-emotional learning, mental health, restorative justice, and cultural proficiency. The purpose is to equip personnel working at schools predominantly serving ELs, HY/FY, and SED/LI students with the necessary strategies and skills to intervene, redirect, and de-escalate student behaviors effectively, ultimately aiming to reduce the suspension rate and create a safer and more inclusive school environment, specifically addressing EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.28, M2.9, and M3.5.	$40,876.00	Yes
3.8	Reducing Suspension and Expulsion Rates for SWD	The District will reduce suspension rates for SWD by implementing targeted interventions and support systems to address the underlying issues contributing to the high suspension rates. The effectiveness of this action will be measured through its impact on the following metrics: M2.9 and M3.2.	$0.00	No
3.9	Reducing Suspension and Expulsion Rates for FY and HY	The district will create a supportive environment, promote positive behavior, and ensure equitable access to resources for students, particularly for FY/HY and SED/LI students, with the purpose of fostering their overall well-being and academic success. The effectiveness of this action will be measured through its impact on the following metrics: M2.9, M3.2, and M3.5.	$3,466,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Maintaining Effective Classroom Communities	The District works to ensure teacher caseloads are balanced so as to increase engagement as appropriate in collaboration with associations to provide the best possible classroom scenarios for teachers to support EL, SED/LI, and FY students. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.28, M3.4, and M3.8.	$4,726,449.00	Yes
3.11	Fostering Mental Health Communities	The District will continue to support increased access to mental health, wellness, and preventative support programs through the support of Peer Counseling programs, mental health fairs, wellness centers, and support staff for EL, SED/LI, and FY students. Integrating mental health support into the school environment helps normalize seeking help and reduces the stigma surrounding mental health issues. This encourages students to openly discuss their struggles and access the support they need without shame. The District will allocate $1,200,000 in LREBG funds to expand mental health and wellness programs—including peer counseling, wellness centers, and mental health fairs—reflecting research that shows integrated, school-based mental health services improve access and reduce stigma; this action directly aligns with needs assessment feedback from EL, SED/LI, and FY students and families who identified mental health support as essential to academic and personal success. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.28, M2.9, M3.4, and M3.5.	$1,729,552.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CJUHSD will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 places a high priority on nurturing effective communication and collaboration with families and educational partners. A centralized database facilitates transparency and bridges the communication gap between the school and home. Digital communication platforms play a pivotal role in facilitating two-way communication between schools, students, and families. Through these platforms, parents receive regular updates on their student's academic performance, upcoming events, and important announcements. Language access is another crucial aspect of the district's communication strategy, ensuring that parents from diverse linguistic backgrounds can fully understand and actively participate in their student's education, removing language barriers and promoting inclusivity. The district has established a dedicated FACE (Family and Community Engagement) Team to engage in ongoing training sessions, gather community input and feedback to strengthen relationships, gather valuable resources, and promote inclusivity within the school community.

The district prioritizes fostering effective communication, family and community engagement, and strong partnerships with educational educational partners. Goal 4 recognizes the critical role these elements play in building a successful and inclusive learning environment. By fostering transparency and trust through clear communication channels, the district builds collaborative partnerships with families and communities. This collaboration empowers families to actively participate in their student's education and advocate for resources that benefit all students. Furthermore, engaging with educational partners like local organizations and businesses provides students with diverse learning opportunities, career exploration, and real-world experiences that contribute to their holistic development and future success. Additionally, effective communication and engagement efforts promote cultural competence and inclusivity within the district. By actively involving families from diverse backgrounds and collaborating with community organizations, the district ensures that every student feels valued and supported, regardless of their cultural background. Finally, engaging with educational partners allows the district to leverage external resources, expertise, and support services that benefit students and enhance educational programs. This collaborative approach facilitates resource sharing, professional development opportunities, and access to community-based initiatives that address student needs comprehensively. Goal 4 is a reflection of the educational partner feedback prioritizing the enhancement of these partnerships and relationships, as outlined by the recommendations highlighted in the Engaging Educational Partners section of this LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Aeries and Parent Square Accounts Percentage of Parents/Guardians Source: Internal Report of Account Monitoring	In 2023-24, 97% of students overall have at least one parent Aeries Parent Portal/Parent Square Accounts attached.	In 2024-2025, 98% of students overall have at least one parent Aeries Parent Portal/Parent Square Accounts attached.		In 2026-27, the District will maintain the 98% of students who have at least one parent Aeries Parent Portal/Parent Square Accounts attached.	1% increase
4.2	Parent/Guardian's Response to "My student's school creates a welcoming environment for all families in the community." Percentage of parents/guardians who agree/strongly agree Source: Annual LCAP Survey	In 2023-2024, 93% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for all families in the community.	In 2024-2025, 94% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for all families in the community.		In 2026-2027, the District will maintain that 94% of parents/guardians will agree/strongly agree that their student's school creates a welcoming environment for all families in the community.	1% increase
4.3	Parent/Guardian's Response to "My student's school develops the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families." Percentage of parents/guardians who agree/strongly agree	In 2023-2024, 83% of parents/guardians agree/strongly agree that their student's school develops the capacity of staff to build trusting and respectful relationships with families.	In 2024-2025, 86% of parents/guardians agree/strongly agree that their student's school develops the capacity of staff to build trusting and respectful relationships with families.		In 2026-2027, 86.5% of parents/guardians will agree/strongly agree that their student's school develops the capacity of staff to build trusting and respectful relationships with families.	3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual LCAP Survey					
4.4	Parent/Guardian's Response to "My student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children." Percentage of parents/guardians who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 77% of parents/guardians agree/strongly agree that their student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children.	In 2024-2025, 80% of parents/guardians agree/strongly agree that their student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children.		In 2026-2027, 83% of parents/guardians will agree/strongly agree that their student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children.	3% increase
4.5	Parent/Guardian's Response to "My student's school encourages parents to be active partners in the education of their child." Percentage of all parents/guardians, as well as parents/guardians who represent EL, SED/LI, FY and SWD who agree/strongly agree Source: Annual LCAP Survey	2023-2024: All: 87% Agree/Strongly Agree EL: 86% Agree/Strongly Agree SED/LI: 90% Agree/Strongly Agree FY: 71% Agree/Strongly Agree SWD: 63% Agree/Strongly Agree	2024-2025: All: 89% Agree/Strongly Agree EL: 95% Agree/Strongly Agree SED/LI: 90% Agree/Strongly Agree FY: 93% Agree/Strongly Agree SWD: 83% Agree/Strongly Agree		2026-2027: All: 89.5% Agree/Strongly Agree EL: 95% Agree/Strongly Agree SED/LI: 90.3% Agree/Strongly Agree FY: 90% Agree/Strongly Agree SWD: 83% Agree/Strongly Agree	All: 2% Agree/Strongly Agree EL: 9% Agree/Strongly Agree SED/LI: 0% Agree/Strongly Agree FY: 22% Agree/Strongly Agree SWD: 20% Agree/Strongly Agree
4.6	Parent/Guardian's Response to the LCAP Survey	2023-2024: All Students Represented: 1,034	2024-2025: All Students Represented: 1,436		2026-2027: All Students Represented: 5,000	All Students Represented: 402 Percentage of Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Students Represented by the Responses in the LCAP Survey, including the percentage of EL, SED/LI, FY and SWD Students Represented Source: Annual LCAP Survey	Percentage of Students Represented who are ELs: 6% Percentage of Students Represented who are SED/LI:14% Percentage of Students Represented who are FY: 1% Percentage of Students Represented who are SWD: 4%	Percentage of Students Represented who are ELs: 7.8% Percentage of Students Represented who are SED/LI: 17.5% Percentage of Students Represented who are FY: 1.1% Percentage of Students Represented who are SWD: 7.2%		Percentage of Students Represented who are ELs: 8% Percentage of Students Represented who are SED/LI: 20% Percentage of Students Represented who are FY: 1.1% Percentage of Students Represented who are SWD: 10%	Represented who are ELs: 1.8% Percentage of Students Represented who are SED/LI: 3.5% Percentage of Students Represented who are FY: 0.1% Percentage of Students Represented who are SWD: 3.2%

Goal Analysis [2024-25]

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

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

4.1 Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS: This action is fully implemented. The District utilizes the Aeries Student Information System (SIS) to maintain comprehensive and centralized student records, ensuring accurate and accessible data for staff, students, and families. Aeries is fully integrated into the daily practices of educational partners, supporting effective communication, student monitoring, and decision-making. The system enhances home-school engagement by providing real-time access to academic progress and attendance.

4.2 District Tools for Bi-Directional Communication Between District and Educational Partners: The District has fully implemented the use of ParentSquare as our central communication platform, aligning with our commitment to provide the digital tools necessary to support and enhance communication between school sites, students, and their educational partners. To further strengthen this effort, the District has allocated dedicated personnel to manage and maintain this system. This position has been fully implemented.

4.3 Expanding Communication with Educational Partners Through Translation Services: While some components of Action 4.3 were successfully implemented, such as the use of LanguageLine Services to provide on-demand translation across all school sites, the District experienced challenges with the rollout of FluentTalk devices. Technological issues related to Wi-Fi connectivity and the need to complete

privacy assurance processes delayed implementation, resulting in the devices being placed on hold until the following year. Additionally, the District is exploring the adoption of a more affordable, locally based translation service to increase accessibility. As a result, this action was partially implemented.

4.4 Family and Community Engagement Team: While some components of Action 4.4 were successfully implemented, such as the establishment of the Family and Community Engagement (FACE) Survey, the District experienced challenges that resulted in partial implementation. The survey was translated into the top seven languages other than English spoken in the District and was administered during events such as 8th Grade Parent Night, ELAC meetings, SSC meetings, and other FACE-related activities. Survey responses were recorded in the Aeries SIS under a designated FACE table for each student. In addition, the planned FACE Summit was not held due to staff reassignments within the FACE Team and the resignation of key parent members, which impacted preparation and execution timelines. Greater promotion and broader participation are anticipated in the following year.

4.5 Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support: While some components of this action were successfully implemented, such as professional development for ten site administrators overseeing family and community engagement and workshops for families to strengthen school connections, the District encountered challenges in expanding staff training on authentic FACE strategies. Competing site-level professional development priorities and time constraints limited the ability to provide broader training. As a result, this action was partially implemented, particularly in the area of building staff capacity for meaningful engagement opportunities that support student achievement.

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 actions outlined in Goal 4 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 4.3 Expanding Communication with Educational Partners Through Translation Services had a decrease of $120,625 primarily due technological issues related to Wi-Fi connectivity and the need to complete privacy assurance processes delayed implementation, resulting in the devices being placed on hold until the following year.

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

4.1 Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS: The implementation of the Aeries Student Information System (SIS) has been effective in supporting the District’s goals related to student engagement, achievement, and equitable access to information. Aeries has become a critical tool for tracking academic performance, monitoring attendance, and documenting supports for students with specific needs. As a result, staff can intervene earlier and more strategically to support student success. Parent and guardian engagement has also improved through expanded use of the Aeries Parent Portal. As of this reporting period, 98% of students within the district have at least one parent account associated with their record, reflecting increased access to real-time data on grades, attendance, and school communication (Metric 4.1). This direct connection has helped to foster greater accountability and collaboration between home and school.

4.2 District Tools for Bi-Directional Communication Between District and Educational Partners: In 2024-2025, 94% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for all families in the community (Metric 4.2). Parent access to communication platforms continued to improve, with 98% of students in 2024–2025 having at least one parent or guardian linked to Aeries Parent Portal or ParentSquare, up from 97% in 2023–2024. This high level of connectivity reflects the District's strong commitment to family engagement and transparent communication, ensuring that nearly all families are connected to real-time academic and school updates. ParentSquare is helping to bridge long-standing communication gaps by delivering timely information about academic performance, school events, and other updates in families' home languages. It ensures that ELs, SED/LI, and FY families receive consistent, accessible, and meaningful communication without the need for translators for everyday interactions. The District's Education Technology Specialist plays a critical role in ensuring the effective setup, use, and ongoing support of ParentSquare at each site. This position helps staff confidently navigate the platform while ensuring communication remains transparent, consistent, and inclusive across all campuses. Together, the implementation of ParentSquare and the support provided by the Education Technology Specialist have directly and successfully addressed our goal of fostering equitable engagement with our families.

4.3 Expanding Communication with Educational Partners Through Translation Services: Action 4.3 has been effective in strengthening home-school communication by expanding access to translation services for parents and guardians of ELs. These supports have helped families better understand school information and actively participate in their students' educational experience.

According to Metric 4.2, in 2024-2025, 94% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for all families in the community.

Additionally, Metric 4.4 shows that the percentage of parents and guardians who agreed that their student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children rose from 77% to 80% over the same period. This improvement signals that parents feel increasingly informed and connected to school activities and expectations.

These outcomes demonstrate that Action 4.3 is meeting its goal of fostering inclusive communication, ensuring that EL families are engaged partners in their students' education.

4.4 Family and Community Engagement Team: Action 4.4 has been partially effective in advancing the District's goals to strengthen partnerships with families, particularly those of ELs, FY, and SED/LI students. Under the leadership of the Director of Community Relations, the Family and Community Engagement (FACE) Team launched several initiatives to promote meaningful engagement, though full implementation of all planned activities was not achieved in 2023–24. From 2023–24 to 2024–25, there was a measurable increase in agreement across all reported groups, indicating the District's progress in strengthening school-home partnerships. Overall, parent agreement increased from 87% to 89%, while notable gains were seen among targeted subgroups. FY parents reported a 22% increase, rising from 71% to 93%, a significant shift suggesting improved outreach and engagement. Parents of ELs saw a 9% increase from 86% to 95%. And parents of SWD saw an increase of 20% from 63% to 83%. The District's graduation rate improved from 89.5% for the Class of 2023 to 91.2% for the Class of 2024, reflecting a 1.7 percentage point increase and continued progress toward ensuring all students graduate ready for postsecondary success. Notable subgroup gains include: Foster Youth: increased from 68.5% to 77.4%; ELs: improved from 67.6% to 77.5%; Homeless Youth: rose from 79.1% to 87.5%; SED/LI: increased from 87.9% to 90.6%; SWD: improved from 76.1% to 80.3%; and LTELs, newly reported, graduated at 86.4%. Parent and guardian perceptions of school climate remained strong, with 94% in 2024–2025 agreeing that their student's school creates a welcoming environment—an increase from 93% in 2023–2024. From 2023–2024 to

2024–2025, parent and guardian agreement that schools build staff capacity to foster trusting and respectful relationships with families rose from 83% to 86%. These gains demonstrate that the District's targeted family engagement strategies are yielding positive results, particularly among communities that have historically faced barriers to participation.

4.5 Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support: Action 4.5 has been effective in building capacity among families and staff to collaboratively support student achievement, particularly for ELs, FY, and SED/LI students. Through culturally responsive professional development and a range of family workshops focused on academic, wellness, and college readiness topics, the District has created inclusive spaces for engagement and strengthened school-community partnerships.
These efforts have contributed to improved outcomes in graduation and college readiness. The District graduation rate (Metric 1.24) increased from 89.5% for the Class of 2023 to 91.2% for the Class of 2024, with growth across all major student groups. The College and Career Indicator (CCI) performance (Metric 1.12) also improved, with overall status increasing from 48.6% (Medium) to 55.1% (Green). These gains suggest that families are better equipped to support students in meeting key academic and postsecondary readiness benchmarks.
Parent engagement and perception data further reflect the impact of this action. According to Metric 4.5, the percentage of parents who felt encouraged to be active partners in their child's education rose from 87% to 89% overall, with meaningful subgroup gains: FY parents increased from 71% to 93%, EL from 86% to 95%, and SED/LI from 90% to 90%. Additionally, Metric 4.2 showed a continued high level of satisfaction with communication access, with 94% of parents agreeing that their student's school creates a welcoming environment for all families in the community
These results affirm that Action 4.5 is successfully fostering a culture of collaboration through sustained, equity-driven engagement efforts. Continued investment in adult education, leadership development, and culturally responsive family outreach will be key to maintaining and building upon these positive trends.

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.

Implementation of Goal 4 actions has yielded positive progress in enhancing family and community engagement across the District. Tools like Aeries and ParentSquare have improved two-way communication between families and schools, offering real-time access to student data, academic updates, and school announcements. Metric results reflect these improvements, including a 98% rate of Aeries parent account activation and a 94% satisfaction rate with the inclusivity of school communication practices. These outcomes indicate that families are more connected, informed, and equipped to support their children's education.

Expanded translation services (Action 4.3) have also proven highly effective in breaking down language barriers, especially for EL families. Similarly, FACE initiatives and targeted family engagement (Actions 4.4 and 4.5) have led to measurable growth in parent perception and involvement metrics across all key subgroups, including FY, ELs, and SED/LI families. While engagement has increased, lower response rates among FY families signal an ongoing need for focused, trust-building strategies to ensure full inclusion and representation in district planning.

Workshops and professional development have played a central role in equipping families and staff with the tools needed to navigate postsecondary planning, mental wellness, and academic success. These supports contributed to notable gains in graduation rates and College and Career Indicator performance, suggesting that engagement strategies are not only well received but also contributing to student success.

As a result of this progress, several Year 3 outcome targets were revised upward to reflect the District's commitment to continuous growth. Specifically, the District increased the targets for Metrics 4.1(Aeries and Parent Square Accounts), 4.2 (Parent/Guardian's Response to "My student's school creates a welcoming environment for all families in the community."), 4.3 (Parent/Guardian's Response to "My student's school develops the capacity of staff to build trusting and respectful relationships with families."), 4.4 (Parent/Guardian's Response to "My student's school makes efforts to learn about each family's strengths, cultures, languages, and goals for their children."), 4.5(Parent/Guardian's Response to "My student's school encourages parents to be active partners in the education of their child.").

Given the upward trajectory across key engagement metrics and the alignment of current strategies with educational partner needs, the District will continue implementing Goal 4 as planned, without making any substantive adjustments to actions, metrics, or funding commitments. Instead, the emphasis in the coming year will be on scaling successful practices, enhancing outreach to underrepresented families, and deepening the capacity of school sites to foster meaningful, equity-driven partnerships.

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	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	The District provides Aeries SIS to maintain comprehensive records for each student, including personal information, academic history, attendance records, standardized test scores, disciplinary actions, and special accommodations or needs. This centralized database ensures accuracy and accessibility of student data for administrative staff, teachers, and counselors. The SIS bridges the gaps between home and school communication to provide parents and guardians with critical student achievement data as well as current attendance status. All educational partners have incorporated the SIS more into their daily lives than ever before to serve all students. The effectiveness of this action will be measured through its impact on the following metrics: M1.4, M1.5, M1.12, and M1.24.	$217,945.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	The District will provide the digital tools necessary to support and enhance communication between the sites, students, and their educational partner communities, ensuring these tools meet the needs of EL, SED/LI, and FY students. These platforms ensure that students and parents/guardians are notified of academic performance and events occurring on campus in their home language. They also provide effective pathways for partners to communicate directly with their students' teachers and site support staff without language barriers or the need for translators for day-to-day communication. Additionally, the District provides personnel to manage the sharing of information between the respective communication platforms to ensure consistent and transparent lines of communication. The effectiveness of this action will be measured through its impact on the following metrics: M4.1 and M4.2.	$227,868.00	Yes
4.3	Expanding Communication with Educational Partners Through Translation Services	The District provides EL parents and guardians with access to a variety of translation services, allowing parents to be more involved and engaged in their students' education. Engaging parents in communication using a language they comprehend not only fosters greater involvement but also cultivates active engagement in their child's education through increased parental involvement. The effectiveness of this action will be measured through its impact on the following metrics: M4.2 and M4.4.	$111,712.00	Yes
4.4	Family and Community Engagement Team	The Director of Community Relations oversees a District Family and Community Engagement (FACE) Team principally comprised of staff, both certificated and classified, and parents who serve as liaisons between the school sites and the District on how to most effectively engage with the educational partners on each site. Members participate in county and national training to strengthen the relationships between the families and staff, along with collecting street data for building community schools, specifically targeting underrepresented families of EL, SED/LI and FY students' support systems. The District FACE Team has created a culture survey that uses an assets-based approach, partnering with families in their students' learning experiences. A District Family & Community	$178,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Engagement Summit will include a community resource fair, wellness workshops, and other opportunities to help increase communication among all educational partners and help marginalized and underrepresented communities connect with the district and its site schools. By building capacity, demonstrating leadership, allocating resources, monitoring progress, and ensuring access and equity, the FACE Team will foster strong school-community relations across the District. The effectiveness of this action will be measured through its impact on the following metrics: M1.24, M4.2, M4.3, and M4.5.		
4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	The Director of Community Relations works collectively with key staff and educational partners to provide professional trainings in cultural proficiency, equity partnerships, and building community schools. The Director also works with key staff in providing family and community engagement opportunities to help build the capacity of families in leadership development, adult education, and supporting student achievement particularly as they relate to supporting the families/guardians of EL, SED/LI, and FY students. Workshops center in the areas of instructional technology, SEL, nutrition, health education, the US education system, and college and career readiness guidance. Ongoing workshops and professional development of staff in meaningful engagement opportunities and family workshops will help promote this dual capacity for active family and community engagement which drives student achievement and academic success. The District provides parents with a variety of opportunities for targeted engagement and collaborative support. Providing access to valuable information, parents are empowered with the resources and knowledge necessary to actively contribute to their children's academic success, fostering increased participation and enhancing their ability to provide meaningful support. The effectiveness of this action will be measured through its impact on the following metrics: M1.12, M1.24, M4.2, and M4.5.	$164,650.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	CJUHSD will provide fiscal solvency and transparency for all educational partners.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 5 targets the personnel and resources necessary to ensure the District maintains its fiscal solvency and complies with all legal mandates to ensure ethical and transparent expenditures.

Ensuring fiscal solvency is crucial for the district's long-term stability and ability to deliver quality education. It enables the district to maintain essential services, support staff, invest in educational resources, and respond effectively to changing needs and challenges. Transparency in financial matters fosters accountability and trust among educational partners, including parents, staff, students, and the broader community. Open communication about budget allocations, expenditures, and financial decisions allows educational partners to understand how funds are utilized and ensures responsible stewardship of public resources. Demonstrating fiscal responsibility and transparency builds confidence and credibility within the community. When educational partners perceive the district as financially sound and accountable, they are more likely to support funding initiatives, bond measures, and other efforts that benefit students and enhance educational opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Audit Determinations and Certification of Interim Financial Reports Unmodified or Modified Source: Internal Review of Audit Reports	In 2023-2024, CJUHSD had an unmodified opinion in the audit of its funds and county affirmed positive certifications of interim financial reports.	In 2024-2025, CJUHSD had an unmodified opinion in the audit of its funds and county affirmed positive certifications of interim financial reports.		In 2026-2027, CJUHSD will have an unmodified opinion in the audit of its funds and county affirmed positive certifications of interim financial reports.	No change

Goal Analysis [2024-25]

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

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

5.1 Fiscal Oversight Staff: Action 5.1 was fully implemented in alignment with the District's plan to maintain fiscal solvency and support effective fiscal planning in collaboration with personnel support staff. The Assistant Superintendent of Business Services worked closely with the Personnel Department to ensure that fiscal decisions continued to align with the District's educational priorities. Fiscal oversight and personnel staff attended professional workshops and conferences focused on current budget topics, strengthening the District's capacity to sustain student programs and services essential to academic achievement.

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.

Goal 5 has no material differences to report between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 5.1 has been effective in supporting the District's fiscal health and ensuring that financial planning remains aligned with student achievement goals. Through collaboration between the Assistant Superintendent of Business Services and personnel department support staff, the District has maintained sound fiscal oversight and implemented professional development in current budget practices to strengthen financial decision-making.

This action is reflected in Metric 5.1, which monitors the District's ability to meet its financial obligations. For both 2023–24 and 2024–25, the District maintained a positive certification, indicating that it is on track to meet all current and future financial responsibilities. This stability is essential to maintaining high-quality student programs and services.

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

The implementation of Goal 5 has been effective in upholding the District's commitment to fiscal responsibility and aligning financial stewardship with the broader objective of supporting student achievement. Ongoing collaboration between the Assistant Superintendent of Business Services and personnel department staff has ensured that budget decisions remain informed by district priorities and student needs. Additionally, the inclusion of professional development in budgeting practices has helped build internal capacity and reinforce long-term financial planning efforts.

Given the sustained effectiveness of this approach and the consistent positive certification status, the District intends to continue executing the actions outlined in Goal 5 without modification to its current strategies, indicators, or budget allocations. Continued focus will be placed on maintaining strong fiscal health as the foundation for advancing all other LCAP goals, ensuring that funding remains aligned with student-centered priorities.

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	Fiscal Oversight Staff	The Assistant Superintendent of Business Services will work collaboratively with the personnel department support staff to ensure fiscal solvency and effective fiscal planning to support student programs and services essential to improving student achievement. Fiscal oversight staff and personnel staff will attend professional workshops and conferences on current budget issues and topics. The effectiveness of this action will be measured through its impact on the following metric: M5.1.	$692,335.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The district will improve academic achievement and career readiness at VVHS and CDS, foster a positive school climate, promote student engagement, and facilitate outcomes related to a broad course of study for all students, specifically by decreasing the suspension rate for SED, Hispanic, SWD, and AA students, improving academic achievement in ELA and math for SED and Hispanic student groups, improving graduation rates for EL, Homeless, SED, and Hispanic student groups, improving ELPI rate for EL and LTEL students, and improving the college and career indicator readiness for EL, LTEL, homeless, SED, and Hispanic student groups at VVHS and CDS, by June of 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 6, outlining continued implementation of trauma-informed practices and targeted interventions, aims to address disparities and ensure equitable access to educational opportunities for every student, regardless of their background or circumstances.

This goal was developed in response to VVHS and CCDS qualifying as equity multiplier schools due the non-stability rate being greater than 25% (78.72% CDS and 65.24% VVHS) and the SED/LI rate being greater than 75% (89.36% CDS and 90.63% VVHS).

The District conducted a needs assessment to determine areas of need, with local and state-wide data indicating disparities in academic achievement, school climate, graduation rates, and college and career readiness at VVHS and CCDS.

- Academic Achievement: The red ratings on the California Dashboard for ELA and Math CAASPP scores at VVHS signal a need to address gaps in academic performance across all student populations. In 2024, the students remaining in the red for both ELA and math include All students, SED, and Hispanic students.

- School Climate: High suspension rates at VVHS and CCDS, particularly among Hispanic students, SWD, and African American students, indicate potential issues with school climate and disciplinary practices and necessitate implementing strategies to foster a positive and inclusive learning environment. In 2024, no student groups remained in the red for school climate, but there remains disparities in the rates at which students are suspended.
- Graduation Rate: The red rating for graduation rates at VVHS highlights a critical need to support students in successfully completing their high school education. Addressing this aspect is essential for ensuring that all students have equitable opportunities to graduate and pursue their post-secondary goals. In 2024, no student groups remained in the red for graduation rate, but there remains disparities in the rates at which students graduate, and this remains a focus for VVHS and CCDS.
- College and Career Indicator Readiness: VVHS's low rating on the College & Career Indicator for various student groups further emphasizes the need to improve outcomes related to post-secondary readiness. By addressing these disparities, the goal aims to ensure that students are adequately prepared for future academic and career pursuits. In 2024, the students remaining in the red for the CCI include All students, EL, LTEL, SED, and Hispanic students.
- English Language Proficiency: VVHS's red ratings on the CA Dashboard for ELs and LTELs in the ELPI reflects the need to support students' language acquisition and demonstration of proficiency. Through supporting this effort, outcomes for other indicators will also improve.

By focusing on enhancing academic achievement, fostering a positive school climate, improving graduation rates, promoting college and career readiness, and ensuring students develop the necessary language acquisition and proficiency, this goal aims to create a more equitable and supportive educational environment for all students at VVHS and CCDS.

This direction is reflected in the desires expressed in the feedback from educational partners surveyed from VVHS and CCDS. Educational partners provided key recommendations to guide the Equity Multiplier Funds initiative at both schools, emphasizing the importance of fostering a positive school climate, improving graduation rates and English proficiency rates, and promoting college and career readiness, especially for students in the red on the Dashboard. They stressed the need for ongoing, high-quality professional development for teachers and staff to effectively address students' diverse needs. Building strong partnerships with families and the wider community through regular engagement was also highlighted. Additionally, they recommended increasing access to resources that prepare students for future success and offering targeted academic support to ensure all students reach their full potential. In 2024-2025, the additional students groups in the red on the CA Dashboard were presented to the educational partners for VVHS and CCDS. Partners indicated strong support for the direction the schools are already taking, as there are some notable improvements in key areas. However, they also advocated for stronger support for English language acquisition, as that would contribute to both the ELPI and support of the CAASPP. These community-driven recommendations were instrumental in shaping the programs and services at Valley View High School and Community Day School, ensuring they met the needs of all students and fostered an environment of equity and excellence.

This comprehensive approach, supported by the continued implementation of trauma-informed practices and targeted interventions, aims to address disparities and ensure equitable access to educational opportunities for every student, regardless of their background or circumstances.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California Assessment of Student Performance and Progress (CAASPP) - ELA: Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	In 2022-23, VVHS ELA scores on CAASPP: • All students: -245.4 DFS, RED • SED/LI: -230.2 DFS, RED • HI students: -227.5 DFS, RED • EL: -227.7 DFS • LTEL*: -241.5 *Data from 2024 Dashboard	In 2023-24, VVHS ELA scores on CAASPP: • All students: -245.3 DFS, RED • SED/LI: -243.7 DFS, RED • HI students: -245.1 DFS, RED • EL: -249.2 DFS • LTEL: -241.5		In 2025-2026, VVHS ELA scores on CAASPP: • All students: -195 DFS • SED/LI: -190 DFS • HI students: -187 DFS • EL: -199.3 DFS • LTEL: -191.5 DFS	VVHS ELA scores on CAASPP: • All students: .1 DFS improvement • SED/LI: decline of 13.5 DFS decline • HI students: decline of 17.6 DFS • EL: decline of 13.8 DFS • LTEL: No Change
6.2	CAASPP - Math: California Assessment of Student Performance and Progress (CAASPP) - Math: Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	In 2022-23, VVHS Math scores on CAASPP: • All students: -278 DFS, RED • SED/LI: -273.3 DFS, RED • HI students: -269.9 DFS, RED • EL: -278.7 DFS • LTEL*: -285.5 DFS *Data from 2024 Dashboard	In 2023-24, VVHS Math scores on CAASPP: • All students: -290.3 DFS, RED • SED/LI: -290.3 DFS, RED • HI students: -284		In 2025-2026: • All students: -228 DFS • SED/LI: -233.3 DFS • HI students: -229.9 DFS • EL: -228.5 DFS	VVHS Math scores on CAASPP: • All students: decline of 12.3 DFS • SED/LI: decline of 17.0 DFS • HI students: decline of 14.1 DFS • LTEL: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DFS, RED • EL: -290.8 DFS • LTEL: -285.5 DFS		• LTEL: -223.2 DFS	• EL: decline of 12.1DFS • LTEL: N/A
6.3	Graduation Rate: Percentage of students, by group, who Graduate Within Four Years, coupled with Dashboard Color Level Source: CA Dashboard	In 2022-23, VVHS Graduation Rates: • All students: 60.9%, RED • EL: 60.5%, RED • LTEL*: 83.6%, Green *Data from 2024 Dashboard • HY: 50.9%, RED • SED/LI: 60.5%, RED • HI students: 60.5%, RED	In 2023-24, VVHS Graduation Rates: • All students: 77.9%, Yellow • EL: 80.3%, Green • LTEL: 83.6%, Green • HY: 83.3%, Green • SED/LI: 78.7%, Yellow • HI students: 82.8%, Green		In 2025-2026, VVHS Graduation Rates: • All students: 78% • EL: 80.6% • LTEL: 87% • HY: 83.6% • SED/LI: 80% • HI students: 83%	VVHS Graduation Rates: • All students: 17% increase • EL: 19.8% increase • LTEL: No change • HY: 32.4% increase • SED/LI: 18.2% increase • HI students: 22.3% increase
6.4	Senior Transition Survey Percentage of Students who disagree/strongly disagree with the following statements:	2023-2024: • 35.5% Disagree or Strongly Disagree - I am involved in	2024-2025: • 25.6% Disagree or Strongly Disagree		2026-27: • 35% Disagree or Strongly Disagree	2024-2025: • -9.89% Disagree or Strongly Disagree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• "I am involved in my school community. -"I can create professional documents including spreadsheets, charts, and graphs." • "I can store and preserve files." • "I know how to apply to a training or degree program." • "I have built a professional network." • "I have read about my culture, identity, and community in my classrooms." • "What I read in class speaks to my values and/or interests." Source: Annual Student Survey Administered to Exiting Seniors	my school community. • 42.2% Disagree or Strongly Disagree - I can create professional documents including spreadsheets, charts, and graphs. • 24.4% Disagree or Strongly Disagree - I can store and preserve files. • 41.1% Disagree or Strongly Disagree - I know how to apply to a training or degree program. • 47.8% Disagree or Strongly Disagree - I have built a professional network. • 18.2% Disagree or	- I am involved in my school community. • 37.3% Disagree or Strongly Disagree - I can create professional documents including spreadsheets, charts, and graphs. • Question Discontinued - I can store and preserve files. • Question Discontinued - I know how to apply to a training or		- I am involved in my school community. • 39% Disagree or Strongly Disagree - I can create professional documents including spreadsheets, charts, and graphs. • 21.4% Disagree or Strongly Disagree - I can store and preserve files. • 38.1% Disagree or Strongly Disagree	- I am involved in my school community. • -4.9% Disagree or Strongly Disagree - I can create professional documents including spreadsheets, charts, and graphs. • Question Discontinued - I can store and preserve files. • Question Discontinued - I know how to apply to a training or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Disagree - I have read about my culture, identity, and community in my classrooms. • 21.6% Disagree or Strongly Disagree - What I read in class speaks to my values and/or interests.	degree program. • Question Discontinued - I have built a professional network. • 18.6% Disagree or Strongly Disagree - I have read about my culture, identity, and community in my classrooms. • 28% Disagree or Strongly Disagree - What I read in class speaks to my values and/or interests.		- I know how to apply to a training or degree program. • 44.8% Disagree or Strongly Disagree - I have built a professional network. • 15.2% Disagree or Strongly Disagree - I have read about my culture, identity, and community in my classrooms. • 18.6% Disagree or Strongly Disagree - What I	degree program. • Question Discontinued - I have built a professional network. • .4% Disagree or Strongly Disagree - I have read about my culture, identity, and community in my classrooms. • 6.4% Disagree or Strongly Disagree - What I read in class speaks to my values and/or interests.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					read in class speaks to my values and/or interests.	
6.5	Suspension Rate: Percentage of students, by group, who are Suspended, coupled with Dashboard Color Level and Change from Prior Year Source: CA Dashboard	2022-2023: VVHS Suspension Rates: • All students: 11%, RED • SED/LI: 11.4%, RED • SWD: 19.7%, RED • AA students: 13.8%, RED • HI students: 11.1%, RED CCDS Suspension Rates: • All students: 38.3%, RED • SED/LI: 39.1%, RED • HI students: 41.7%, RED	2023-2024: VVHS Suspension Rates: • All students: 6.3%, YELLOW • SED/LI: 6.6%, YELLOW • SWD: 10.5%, ORANGE • AA students: 11.7%, ORANGE • HI students: 5.7%, GREEN CCDS Suspension Rates: • All students: 21.4%, ORANGE		2025-2026: VVHS Suspension Rates: • All students: 6% • SED/LI: 6.2% • SWD: 10.2% • AA students: 10% • HI students: 5.5% CCDS: • All students: 21% • SED/LI: 17% • HI students: 21.4%	VVHS Suspension Rates: • All students: 4.7% decrease • SED/LI: 4.8% decrease • SWD: 9.2% decrease • AA students: 2.1% decrease • HI students: 5.3% decrease CCDS Suspension Rates: • All students: 16.9% decrease • SED/LI: 21.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• SED/LI: 17.5%, ORANGE • HI students: 21.9%, ORANGE			• HI students: 19.8% decrease
6.6	College and Career Indicator: Percentage of students, by group, who are Prepared on the College and Career Indicator, coupled with Dashboard Indicator Level Source: CA Dashboard	2022-2023: VVHS College/Career Indicator: • All students: 2.1%, LOW • EL: 2.9%, LOW • LTEL*: 4.1%, RED *Data from 2024 Dashboard • HY: 0%, LOW • SED/LI: 2.1%, LOW • HI students: 1.6%, LOW	2023-2024: VVHS College/Career Indicator: • All students: 3.7%, RED • EL: 5.5%, RED • LTEL: 4.1%, RED • HY: 6.9%, ORANGE • SED/LI: 3.9%, RED • HI students: 3.7%, RED		2025-2026: VVHS College/Career Indicator: • All students: 4% • EL: 5.8% • LTEL: 4.4% • HY: 7% • SED/LI: 4% • HI students: 4%	VVHS College/Career Indicator: • All students: 1.6% increase • EL: 2.6% increase • LTEL: No change • HY: 6.9% increase • SED/LI: 1.8% increase • HI students: 2.1% increase
6.7	Student Feedback for VVHS Percentage of Students who disagree/strongly disagree with the following statements:	2023-2024: VVHS School Climate Survey • 12.4% Disagree or Strongly	2024-2025: VVHS School Climate Survey • 6.0% Disagree or		2026-2027: VVHS School Climate Survey • 5.7% Disagree or	VVHS School Climate Survey • 6.4% decrease in students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• "My school fosters an appreciation of student diversity" • "Students at my school treat each other with respect" • "My school prepares students for state standardized testing (CAASPP, CAST, and ELPAC) • "My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students." • "My school provides career events, such as Career Fairs." Source: Annual Locally Administered Climate Survey	Disagree - My school fosters an appreciation of student diversity • 17.5% Disagree or Strongly Disagree - Students at my school treat each other with respect • 16.5% Disagree or Strongly Disagree - My school prepares students for state standardized testing (CAASPP, CAST, and ELPAC) • 12.5% Disagree or Strongly Disagree - My school provides pathways for A-G completion (UC and CSU	Strongly Disagree - My school fosters an appreciation of student diversity • 15.0% Disagree or Strongly Disagree - Students at my school treat each other with respect • 12.0% Disagree or Strongly Disagree - My school prepares students for state standardized testing (CAASPP, CAST,		Strongly Disagree - My school fosters an appreciation of student diversity • 14.5% Disagree or Strongly Disagree - Students at my school treat each other with respect • 11.7% Disagree or Strongly Disagree - My school prepares students for state standardized testing (CAASPP, CAST,	who Disagree or Strongly Disagree - My school fosters an appreciation of student diversity • 2.5% decrease in students who Disagree or Strongly Disagree - Students at my school treat each other with respect • 4.5% decrease in students who Disagree or Strongly Disagree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		entrance requirements) for all students. • 10.3% Disagree or Strongly Disagree - My school provides career events, such as Career Fairs.	and ELPAC) • 8.0% Disagree or Strongly Disagree - My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students. • 17.0% Disagree or Strongly Disagree - My school provides career events, such as Career Fairs.		and ELPAC) • 7.7% Disagree or Strongly Disagree - My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students. • 7.3% Disagree or Strongly Disagree - My school provides career events, such as Career Fairs.	- My school prepares students for state standardized testing (CAASPP, CAST, and ELPAC) • 4.5% decrease in students who Disagree or Strongly Disagree - My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students. • 6.7% increase in students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						who Disagree or Strongly Disagree - My school provides career events, such as Career Fairs.
6.8	English Learner Progress Indicator (ELPI) Percentage of EL students who demonstrate that they are making progress towards English language proficiency based on the English Learner Progress Indicator. Source: CA School Dashboard. *New metric added in 2025	2022-2023: VVHS ELPI: • All Students: 47.5% • EL: 47.5% • LTEL*: 27.5%, RED *Data from 2024 Dashboard	2023-2024: VVHS ELPI: • All Students: 26.4%, RED • EL: 26.4%, RED • LTEL: 27.5%, RED		2025-2026: VVHS ELPI: • All Students: 26.4%, RED • EL: 27%, RED • LTEL: 28%, RED	VVHS ELPI: • All Students: 21.1% decrease • EL: 21.1% decrease • LTEL: No change

Goal Analysis [2024-25]

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

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

6.1 Provide High-Quality Professional Development: While some components of this action were successfully implemented, such as the completion of Neurosequential Model for Education (NME) training for 25 staff members, the District experienced challenges that prevented full implementation. Scheduling conflicts and limited staff availability impacted the District's ability to utilize remaining funds to provide additional professional development sessions. Despite these limitations, the NME training contributed to a more trauma-informed approach at school sites, aligning with improvements in student outcomes.

6.2 Strengthen Family and Community Partnerships: Action 6.2 was partially implemented, as the District successfully hired a Spanish interpreter to strengthen communication with families and hosted a series of well-attended events—including Family Fitness Night, Family Craft Night, and EL Family Information Night—that fostered stronger school-to-home relationships. However, limitations related to staffing capacity and scheduling constraints prevented these engagement opportunities from occurring with consistency across all sites. While the implemented components positively impacted participating families, the District plans to expand outreach and improve the regularity of family and community engagement activities in the upcoming year.

6.3 Expand Access to College and Career Readiness Resources: While some components of Action 6.3 were successfully implemented, such as the hiring of a CTE teacher and the establishment of a new CTE pathway offering students exposure to industry-aligned content and hands-on experiences, the District experienced challenges in fully expanding Dual Enrollment opportunities. Although guidance counselors, the Chaffey Champion, and site administrators collaborated to assist students in accessing these programs, logistical barriers—including staffing limitations—prevented full implementation. As a result, while progress was made in enhancing college and career readiness resources, the Dual Enrollment component of this action was only partially implemented.

6.4 Foster a Positive School Climate: Action 6.4 was partially implemented, as the District successfully provided support for student leadership classes, mental health staffing through Wellness Together, and access to nutrition and community-based resources, all of which contributed to improved student connection and campus climate. However, certain components of the action were not fully realized. The planned launch of on-campus laundry services was delayed due to construction timelines, and the expansion of Crossroads intervention training was limited by staff availability. While one intervention class was offered with a trained staff member, broader implementation of the curriculum is scheduled for the upcoming year. Additional focus will also be placed on strengthening culturally inclusive instructional practices to address ongoing student concerns regarding representation in the curriculum.

6.5 Provide Targeted Academic Support: Targeted academic support was partially implemented, with after-school tutoring and a pilot intervention program using the ExactPath platform showing initial success. The pilot focused on ELs and one ELA course, contributing to slight improvements in ELA scores and a notable increase in graduation rates. However, broader implementation efforts were limited by logistical challenges, including delays in staff training and difficulties in hiring additional support personnel. These barriers reduced the scale and consistency of intervention delivery, highlighting the need for expanded training and staffing to fully realize the intended impact of this action.

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 actions outlined in Goal 6 may have variances in expenditures due to unforeseen circumstances. The following information is intended to inform the reader of any material differences:

- Action 6.1 Provide High Quality Professional Development had a decrease of $34,891 primarily due to less participation than anticipated.
- Action 6.2 Strengthen Family and Community Partnerships had a decrease of $82,401 primarily due to lower salary and benefits costs than anticipated.
- Action 6.3 Expand Access to College and Career Readiness had an increase of $55,263 due to staffing costs for CTE teacher.
- Action 6.4 Foster a Positive School Climate had an increase of $75,762 primarily due to providing additional staffing for mental health supports.
- Action 6.5 Provide Targeted Academic Support had a decrease of $59,358 primarily due to program implementation delays.

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

6.1 Provide High-Quality Professional Development: Action 6.1 has demonstrated mixed but promising effectiveness in supporting student achievement and engagement through the implementation of high-quality professional development, including the Neurosequential Model in Education (NME) training.
The most significant impact is seen in the graduation rate, which increased from 60.9% to 77.9%, surpassing the Year 3 goal of 65.9%, suggesting that trauma-informed strategies have contributed to improved student outcomes (Metric 6.3). Additionally, the Senior Transition Survey showed positive trends: disagreement with the statement “I am involved in my school community” dropped from 35.5% to 25.6%, and disagreement with “I can create professional documents” decreased from 42.2% to 37.3%, both exceeding Year 3 targets.
Academic performance data showed mixed results. ELA scores improved slightly, from -245.4 to -245.3 DFS, while Math scores declined from -278 to -290.3 DFS, indicating a need for more targeted support in mathematics instruction. Adjustments such as focused professional development for math educators and additional mentoring will be necessary to meet the Year 3 goal of -228 DFS.
Student perception data also reflected areas for growth. The percentage of students disagreeing with the statements “I have read about my culture, identity, and community” and “What I read in class speaks to my values/interests” increased, suggesting that professional development has not yet achieved its intended impact in culturally responsive curriculum integration. Targeted strategies—such as diversifying classroom texts—will be critical to address this.
Overall, Action 6.1 has been effective in driving progress in key areas such as graduation and student engagement, while identifying clear next steps for continuous improvement in academic performance and cultural inclusivity.

6.2 Strengthen Family and Community Partnerships: Action 6.2 has been effective in improving student outcomes through targeted family and community engagement efforts, including interpreter services and FACE (Family and Community Engagement) activities.
The graduation rate at Valley View High School increased from 60.9% to 77.9%, exceeding the Year 3 goal of 65.9%, with notable gains among ELs, HY, and Hispanic students. Suspension rates also declined significantly—from 11% to 6.3% at Valley View and from 38.3% to 21.4% at Community Day School, both outperforming Year 3 targets.

Progress is also reflected in the College and Career Indicator, which rose from 2.1% to 3.7%, surpassing the 3% Year 3 goal and suggesting improved readiness among students.
Although limited staffing affected the full implementation of FACE events, overall student and family engagement remains strong. Student climate survey results show favorable perceptions, with an average score of 3.51 for school climate and 3.46 for trauma-informed practices, indicating general satisfaction.
These results confirm that Action 6.2 has positively impacted student success by strengthening partnerships with families and the broader community.

6.3 Expand Access to College and Career Readiness Resources: Action 6.3 has been effective in improving students' college and career readiness, as reflected in both outcome and perception data.
The graduation rate at Valley View increased from 60.9% to 77.9%, exceeding the Year 3 target of 65.9%, with especially strong gains for ELs (from 60.5% to 80.3%) and Hispanic students (from 60.5% to 82.8%). The College and Career Indicator (CCI) rose from 2.1% to 3.7%, surpassing the 3% target, indicating greater readiness for postsecondary success.
Student-reported confidence also improved. According to the Senior Transition Survey, disagreement with the statement "I can create professional documents including spreadsheets" decreased from 42.2% to 37.3%, and disagreement with "I am involved in my school community" declined from 35.5% to 25.6%, both outperforming Year 3 goals. Survey scores for career readiness categories averaged 3.29, showing general agreement and growing student self-efficacy.
Although support for dual enrollment was only partially implemented due to staffing limitations, the data suggest that expanded access to CTE pathways and career exploration opportunities is effectively preparing students for life beyond high school.

6.4 Foster a Positive School Climate: Action 6.4 has been effective in improving school climate through leadership classes, mental health supports, SEL resources, and community engagement. These efforts have contributed to measurable gains in student well-being and campus culture.
The graduation rate at Valley View increased from 60.9% to 77.9%, surpassing the Year 3 goal of 65.9%, while suspension rates declined from 11% to 6.3% at Valley View and 38.3% to 21.4% at Community Day School, both exceeding improvement targets. These outcomes point to a safer and more supportive school environment.
Student perceptions of engagement also improved. Disagreement with the statement "I am involved in my school community" dropped from 35.5% to 25.6%, reflecting stronger campus connectedness. Climate survey responses showed further gains, with disagreement on "My school fosters an appreciation of diversity" falling from 12.4% to 9.4%, and "My school provides career events" from 10.3% to 7.3%.
However, areas of cultural relevance in curriculum require attention. Disagreement increased on the statements "I have read about my culture, identity, and community" (up to 18.6%) and "What I read in class speaks to my values/interests" (up to 28%). While average scores remained above 3.2, adjustments such as expanding diverse literature will be needed to meet inclusion goals.
Overall, Action 6.4 is advancing a more inclusive and emotionally supportive climate while highlighting areas for continued improvement in representation and relevance.

6.5 Provide Targeted Academic Support: Action 6.5 has been effective in improving graduation and behavior outcomes, though academic performance in Math remains an area for growth. After-school tutoring and ExactPath interventions have contributed to a 17-point increase in the graduation rate, rising from 60.9% to 77.9%, well above the Year 3 target of 65.9%. Suspension rates also declined significantly—from 11% to 6.3% at Valley View and 38.3% to 21.4% at Community Day School—suggesting stronger engagement and behavioral support.

In academics, ELA scores showed a slight improvement, moving from -245.4 to -245.3 DFS, while Math scores declined further from -278 to -290.3 DFS, underscoring the need for more targeted math interventions to meet the Year 3 goal of -228 DFS.
Student confidence in key academic and life skills improved. On the Senior Transition Survey, disagreement with “I can create professional documents” dropped from 42.2% to 37.3%, exceeding the Year 3 goal of 39%. However, disagreement rose on statements related to cultural relevance in classroom materials, with 18.6% of students disagreeing with “I have read about my culture, identity, and community”, and 28% with “What I read in class speaks to my values/interests.”
Overall, Action 6.5 is effectively supporting student progress in graduation and engagement, while highlighting areas for continued instructional improvement, particularly in mathematics and cultural inclusivity.

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

Following a comprehensive review of prior-year implementation and outcomes for Goal 6, the District has determined that the current actions, metrics, and funding structures are largely effective in advancing its objectives related to professional development, school climate, family engagement, college and career readiness, and targeted academic support. The professional development efforts—particularly the Neurosequential Model in Education (NME) training—show clear promise, contributing to significant gains in graduation rates, reductions in suspension rates, and improved student engagement indicators.

While some academic indicators, notably CAASPP Math performance and perceptions of cultural representation in classroom materials, did not show the desired growth, these outcomes are being addressed through refinements within existing strategies rather than structural changes to the LCAP. For example, targeted support for Math instruction and expanded culturally relevant curriculum will be emphasized through existing professional development and instructional planning processes. Additionally, Goal 6 description was updated to reflect any new student groups who were designated "Red".

In 2025-2026, Goal 6 metrics will include additional growth targets for the CAASPP ELA and Math (Ms 6.1, 6.2), Graduation Rate (M 6.3), College and Career Indicator (M 6.6), Student Feedback for VVHS (M 6.7) and further decreases in Suspension Rate (M 6.5) due to a number of student groups already meeting the intended outcome. Additionally, the ELPI (M 6.6) was added as a metric as the EL and LTEL students groups indicated a red standing on the CA Dashboard. Finally, LTELs were also added to the CCI as an additional group in the red that will receive targeted support. Additionally, the Baseline data for CAASPP ELA and Math (Ms 6.1, 6.2), Graduation Rate (M 6.3) and College and Career Indicator (M 6.6) were updated to reflect the LTEL student group as measured by the 2024 Dashboard.

The College and Career Indicator, graduation outcomes among high-needs student groups, and survey data related to school involvement and professional preparedness all demonstrated positive trends. These reflect the cumulative effectiveness of actions under Goals 6.1 to 6.5, including increased CTE access, dual enrollment support, community resource partnerships, and academic interventions such as after-school tutoring and ExactPath.

Based on this analysis, the District does not intend to make notable changes to the planned actions, metrics, or funding levels for Goal 6 in the coming year. Instead, efforts will focus on strengthening implementation fidelity, monitoring subgroup progress, and deepening existing strategies that have already shown impact.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Provide High-Quality Professional Development	The District will facilitate the provision of ongoing, high-quality professional development opportunities for teachers, specifically targeting evidence-based instructional strategies, culturally responsive teaching practices, and trauma-informed approaches. To achieve these outcomes, the District will allocate resources for pull-out days, substitutes, and paid hours to enable certificated and classified staff to participate fully in professional development activities. This investment in teacher capacity building is essential to creating a supportive learning environment conducive to student well-being and academic success. This initiative aims to support all students, with a particular focus on SED/LI, HI students, and ELs, as evidenced by the following outcomes on the following metrics: M6.1, M6.2, M6.3, and M6.4.	$81,500.00	No
6.2	Strengthen Family and Community Partnerships	The District will proactively engage families and community educational partners as active collaborators in the educational process, fostering strong relationships between home and school to bolster student success. This action will entail the following areas of support services: -Resource Provision and Workshops: The District will provide resources, workshops, and informational sessions aimed at equipping families with the tools and knowledge necessary to support their children's academic journey effectively. -Opportunities for Collaboration: Schools will facilitate regular opportunities for collaboration between families, community partners, and school staff to collectively address the needs and challenges faced by students. This collaboration may include joint planning sessions, advisory committees, and parent-teacher conferences. -Enhanced Support Services: Additional staffing and outside contracted services will be deployed to ensure the availability of comprehensive support services for families and students, addressing various socio-economic, cultural, and linguistic needs.	$159,817.00	No

Action #	Title	Description	Total Funds	Contributing
		Through these concerted efforts, the district aims to create a supportive ecosystem where all educational parters work together to ensure the holistic development and academic success of every student, as evidenced by improvements in outcomes on the following metrics: M6.3, M6.5, M6.6, and M6.7.		
6.3	Expand Access to College and Career Readiness Resources	The District will implement a comprehensive initiative to expand access to college and career readiness resources and support services for all students. This action will entail the following areas of support services: • Resource Provision and Support Services: The District will provide comprehensive college and career readiness resources and support services to all students, including career exploration activities, college counseling, financial aid assistance, and access to Career Technical Education (CTE) Pathways and dual enrollment courses. • Development and Staffing of New CTE Pathway: The District will develop and staff a new CTE pathway to provide students with hands-on learning experiences aligned with industry standards and workforce demands. This pathway will offer students the opportunity to explore various career options and develop the skills necessary for success in their chosen field. • Additional Staffing for Dual Enrollment Courses: The District will allocate additional staffing to support students participating in dual enrollment courses, ensuring they receive the necessary guidance and academic support to succeed in college-level coursework while still in high school. This action will be measured by outcomes in the following metrics: M6.3, M6.6, and M6.7.	$96,458.00	No
6.4	Foster a Positive School Climate	The District will launch a comprehensive effort to foster a positive school climate, aiming to create a culture that values diversity, inclusion, and	$213,033.00	No

Action #	Title	Description	Total Funds	Contributing
		respect for all students. This action will entail the following areas of support services: • Establishment and Staffing of a Dedicated Wellness Center Space: The District will establish a dedicated Wellness Center space on campus, staffed by trained professionals, to provide students with resources and support for their mental health and well-being. • Support for Leadership Class: The District will provide staffing and materials support for the Leadership class, empowering student leaders to spearhead initiatives that promote positive relationships, student engagement, and a sense of belonging for all students. • Nutrition Support: The District will provide nutrition support to students to promote regulation and well-being, ensuring access to healthy meals and snacks throughout the school day. • Addition of Laundry Services on Campus: The District will introduce laundry services on campus to address the needs of students who may lack access to clean clothing, thereby promoting dignity and reducing barriers to attendance and engagement. • Staffing to Support Student Mental Health Needs: Additional staffing will be allocated to support student mental health needs, providing counseling services, crisis intervention, and referrals to community resources as needed. • Support Staff to Connect Students to Community Resources: The District will hire support staff dedicated to connecting students with community resources, including mental health services, housing assistance, and other forms of support outside of the school setting. This action will be measured by outcomes in the following metrics: M6.3, M6.5, and M6.7.		
6.5	Provide Targeted Academic Support	The District will implement targeted intervention programs and academic support services to address the academic challenges faced by students,	$70,178.00	No

Action #	Title	Description	Total Funds	Contributing
		particularly in ELA and Math. This action will entail the following areas of support services: • Offering Targeted Intervention Programs: The District will provide targeted intervention programs focused on ELA and Math to students who are struggling academically. These programs will include tutoring, small group instruction, and extended learning opportunities designed to address specific learning gaps and promote academic growth. • Allocation of Staffing and Additional Resources: The District will allocate staffing and additional resources to support the implementation of targeted intervention programs. This may include hiring additional teachers, instructional aides, and tutors to provide personalized support to students in need. • Tailored Support for Specific Demographics: The District will ensure that targeted academic support services are accessible to all students, with a particular focus on supporting SED/LI, EL, HY, SWD, AA, and HI students who may face additional barriers to academic success. This action will be measured by outcomes in the following metrics: M6.1, M6.2, M6.3, M6.5, and M6.6.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$60,064,519.00	$5,392,125

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
22.390%	0.000%	$0.00	22.390%

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:** Expand AVID Courses and Strategies to Support Academic Achievement **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School	AVID provides academic support to students, especially those who are traditionally underrepresented in higher education. Through tutorials, students receive assistance with challenging coursework, develop study skills, and receive guidance in critical thinking and problem-solving. Additionally, AVID equips students with essential life skills such as time management, organization, communication, and leadership. These skills are crucial for success not only in	M1.7, M1.8, M1.9, M1.10, M1.11, M1.12, M1.17, M1.18, and M1.30

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
	Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard) Additionally, educational partner feedback indicated a desire to see increased academic supports embedded within the school day to support students' academic progress. AVID is an academic support. **Scope:** LEA-wide	academics but also in various aspects of life beyond high school. Further, AVID emphasizes critical thinking and problem-solving skills. Students engage in discussions, debates, and inquiry-based learning activities that challenge them to think critically, analyze information, and develop innovative solutions to complex problems. AVID fosters a supportive learning environment where students feel encouraged and motivated to succeed. This can positively impact graduation rates by reducing dropout rates. AVID offers personalized support to students through tutorials, where they receive academic assistance from trained tutors. This one-on-one or small-group support can help struggling students catch up academically and stay on track toward graduation. AVID incorporates culturally relevant curriculum and teaching practices that resonate with students from diverse backgrounds. By making education more engaging and relatable, AVID can increase student engagement and reduce dropout rates. AVID accountability systems allow for a close monitoring of student progress and performance, allowing educators to identify students who may be at risk of not graduating on time. By intervening early and providing targeted support, the school can provide necessary intervention and support to best serve its students. The District will monitor enrollment and partner with sites to strategically increase access for identified students. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those	

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
		groups in the red on the metrics used to measure the effectiveness of this action.	
1.2	**Action:** Increase Honors and AP (H/AP) Access for Underrepresented Student Groups **Need:** There are disparities in enrollment for UPP students when the District analyzed enrollment data. The District aims to ensure that all academically advanced students have access to and support for rigorous coursework, including students underrepresented in the enrollment of honors and AP courses across the District: • Disparities in Enrollment: EL 2.2% (8.5% of overall enrollment) SED/LI 58.3% (65.6% of overall enrollment) FY 0.2% (0.5% of overall enrollment) HY 3.0% (4% of overall enrollment) Additionally, educational partner feedback indicated a desire to see the District provide students with equitable opportunities for enrollment in and success in honors/AP courses. **Scope:** LEA-wide	It is essential to actively target underrepresented unduplicated pupil populations for honors and AP courses to address disparities in representation. This requires intentional analysis of student data to identify prospective EL, SED/LI, and FY students who would benefit from access to honors and AP courses, thereby ensuring equitable access to advanced coursework, the closing of achievement opportunities, the diversification of perspectives, and preparation of previously unidentified students for the challenges of higher education. This commitment to equity and inclusion ensures that every student has the support and opportunities needed to succeed academically and thrive in their future endeavors. This action will be offered LEA-wide in order to specifically address inequities in enrollment and access to supports for all student groups with disparities in enrollment: Black/Af Amer. Students 6.5% (8.4% of overall enrollment), Hispanic Students 56% (64.6% of overall enrollment).	M1.3, M1.23, M1.26, and M1.30
1.3	**Action:** Provide Access for Assessments for College Readiness	By addressing financial limitations, transportation issues, and lack of awareness, this action	M1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: EL, FY, and SED/LI students encounter barriers that prevent them from taking the PSAT and SAT, including financial barriers, logistical barriers, and/or lack of awareness about the importance of these exams. Educational partner feedback indicated a desire to see barriers removed that would otherwise inhibit access or opportunity for participation. **Scope:** LEA-wide	mitigates barriers that might prevent students from taking the PSAT and SAT. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metric used to measure the effectiveness of this action.	
1.5	**Action:** Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness **Need:** Research by the Pew Research Center highlights that low-income households, including many EL and SED students, are less likely to have access to high-speed internet and digital devices at home, creating barriers to their access to technology, impeding their capacity to access all learning platforms adopted by the District for instructional use, to access to industry-aligned equipment for specific CTE pathways, and to standardized learning tools to support a rigorous educational framework.	Providing students with a standardized student device with access to instructional technology during their education journey will enhance their overall learning opportunities, preparing them for the future, expanding the curriculum, facilitating personalized learning, promoting equity, and fostering the development of essential skills by ensuring that students have equitable access to the technology and supports needed. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.2, M1.7, M1.8, M1.9, and M1.10

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
	Addressing these gaps by equipping students with the necessary technology and support is a need and ensures equitable access to educational resources, enhances learning outcomes, and prepares them for future academic and career success. Additionally, educational partner feedback indicated a desire for technological equity to ensure that no student was denied access to technology through a lack of financial or personal capacity to furnish such devices and access. **Scope:** LEA-wide		
1.6	**Action:** Higher Education Access through Campus Visits, Tours, Fairs, and Events **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25%	Research supports the positive impact on student achievement when students are provided early and ongoing exposure to higher education experiences, as well as college and career opportunities. These intentional efforts to inspire and empower our students with a continued commitment of support to close achievement gap disparities between these targeted student groups and their peers can increase their College and Career Readiness rate measured by the College and Career indicator. The District will strategically target highlighted groups' attendance through student and educational partner outreach to increase participation at these events. The District will then monitor attendance and participation to ensure the student groups are participating, followed by an	M1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, educational partner feedback indicated a desire to see students exposed to opportunities that would increase their college-going confidence. **Scope:** LEA-wide	analysis to see if participation increases student achievement in the College and Career Indicator. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
1.7	**Action:** Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a desire to see students exposed to opportunities that would increase their college-going confidence. **Scope:**	Understanding the impact on student achievement at the high school level and beyond when students successfully complete a dual enrollment/college credit course, we strive to increase equitable student access to these courses by building systems, pathways, and structures in partnership with our local community college to bring dual enrollment courses to District campuses during the school day and educating our educational partners on the benefits this can provide students post high school, such as progress towards career certification and college degree completion. Intentional efforts focused on ensuring these targeted student groups are provided access to these opportunities with built in support will better prepare students to be college and career ready measured by the College and Career indicator. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.1, M1.6, M1.12, and M1.13

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
	LEA-wide		
1.8	**Action:** Expand CTE Programs and Access **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a need to ensure that students are supported in CTE Pathway Completion and that they have met their A-G. **Scope:** LEA-wide	Research shows that providing comprehensive CTE course offerings and expanding pathways expands students' capacity to engage in meaningful learning that has direct implications for their post-secondary training. The District will continue to monitor enrollment and intentionally target ELs, SED/LI, and FY students groups through outreach efforts across campuses for potential candidates and interest in CTE course pathways. The District will then monitor student success rate to ensure targeted student populations see an increase in access. Increasing access will require additional sections and staffing to ensure students' capacity to participate. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.12, M1.14, and M1.15
1.9	**Action:** Provide Career Exploration and Experiences **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School	To ensure SED/LI, EL, SWD, and FY students are meeting career exploration goals, industry skills, and career readiness, this action will focus on increasing the number of students who gain exposure to career exploration opportunities by monitoring enrollment, attendance participation and providing targeted outreach and	M1.12 and M1.29

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
	Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a strong desire to see students provided with opportunities to explore careers and increase their post-secondary readiness. **Scope:** LEA-wide	communication, which will ultimately contribute to improved College and Career Indicator scores. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
1.14	**Action:** Achievement Monitoring and Targeted Support **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5)	This action addresses inequities by providing targeted support, monitoring progress closely, engaging families, implementing tailored interventions, and using data to improve outcomes for EL, FY, and SED/LI students. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.1, M1.14, M1.22, M1.23, and M1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, educational partner feedback indicated that there is a need to ensure that they are supported in the A-G rate, FAFSA Completion Rate, Freshmen On-Track to Graduate, and as CTE Pathway Completers. **Scope:** LEA-wide		
1.15	**Action:** Targeted Support and Interventions to Remediate Credit and Learning Loss **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback indicated there is a need to ensure that they are supported in the A-G Completion rate. **Scope:**	The action targets students from the identified student groups by offering credit recovery, grade remediation, and various support programs to EL, SED/LI, and FY students who have experienced credit loss or deficiencies. This aims to level the playing field, improve their academic performance, and ultimately reduce the disparity in graduation rates between different student groups. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.1 and M1.24

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
	LEA-wide		
1.17	**Action:** School Library Services and Access **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Educational partner feedback indicated a desire to see access to time and resources from the library as part of students' needs for academic success. **Scope:** LEA-wide	This action targets specific student groups that are more likely to struggle on the CAASPP in ELA and Math. By providing dedicated library staff and resources, the District aims to equip them with the necessary skills and knowledge to succeed on the test and ultimately reduce the disparities in outcomes on the CAASPP in ELA and Math. Credentialed teacher librarians offer support, resources, and tools to bridge achievement gaps, develop agency, and strengthen the learning culture. They serve as experts in research and inquiry, media literacy, information literacy, and digital literacy skills. Most importantly, they connect students and staff to needed resources for supporting academic and social emotional development. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.2, M1.7, M1.8, M1.9, and M1.10
1.21	**Action:**	Research shows that by improving students' connection to school, students will have an	M1.4, M1.5, M1.24, and M1.28

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
	Fostering School Connectedness for EL, SED/LI, and FY Students **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (DO 79.1%, VVHS 59.7%), SED/LI (87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback indicated a strong desire to see students provided targeted opportunities for increasing their connectedness to the school community. **Scope:** LEA-wide	increased desire to attend school and thus improve their academic performance. By addressing these factors, the program aims to improve their academic performance and increase their chances of graduating on time, thereby reducing the disparity in graduation rates. The District will monitor participation in events and provide targeted outreach to support an increase in student participation and parent/guardian awareness of access. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
2.2	**Action:** Site-Based Specialized Teams and Committees for Targeted Educational Goals **Need:** The action to provide site-based specialized professional learning teams is principally directed to EL, FY, and SED/LI students due	Teachers need support to make sure they are providing students with the appropriate scaffolds to support their unique learning needs. The District will provide targeted and intentional professional learning to support teachers with research-based instructional practices to further develop curriculum and align practices to meet students' needs. These structured processes help ensure	M1.7, M1.8, M1.9, M1.10, M1.11, M1.17, M1.18, M2.1, M2.2, and M2.8.

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 their unique academic challenges and disparities. There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Additionally, educational partner feedback indicated there is a need to ensure that there is a need to ensure that teachers of these student groups receive targeted training to support their instruction. **Scope:** LEA-wide	that educators are equipped with the necessary tools and opportunities for collaboration to meet the diverse needs of students and drive academic success. This action is provided on an LEA-wide basis because the need for culturally responsive instruction and effective scaffolding is evident across all school sites, as unduplicated students are enrolled throughout the district. By equipping educators systemwide, the District ensures equitable access to high-quality instruction for all students and addresses disparities in outcomes and access.	
2.5	**Action:** Targeted Professional Learning for Peer Mentors **Need:** The District has a need to improve the reclassification rate for ELs and LTELs: In	In order to address the needs of EL, SED/LI, and FY students, Peer Mentors need to be trained on a variety of instructional supports to help students be successful, improve their proficiency, be reclassified, and graduate on time. By investing in the professional growth of mentors and emphasizing SEL across multiple schools, the	M1.19, M1.20, M1.21, and M1.23

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
	2023-24, the District reclassified 14.4% of its overall ELs. 18.5% of LTELs were reclassified during the 2023-24 school year. -Additionally, in 2023-2024: All: 84.8% of all freshmen finished their 9th grade year with more than 45 credits (pre-summer school). EL: 66% SED/LI: 81% FY: 39% HY: 72% Additionally, educational partner feedback indicated a strong desire to see teachers and staff provided with the necessary professional learning required to provide targeted instructional supports. **Scope:** LEA-wide	District aims to create an environment where students can thrive academically, socially, and emotionally. This action will be offered LEA-wide in order to ensure all Peer Mentors have the skills and tools necessary to address the needs of EL, SED/LI, and FY students in their classes and to address inequities in outcomes and access to supports for all student groups.	
2.6	**Action:** College-Going Mindset, Readiness, Success, and Access to Professional Learning **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator:	By building capacity regarding the benefits of dual enrollment courses and pathways, the District can strive to more effectively increase student achievement through equitable access to dual enrollment programs by increasing course offerings with built-in support on campuses during the school day and better prepare students to be college and career ready as measured by the College and Career indicator. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those	M1.12

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
	All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a strong desire to see students provided with opportunities to increase their college-going confidence. **Scope:** LEA-wide	remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
2.8	**Action:** Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning **Need:** The action to provide comprehensive professional learning program focused on equity, anti-bias, anti-racism, and curricular diversification is principally directed to EL, FY, and SED students due to their unique academic challenges and disparities. There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard)	In order to address the needs of EL, SED/LI, and FY students, the district will provide professional development focused on equity, anti-bias, and curricular diversification. This aims to equip teachers with the tools to create inclusive classrooms and integrate diverse perspectives into their teaching, ultimately fostering a more equitable and effective learning environment for all students. This action will be offered LEA-wide in order to specifically address disparities in outcomes for the remaining student groups and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.7, M1.9, M1.16, M2.11, and M2.12.

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
	CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Educational partner feedback indicated a strong desire to see teachers provided with the necessary professional learning required to improve student learning and decrease disparities in outcomes. **Scope:** LEA-wide		
2.9	**Action:** Math Curriculum Implementation and Professional Learning **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Educational partner feedback indicated a strong desire to see teachers provided with the	This action is strategically designed to elevate academic achievement in mathematics through professional learning for staff focused on innovative instructional strategies and robust support systems, ensuring that all students have the opportunity to excel in accordance with the latest educational standards and practices. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.9 and M1.10

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
	necessary professional learning required to improve student learning in mathematics. **Scope:** LEA-wide		
2.11	**Action:** CTE Pathway Development **Need:** There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% Additionally, educational partner feedback indicated a strong desire to see students provided with opportunities to explore careers and increase their post-secondary readiness. **Scope:** LEA-wide	CTE teachers will be included in certificated professional development to increase CTE completers and augment CTE completer rate for SWD, EL, SED/LI, and FY. The District will monitor enrollment and academic success in these courses and provide teachers with professional learning targeted to support SWD, EL, SED/LI, and FY students' success in these courses. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.12 and M1.15
2.12	**Action:** Instructional Coaches **Need:**	This multi-pronged approach aims to improve academic achievement and well-being for all students, with a particular focus on unduplicated students who may need additional support.	M1.7, M1.8, M1.9, M1.10, M1.11, and M2.6

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
	There are disparities in outcomes for ELs, SED/LI, and FY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups: CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED (78.7 below standard). Additionally, educational partner feedback indicated a strong desire to see teachers and staff provided with the necessary professional learning required to provide targeted instructional supports. **Scope:** LEA-wide	Teachers will receive targeted training in differentiated instruction and culturally responsive teaching methods to effectively cater to diverse learning styles, including those of EL and neuro-diverse students. Additionally, personalized coaching sessions will equip them with the skills to address learning loss and cultivate inclusive classrooms. To further support student success, initiatives promoting classroom community and social-emotional well-being will be implemented. Finally, the program emphasizes continuous adaptation by incorporating the latest educational research into instructional approaches, ensuring alignment with best practices and evolving needs. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.2	**Action:** Home-to-School Transportation **Need:** There are disparities in the chronic absenteeism rate between EL, SED/LI, and FY students when compared to the “all” student groups. The District analyzed data to establish	This action addresses transportation barriers that may prevent unduplicated students from attending school regularly. By providing home-to-school transportation specifically targeted at these students, the district ensures that they have a reliable means of getting to school, reducing the likelihood of absences due to transportation-related issues.	M1.4 and M1.5

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
	that EL, SED/LI, and FY students encounter obstacles to ensuring their consistent attendance, including barriers with transportation. Chronic Absenteeism Rate: 2022-2023 All - 25.5% of students were absent 10% or more days of the school year. EL - 33.5% SED/LI - 29.1% FY - 47.5% Educational partner feedback indicated a strong desire to see the District offer transportation to EL, SED/LI, and FY students as a means for ensuring that traveling to and from school did not prove to be an impediment to students' attendance. **Scope:** LEA-wide	This action will be offered LEA-wide since EL, SED/LI, and FY students are on all campuses and across all regions and to address inequities in access to supports for all student groups, specifically those whose attendance rate is lower when compared to all students; however, transportation routes are prioritized by UPP population percentages.	
3.3	**Action:** Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California School Dashboard when compared to the “all” student groups: • Suspension Rate:	This action aims to address inequities in the District's suspension rate and school climate by ensuring equitable access to programs and services for SED/LI, FY, and EL student groups. Collaborative efforts with a Student Diversification Task Force and adherence to the Anti-Racist Equity Resolution promote inclusivity and positive school environments. Targeted leadership training enhances students' self-efficacy, contributing to a safer and more inclusive campus culture, ultimately reducing disciplinary incidents and addressing disparities in suspension rates.	M1.16, M2.9, and M3.4

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
	All (6.4%) FY (19.3%), SED/LI (7.6%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%) HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%) Additionally, there educational partners express a strong need to ensure that students see themselves reflected in the curriculum, as evidenced by the Diversification of Curriculum Student Survey, and that they feel a sense of belonging in school, as evidenced by their responses to the climate survey question. **Scope:** LEA-wide	This action will be offered LEA-wide in order to specifically address disparities in outcomes for the remaining student groups and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.5	**Action:** Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California School Dashboard when compared to the “all” student groups: • Graduation Rate:	The APs tackle the issue of high suspension rates for these student groups by providing targeted support, resources, and a more positive school experience, all with the goal of keeping them engaged and successful in school. Research indicates that staff trained in the specialized monitoring and interventions necessary can substantially increase student outcomes and performance. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to	M1.24, M2.9, M3.1, and M3.2

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
	All (89.5%), FY (68.5%), HY (DO 79.1%, VVHS 59.7%), SED/LI (87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partners expressed a concern that students are not graduating at disproportionate rates or getting expelled disproportionately. **Scope:** LEA-wide	supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.6	**Action:** Mental Health Support: Tailored Services for Student Well-Being **Need:** EL, SED/LI, and FY encounter greater barriers to accessing the mental health supports needed to promote their social and behavioral well-being for a variety of reasons, including financial barriers, barriers to access, and lack of awareness, as evidenced by a substantial body of research. In 2023-2024: All - 88% of students agree/strongly agree that their school provides a caring learning environment for students. EL - 92% FY/HY - 79%/62% SED/LI - 86%	This action addresses disparities in access to mental health support by targeting specific student groups and offering tailored services through trained professionals to ensure that these historically underserved populations have equitable access to high-quality counseling. Additionally, using data from the student climate survey and LCAP Survey feedback allows the District to identify and address gaps in access, ensuring that all students receive the support they need for their well-being and academic success, which is why it is also being implemented LEA-wide.	M1.28 and M3.5

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
	In 2023-2024: All - 94% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness. EL - 93% FY/HY - 85%/73% SED/LI - 93% Access to mental health services and supports has been and continues to be a priority for educational partners, specifically those representing EL, SED/LI, and FY students. **Scope:** LEA-wide		
3.7	**Action:** SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California School Dashboard when compared to the "all" student groups: • Suspension Rate: All (6.4%) FY (19.3%), SED/LI (7.6%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%) HY (DO 10.3%, ALHS 10.9%, CHS 10.9%,	Ensuring students' physical and psychological safety through comprehensive training for safety and health personnel is vital for creating a caring learning environment where students feel a sense of belonging, as evidenced by research across the educational field of academic research. This training builds trust, addresses bullying and harassment, supports mental health, promotes positive relationships, and creates a culture of care. By prioritizing EL, FY/HY, and SED/LI students' well-being and fostering a safe and supportive atmosphere, schools can enhance students' sense of belonging within the school community, leading to improved overall well-being and academic success. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to	M1.28, M2.9, and M3.5

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
	CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%) Educational partner feedback highlighted the need to ensure that ELs, SED/LI, and FY students feel that their school provides a caring learning environment for students and that their school provides the counseling and support resources they need to help with their mental wellness. **Scope:** LEA-wide	address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	
3.10	**Action:** Maintaining Effective Classroom Communities **Need:** EL, SED/LI, and FY are statistically more likely to feel less connected to their schools' communities or to have teachers who are able to meet their unique learning needs, as additionally evidenced by a strategic analysis of school climate data. Educational partners expressed a keen desire to ensure that EL, SED/LI, and FY are provided with classroom communities and teachers that have the capacity to meet their unique needs. • Chronic Absenteeism Rate: 2022-2023 All - 25.5% of students were absent 10% or more days of the school year. EL - 33.5%	Ensuring teachers' caseloads increases the ability of the teacher to provide targeted academic support to LI, FY, and ELs and build strong relationships to further support their learning and improve their academic performance and connectedness to school, as evidenced by substantial research on the impact of class size. This action will be offered LEA-wide in order to ensure that all classrooms where EL, SED/LI, and FY students reside are positively impacted by this action and to address inequities in outcomes and access to supports for all student groups.	M1.4, M1.5, M1.28, M3.4, and M3.8

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
	SED/LI - 29.1% FY - 47.5% • In 2023-2024: All - 88% of students agree/strongly agree that their school provides a caring learning environment for students. EL - 92% FY/HY - 79%/62% SED/LI - 86% Effective classroom communities can help mitigate these challenges by fostering a sense of belonging, addressing diverse needs, and promoting positive behavioral and academic outcomes. Therefore, focusing on maintaining such communities is essential for the success and well-being of EL, FY, and SED students. **Scope:** LEA-wide		
3.11	**Action:** Fostering Mental Health Communities **Need:** EL, SED/LI, and FY encounter greater barriers to accessing the mental health supports needed to promote their social and behavioral well-being for a variety of reasons, including financial barriers, barriers to access, and lack of awareness, as evidenced by a substantial body of research. Additionally, there are disparities in outcomes for EL, SED/LI and FY student groups in the following area, as demonstrated by the	Research demonstrates that when students have their mental and emotional well-being addressed, they are better equipped to focus on their studies and achieve academic success. Mental health support programs can lead to improved attendance, participation, and overall academic outcomes. Providing targeted support programs ensures these students have access to the resources and care they need to thrive. School-based programs can provide students with the resources and support they need to address problems early on, promoting healthier development. The District will continue to monitor students' access to the mental health supports through data analysis performed by the mental	M1.4, M1.5, M1.28, M2.9, M3.4, and M3.5

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
	performance color on the California School Dashboard when compared to the “all” student groups: • Suspension Rate: All (6.4%) FY (19.3%), SED/LI (7.6%), EL (DO 10.3%, ALHS 9.7%, CHS 11.3%, EHS 7.4%, OHS 13.6%) HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), FY (ALHS 18.2%), SED/LI (VVHS 11.4%, CCDS 38.1%) Access to mental health services and supports has been a priority for educational partners, specifically those representing EL, SED/LI, and FY students. **Scope:** LEA-wide	health teams on each campus. Data analysis will provide targeted outreach and informational sessions to ensure students know about and are accessing the provided supports. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metric used to measure the effectiveness of this action.	
4.2	**Action:** District Tools for Bi-Directional Communication Between District and Educational Partners **Need:** Families who speak languages other than English often struggle to receive information at the same rate and with the same consistency as their English-only speaking counterparts. District educational partners and students deserve bi-directional communication	These platforms will allow the District to communicate with non-English speaking families more readily and ensure all educational partners and students receive critical school-related information in a myriad ways with the recipients being able to select the language(s) that best works for them, fostering a robust digital infrastructure that supports effective communication, engagement, and collaboration among educational partners, ultimately enhancing the educational experience for students and	M4.1 and M4.2

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
	platforms that allow them to get their information in their home language. Educational partner feedback representing EL and LTEL students specifically articulated the need for enhanced and additional methods for securing ease of communication. **Scope:** LEA-wide	strengthening relationships with educational partners. These systems require dedicated staff to ensure their functionality and to provide assistance to staff, students, and educational partners in using them effectively and efficiently. This action will be offered LEA-wide in order to ensure all parents have access to the information provided by the school and District without barriers. With over 67% of District students identified as UPP and some schools with populations as high as 97%, providing this service LEA-wide ensures all communities have equitable access to critical information vital to students' success.	
4.4	**Action:** Family and Community Engagement Team **Need:** 47% of respondents representing EL, SED/LI, and FY students' parents/guardians indicated a need for more communication between the school and families. More information on ways to be involved was another request overall through educational partner feedback. Families also indicated more convenient times for participation along with opportunities for active participation. Additionally, there are disparities in outcomes for ELs, FY and SED/LI students in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups:	Liaisons from the FACE Team help develop two-way communication; the FACE Survey helps understand the diverse cultures and languages to increase opportunities for inclusion and cultivating positive relationships. Each school will then create opportunities specific to the needs outlined by data from the FACE Survey and educational partner feedback. FACE Team members collect street data and share with respective sites to help build community schools with the four pillars of integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. The Summit allows families to connect with their respective school site and provide their talents in holding sessions or presentations and helps bring the community in the process of building school improvement and promoting student success.	M1.24, M4.2, M4.3, and M4.5

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
	• Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) **Scope:** LEA-wide	Promoting the FACE Survey districtwide will help meet these needs as more data is collected that allows for schools to create these active participation opportunities within convenient times indicated by families/caregivers. This action will be offered LEA-wide. With over 67% of District students identified as UPP and some schools with populations as high as 97%, providing this service LEA-wide ensures all communities feel that their voices are welcome and valued in the District's schools' communities.	
4.5	**Action:** Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support **Need:** EL, SED/LI, and FY parents and marginalized communities indicated that overall the district created welcoming environments and encouraged active participation in students' learning. While families indicated high participation in back-to-school nights and sporting/extracurricular events, there was low participation in leadership meetings or community forums, such as ELAC meetings. Additionally, there remain disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by the performance color on the California	Workshops/Trainings help build staff capacity in effective authentic family and community engagement practices as well as capacity of parents, families, and caregivers within a dual-capacity framework. There is a shared responsibility that engages families of all communities, including marginalized communities in meaningful ways to help families support their children's learning and development. Family workshops reinforce learning in multiple settings within the schools' circles of influence and help empower families in the decision-making and leadership within schools. This action will be offered LEA-wide in order to specifically address disparities in outcomes and to address inequities in outcomes and access to supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action. Facilitating access to information empowers parents to become more effective advocates for their students, leading to increased engagement	M1.12, M1.24, M4.2, and M4.5

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
	School Dashboard when compared to the “all” student groups: • Graduation Rate: All (89.5%), FY (68.5%), HY (79.1%, VVHS 59.7), SED/LI (DO 87.9%, VVHS 60.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) • College and Career Indicator: All - Medium 48.6% EL - Low 18.2%, SED/LI - Medium 42.4%, FY - Low 25% • 2023-2024: Parent/Guardian's Response to "My student's school encourages parents to be active partners in the education of their child.": All: 87% Agree/Strongly Agree EL: 86% Agree/Strongly Agree SED/LI: 90% Agree/Strongly Agree FY: 71% Agree/Strongly Agree Educational partner feedback continues to express a desire for workshops and trainings to support families' understanding of the academic opportunities and available resources for students. **Scope:** LEA-wide	and a deeper understanding of how to support their children's academic success.	

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
1.11	**Action:** Progress Monitoring for English Learners **Need:** ELs remain in the red on several Dashboard metrics and disproportionately achieving lower on local metrics when compared to the "all" student groups, including on the A-G Completion Rate, the EL Reclassification Rate, the ELPI, and the Graduation Rate. Analysis of these metrics indicates there is a need to provide targeted language acquisition support. Targeting language acquisition support for ELs increases academic success in all areas. • A-G Completion Rate for Class of 2023: All - 65.8% EL - 41.7% • In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs. • In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator. • Graduation Rate: All (89.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5)	EL support staff need support in effectively monitoring placement and progress of EL students. By training EL support staff in these key areas and providing software that is dedicated to supporting and monitoring EL students, schools can ensure that they are well-equipped to identify and provide comprehensive support for EL students, ultimately contributing to their academic success and language development.	M1.1, M1.19, M1.20, M1.21, and M1.24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Additionally, educational partner feedback from EL parents indicates a desire to see the District continue to provide targeted language acquisition supports. **Scope:** Limited to Unduplicated Student Group(s)		
1.12	**Action:** Targeted Academic and Supplementary Support for Language Acquisition and Development **Need:** ELs remain in the red on several Dashboard metrics and disproportionately achieving lower on local metrics when compared to the "all" student groups, including on the A-G Completion Rate, the EL Reclassification Rate, the ELPI, and the Graduation Rate. Analysis of these metrics indicates there is a need to provide targeted language acquisition support. Targeting language acquisition support for ELs provides them access to increased academic success in all areas. • A-G Completion Rate for Class of 2023: All - 65.8% EL - 41.7% • In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs. • In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language	The District provides and supports teachers and courses to provide students with the support they need to continue developing language, be reclassified, and pass the ELPAC exam. Courses are offered on each campus to provide targeted language support and students are enrolled and monitored through staff dedicated to improving outcomes for EL students.	M1.19, M1.20, and M1.21

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency based on the English Learner Progress Indicator. • Graduation Rate: All (89.5%), EL (DO 67.6%, CHS 56.5%, MHS 67%, OHS 65.6%, VVHS 60.5) Additionally, educational partner feedback from EL parents indicates a desire for teachers who are able to support students' continued language development towards reclassification and multi-literacy. **Scope:** Limited to Unduplicated Student Group(s)		
1.13	**Action:** Newcomer EL Services **Need:** Research aligned to language acquisition supports for ELs, specifically as it relates to new immigrant students versus ELs who have been in the country over a longer period of time, reflects specifc and targeted academic supports that increase students' capacity to acquire language and improve English proficiency. Recent immigrant students need targeted, specialized support to develop their English language skills and academic backgrounds to succeed in mainstream classrooms.	The Newcomer Program provides a comprehensive package of support that directly addresses the core skills and knowledge needed for students to achieve English proficiency as measured by the ELPAC and succeed academically, ultimately paving the way for their reclassification. Targeted courses and staffing are provided to ensure students who meet these needs are enrolled in and supported throughout their time in the Newcomer Program.	M1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• In 2023-24, the District reclassified 14.4% of its overall ELs and 18.5% of LTELs. • In 2022-23, 41.5% of EL students demonstrated that they are making progress towards English language proficiency based on the English Learner Progress Indicator. Through a strategic analysis of enrollment data, the District and site administrators and support staff identify students in need of these supports and enroll them as appropriate in the Newcomer Program. **Scope:** Limited to Unduplicated Student Group(s)		
1.20	**Action:** Targeted Progress Monitoring and Academic Support for FY and HY Students **Need:** There are disparities in outcomes for FY/HY students groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the "all" student groups: • College and Career Indicator: All - Medium 48.6% FY - Low 25% • CAASPP ELA: All students (44 points above standard), FY (83.5 below standard) HY (3.7 above standard)	The overarching purpose is to support students in meeting graduation requirements and enhance the effectiveness of graduation pathways and support strategies to promote student success. The District will improve educational outcomes for youth in foster care and those experiencing homelessness by establishing policies to ensure equitable access to academic supports and opportunities, such as tutoring and advanced courses, creating data infrastructure to monitor key indicators for these students, and providing trauma-informed training and specialized academic counseling to staff to address their unique needs and support their academic success. This action acknowledges and responds to the specific needs of FY and HY students by providing targeted instructional supports aimed at improving their performance on	M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• CAASPP Math: All students (59.1 points below standard) FY (193.1 below standard), HY (98.6 below standard) • Graduation Rate: All (89.5%), FY (68.5%), HY (DO 79.1%, VVHS 59.7%) Educational partner feedback indicates a desire to see FY/HY students provided with specialized academic supports and progress monitoring personnel to ensure that their students are provided with the unique supports needed to support academic outcomes. **Scope:** Limited to Unduplicated Student Group(s)	the CAASPP in ELA and Math, graduation rates, and the CCI.	
2.4	**Action:** Targeted Professional Learning for Teachers of English Learners **Need:** The District has a need to improve the reclassification rate for ELs and LTELs: In 2023-24, the District reclassified 14.4% of its overall ELs. 18.5% of LTELs were reclassified during the 2023-24 school year. Educational partner feedback indicated a strong desire to see teachers and staff provided with the necessary professional	Teachers need support to make sure they are providing EL students with the appropriate support so that they can improve language proficiency and be reclassified. The District will provide targeted and intentional professional learning to support teachers of ELs with research-based instructional practices that support language acquisition and provide collaboration time for teachers of ELs to further develop curriculum and align practices to meet students' needs. These structured processes help ensure that educators are equipped with the necessary tools and opportunities for collaboration to meet the diverse needs of students and drive academic success.	M1.19, M1.20, M1.21, and M2.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	learning required to provide targeted instructional supports. **Scope:** Limited to Unduplicated Student Group(s)		
3.9	**Action:** Reducing Suspension and Expulsion Rates for FY and HY **Need:** There are disparities in outcomes for SED/LI and FY student groups in the following area, as demonstrated by the performance color on the California School Dashboard when compared to the "all" student groups: • Suspension Rate: All (6.4%) FY (19.3%, ALHS 18.2%), HY (DO 10.3%, ALHS 10.9%, CHS 10.9%, CoHS 10.9%, LOHS 10.5%, OHS 10.5%, RCHS 13.6%), SED/LI (VVHS 11.4%, CCDS 38.1%) In 2023-2024, 94% of students agree/strongly agree that their school provides the counseling and support resources they need to help with their mental wellness, with only 85% of FY students and 73% of HY students agreeing/strongly agreeing. Additionally, there is a need to ensure they are not getting expelled disproportionately.	The District will provide training for support personnel to provide comprehensive supports for students in foster care, students experiencing homelessness, and SED/LI students. These supports include creating or revising unique notification policies to ensure prompt communication of disciplinary actions with vulnerable student populations, revising discipline policies to prioritize trauma-informed and restorative justice practices for FY/HY and SED/LI students, involving educational partners in disciplinary processes, and enhancing access to social-emotional resources and trauma-informed mental health services.	M2.9, M3.2, and M3.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.3	**Action:** Expanding Communication with Educational Partners Through Translation Services **Need:** About 28% of EL families indicated more communication in primary language of the home. While LanguageLine Services is readily available for administrator use, office staff need real-time translation or on-the-spot translation services without having to wait for an interpreter. **Scope:** Limited to Unduplicated Student Group(s)	The District provides Language Line as a tool to support sites' communication with their educational partners and staffing to support meaningful dialogue. Additionally, there is training for staff on how to utilize the tools effectively. Communicating with parents in their home language reflects the schools' commitment to working with all parents about their students' planning and support.	M4.2 and M4.4

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.

The additional concentration grant add-on funding will be strategically utilized to enhance the direct services provided to students at schools with a high concentration of EL, SED/LI, and FY students. The District has chosen to develop a comprehensive plan focused on expanding personnel to better support students through targeted interventions and support services:

Expansion of Counseling Services (Goal 3, Action 3.6): These professionals are essential for addressing the emotional and academic needs of our students, providing guidance, and fostering a supportive school environment. By adding more counselors, the District aims to reduce student-to-counselor ratios, ensuring that each student receives the attention and care they deserve.

Paraeducators and Language Assessors for English Learners (Goal 1, Actions 1.11 and 1.12): The District will employ additional paraeducators and language assessors who specialize in supporting ELs. The paraeducators will assist classroom teachers in implementing effective instructional strategies tailored to the needs of ELs, facilitating language acquisition, and helping students achieve academic success. The language assessors will be able to more strategically support campuses with larger percentage of ELs, specifically LTELs, providing resources and strategies to support language acquisition. Their presence will enable more personalized and focused support for EL students.

Student Support Providers for Interventions (Goal 1, Action 1.10): To further address the diverse needs of our student population, we will recruit additional student support providers. These professionals will deliver targeted interventions, including fostering closer relationships with the families/guardians of ELs, SED/LI, and FY students, behavioral support, and social-emotional learning programs. Their role will be instrumental in identifying and addressing barriers to student success, thus promoting a holistic approach to education.

Enhanced Transportation Services (Goal 3, Action 3.2): Transportation is another critical area of focus. The District recognizes that reliable transportation is a significant barrier for many EL, FY, and SED/LI students. Therefore, funding will be allocated to provide additional transportation services for campuses serving the higher percentage of EL, SED/LI, and FY students, ensuring that students have consistent and safe access to school and extracurricular activities.

Community Engagement Personnel (Goal 4, Actions 4.3 and 4.4): The District will bolster community engagement personnel to strengthen the relationship between the schools and the communities they serve by providing additional staff on campuses with higher percentages of EL students who will provide targeted outreach to students and families directly representing EL, FY/HY, and SED/LI students. By fostering partnerships with families, local organizations, and community leaders, the District aims to create a supportive network that enhances student well-being and academic achievement.

The additional concentration grant add-on funding will be used to increase the number of staff dedicated to providing direct services to students at schools with high concentrations of EL, SED/LI, and FY students. This strategic investment in human resources is designed to create a more supportive, inclusive, and effective educational environment for students.

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	1:35.10	1:30.63

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 certificated staff providing direct services to students	1:21.59	1:20.38

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$268,264,935.00	60,064,519.00	22.390%	0.000%	22.390%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$73,759,859.00	$15,220,619.00	$13,703,695.00	$3,111,203.00	$105,795,376.00	$92,993,253.00	$12,802,123.00

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	Expand AVID Courses and Strategies to Support Academic Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,459,708.00	$122,232.00	$1,581,940.00				$1,581,940.00	
1	1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$409,704.00	$150,000.00	$409,704.00			$150,000.00	$559,704.00	
1	1.3	Provide Access for Assessments for College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$12,220.00	$175,000.00	$187,220.00				$187,220.00	
1	1.4	Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction	All	No			All Schools	2024-2027	$0.00	$50,000.00			$50,000.00		$50,000.00	
1	1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$644,862.00	$2,572,034.00	$2,917,056.00	$264,008.00	$35,832.00		$3,216,896.00	
1	1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$594,149.00	$26,000.00	$26,000.00	$594,149.00			$620,149.00	

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	1.8	Expand CTE Programs and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$12,829,464.00	$0.00	$12,829,464.00				$12,829,464.00	
1	1.9	Provide Career Exploration and Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$20,500.00	$20,500.00				$20,500.00	
1	1.10	Utilize Peer Mentors as Academic Supports	All	No			All Schools	2024-2027	$957,360.00	$0.00		$732,200.00		$225,160.00	$957,360.00	
1	1.11	Progress Monitoring for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$2,392,255.00	$24,000.00	$2,210,627.00			$205,628.00	$2,416,255.00	
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$3,884,368.00	$214,017.00	$2,595,752.00			$1,502,633.00	$4,098,385.00	
1	1.13	Newcomer EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Chaffey High School	2024-2027	$819,975.00	$0.00	$819,975.00				$819,975.00	
1	1.14	Achievement Monitoring and Targeted Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,324,150.00	$0.00	$3,200,596.00	$123,554.00			$3,324,150.00	
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$7,246,159.00	$306,990.00	$4,635,104.00	$2,748,648.00		$169,397.00	$7,553,149.00	
1	1.16	Monitoring and Expanding Access to Instructional Materials	All	No			All Schools	2024-2027	$0.00	$264,228.00	$0.00	$264,228.00			$264,228.00	
1	1.17	School Library Services and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,857,295.00	$2,700.00	$3,859,995.00				$3,859,995.00	

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	1.18	Enhancing Academic Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$4,435,238.00	$0.00		$4,435,238.00			$4,435,238.00	
1	1.19	Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities	Students with Disabilities	No				2024-2027	$0.00	$267,091.00		$189,443.00	$77,648.00		$267,091.00	
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	$793,426.00	$70,000.00	$682,965.00	$180,461.00			$863,426.00	
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$17,677,340.00	$19,890.00	$17,697,230.00				$17,697,230.00	
2	2.1	Comprehensive Professional Learning and Collaboration	All	No			All Schools	2024-2027	$165,224.00	$0.00		$165,224.00			$165,224.00	
2	2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$241,148.00	$0.00	$115,413.00	$125,735.00			$241,148.00	
2	2.3	Targeted Professional Learning for Teachers of Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	$67,023.00	$0.00		$14,000.00		$53,023.00	$67,023.00	
2	2.4	Targeted Professional Learning for Teachers of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$311,803.00	$0.00	$103,754.00			$208,049.00	$311,803.00	
2	2.5	Targeted Professional Learning for Peer Mentors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$36,000.00	$0.00	$36,000.00				$36,000.00	
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$31,300.00	$0.00	$31,300.00				$31,300.00	
2	2.7	Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning	All	No			All Schools	2024-2027	$37,000.00	$0.00		$37,000.00			$37,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$46,250.00	$65,000.00	$111,250.00				$111,250.00	
2	2.9	Math Curriculum Implementation and Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$256,000.00	$0.00	$256,000.00				$256,000.00	
2	2.10	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	All	No			All Schools	2024-2027	$70,900.00	$0.00		$70,900.00			$70,900.00	
2	2.11	CTE Pathway Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,562.00	$0.00	$11,562.00				$11,562.00	
2	2.12	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$812,081.00	$0.00	$171,816.00	$42,952.00		$597,313.00	$812,081.00	
2	2.13	Induction Mentors	All	No			All Schools	2024-2027	$449,028.00	$0.00		$449,028.00			$449,028.00	
3	3.1	Ensure Digital Landscape Safety	All	No			All Schools	2024-2027	$0.00	$391,968.00			$391,968.00		$391,968.00	
3	3.2	Home-to-School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,581,494.00	$0.00	$2,581,494.00				$2,581,494.00	
3	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$13,662.00	$100,000.00	$113,662.00				$113,662.00	
3	3.4	Facilities Improvement and Maintenance	All	No			All Schools	2024-2027	$8,114,502.00	$4,123,465.00			$12,237,967.00		$12,237,967.00	
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,234,660.00	$0.00	$3,234,660.00				$3,234,660.00	
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,204,720.00	$1,581,089.00	$3,822,944.00	$2,962,865.00			$6,785,809.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$40,876.00	$0.00	$40,876.00				$40,876.00	
3	3.8	Reducing Suspension and Expulsion Rates for SWD	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	$3,466,755.00	$0.00	$3,466,755.00				$3,466,755.00	
3	3.10	Maintaining Effective Classroom Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$4,726,449.00	$0.00	$4,726,449.00				$4,726,449.00	
3	3.11	Fostering Mental Health Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$523,552.00	$1,206,000.00	$529,552.00	$1,200,000.00			$1,729,552.00	
4	4.1	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	All	No			All Schools	2024-2027	$0.00	$217,945.00			$217,945.00		$217,945.00	
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$115,859.00	$112,009.00	$227,868.00				$227,868.00	
4	4.3	Expanding Communication with Educational Partners Through Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$38,112.00	$73,600.00	$111,712.00				$111,712.00	
4	4.4	Family and Community Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$174,514.00	$3,500.00	$178,014.00				$178,014.00	
4	4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$164,650.00	$164,650.00				$164,650.00	

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
5	**5.1**	Fiscal Oversight Staff	All	No				2024-2027	$630,937.00	$61,398.00			$692,335.00		$692,335.00	
6	**6.1**	Provide High-Quality Professional Development	All	No			Specific Schools: VVHS, CCDS	2024-2027	$18,000.00	$63,500.00		$81,500.00			$81,500.00	
6	**6.2**	Strengthen Family and Community Partnerships	All	No			Specific Schools: VVHS, CCDS	2024-2027	$142,817.00	$17,000.00		$159,817.00			$159,817.00	
6	**6.3**	Expand Access to College and Career Readiness Resources	All	No			Specific Schools: VVHS, CCDS	2024-2027	$20,174.00	$76,284.00		$96,458.00			$96,458.00	
6	**6.4**	Foster a Positive School Climate	All	No			Specific Schools: VVHS, CCDS	2024-2027	$5,900.00	$207,133.00		$213,033.00			$213,033.00	
6	**6.5**	Provide Targeted Academic Support	All	No			Specific Schools: VVHS, CCDS	2024-2027	$67,278.00	$2,900.00		$70,178.00			$70,178.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$268,264,935.00	60,064,519.00	22.390%	0.000%	22.390%	$73,759,859.00	0.000%	27.495 %	**Total:**	$73,759,859.00
								LEA-wide Total:	$63,768,319.00
								Limited Total:	$9,991,540.00
								Schoolwide Total:	$0.00

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	Expand AVID Courses and Strategies to Support Academic Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,581,940.00	
1	1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$409,704.00	
1	1.3	Provide Access for Assessments for College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,220.00	
1	1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,917,056.00	
1	1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
1	1.8	Expand CTE Programs and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,829,464.00	
1	1.9	Provide Career Exploration and Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,500.00	
1	1.11	Progress Monitoring for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,210,627.00	
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,595,752.00	
1	1.13	Newcomer EL Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Chaffey High School	$819,975.00	
1	1.14	Achievement Monitoring and Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,200,596.00	
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,635,104.00	
1	1.17	School Library Services and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,859,995.00	
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$682,965.00	
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,697,230.00	
2	2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,413.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$103,754.00	
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,300.00	
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,250.00	
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,000.00	
2	2.11	CTE Pathway Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,562.00	
2	2.12	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,816.00	
3	3.2	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,581,494.00	
3	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,662.00	
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,234,660.00	
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,822,944.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,876.00	
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$3,466,755.00	
3	3.10	Maintaining Effective Classroom Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,726,449.00	
3	3.11	Fostering Mental Health Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$529,552.00	
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$227,868.00	
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$111,712.00	
4	4.4	Family and Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,014.00	
4	4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,650.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$104,721,588.00	$105,165,211.00

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**	Expand AVID Courses and Strategies to Support Academic Achievement	Yes	$1,574,761.00	$1,605,003.00
1	**1.2**	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	Yes	$469,527.00	$506,418.00
1	**1.3**	Provide Access for Assessments for College Readiness	Yes	$187,220.00	$187,220.00
1	**1.4**	Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction	No	$50,000.00	$58,431.00
1	**1.5**	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	Yes	$3,297,032.00	$2,992,872.00
1	**1.6**	Higher Education Access through Campus Visits, Tours, Fairs, and Events	Yes	$100,000.00	$98,267.00
1	**1.7**	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	Yes	$696,436.00	$769,165.00
1	**1.8**	Expand CTE Programs and Access	Yes	$12,667,559.00	$12,523,345.00
1	**1.9**	Provide Career Exploration and Experiences	Yes	$20,000.00	$10,177.00
1	**1.10**	Utilize Peer Mentors as Academic Supports	No	$993,736.00	$1,047,703.00

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	1.11	Progress Monitoring for English Learners	Yes	$2,322,022.00	$2,400,096.00
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	$3,798,556.00	$3,988,503.00
1	1.13	Newcomer EL Services	Yes	$860,370.00	$779,411.00
1	1.14	Achievement Monitoring and Targeted Support	Yes	$3,366,966.00	$3,606,206.00
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	$7,000,341.00	$7,765,453.00
1	1.16	Monitoring and Expanding Access to Instructional Materials	No	$260,064.00	$260,064.00
1	1.17	School Library Services and Access	Yes	$3,679,977.00	$3,820,282.00
1	1.18	Enhancing Academic Support for Students with Disabilities	No	$3,782,305.00	$3,974,643.00
1	1.19	Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities	No	$75,000.00	$79,297.00
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Yes	$650,753.00	$650,672.00
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	$17,791,261.00	$17,914,887.00
2	2.1	Comprehensive Professional Learning and Collaboration	No	$232,180.00	$174,417.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	No	$102,312.00	$56,243.00
2	2.3	Targeted Professional Learning for Teachers of Students with Disabilities	No	$255,621.00	$240,998.00
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	$335,562.00	$307,315.00
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	$32,107.00	$3,298.00
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	$54,343.00	$16,940.00
2	2.7	Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning	No	$39,310.00	$44,238.00
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	No	$213,186.00	$154,905.00
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	$267,474.00	$223,726.00
2	2.10	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	No	$25,906.00	$111,876.00
2	2.11	CTE Pathway Development	Yes	$29,562.00	$19,978.00
2	2.12	Instructional Coaches	Yes	$1,216,568.00	$971,493.00
2	2.13	Induction Mentors	No	$388,032.00	$443,842.00
3	3.1	Ensure Digital Landscape Safety	No	$328,000.00	$392,028.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Home-to-School Transportation	Yes	$3,005,435.00	$2,564,132.00
3	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Yes	$124,496.00	$109,769.00
3	3.4	Facilities Improvement and Maintenance	No	$12,651,555.00	$12,221,555.00
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	Yes	$3,393,042.00	$3,485,513.00
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	$6,759,471.00	$6,920,436.00
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	$27,328.00	$23,396.00
3	3.8	Reducing Suspension and Expulsion Rates for SWD	No	$0.00	$0.00
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Yes	$2,288,487.00	$2,365,473.00
3	3.10	Maintaining Effective Classroom Communities	Yes	$5,468,352.00	$5,468,352.00
3	3.11	Fostering Mental Health Communities	Yes	$1,529,552.00	$1,689,455.00
4	4.1	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	No	$97,979.00	$97,979.00
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	Yes	$226,644.00	$227,868.00
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	$244,505.00	$123,880.00
4	4.4	Family and Community Engagement Team	Yes	$199,184.00	$171,391.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	Yes	$164,650.00	$164,650.00
5	**5.1**	Fiscal Oversight Staff	No	$690,874.00	$691,590.00
6	**6.1**	Provide High-Quality Professional Development	No	$63,909.00	$29,018.00
6	**6.2**	Strengthen Family and Community Partnerships	No	$154,222.00	$71,821.00
6	**6.3**	Expand Access to College and Career Readiness Resources	No	$107,000.00	$162,263.00
6	**6.4**	Foster a Positive School Climate	No	$234,663.00	$310,425.00
6	**6.5**	Provide Targeted Academic Support	No	$126,191.00	$66,833.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$58,139,998.00	$76,392,886.00	$77,204,929.00	($812,043.00)	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	Expand AVID Courses and Strategies to Support Academic Achievement	Yes	$1,574,761.00	$1,605,003.00		
1	1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	Yes	$419,527.00	$406,418.00		
1	1.3	Provide Access for Assessments for College Readiness	Yes	$187,220.00	$187,220.00		
1	1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	Yes	$3,297,032.00	$2,992,872.00		
1	1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	Yes	$100,000.00	$98,267.00		
1	1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	Yes	$20,500.00	$29,970.00		
1	1.8	Expand CTE Programs and Access	Yes	$12,667,559.00	$12,523,345.00		
1	1.9	Provide Career Exploration and Experiences	Yes	$20,000.00	$10,177.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Progress Monitoring for English Learners	Yes	$2,119,141.00	$2,197,215.00		
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	$2,533,146.00	$2,589,867.00		
1	1.13	Newcomer EL Services	Yes	$636,015.00	$779,411.00		
1	1.14	Achievement Monitoring and Targeted Support	Yes	$3,243,823.00	$3,483,063.00		
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	$5,957,757.00	$6,963,034.00		
1	1.17	School Library Services and Access	Yes	$3,679,977.00	$3,820,282.00		
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Yes	$650,753.00	$650,672.00		
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	$17,791,261.00	$17,914,887.00		
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	$122,691.00	$94,444.00		
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	$32,107.00	$3,298.00		
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	$54,343.00	$16,940.00		
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	$267,474.00	$223,726.00		
2	2.11	CTE Pathway Development	Yes	$29,562.00	$19,978.00		
2	2.12	Instructional Coaches	Yes	$607,809.00	$360,508.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Home-to-School Transportation	Yes	$3,005,435.00	$2,564,132.00		
3	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Yes	$124,496.00	$109,769.00		
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	Yes	$3,393,042.00	$3,485,513.00		
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	$4,708,753.00	$5,003,161.00		
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	$27,328.00	$23,396.00		
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Yes	$2,288,487.00	$2,365,473.00		
3	3.10	Maintaining Effective Classroom Communities	Yes	$5,468,352.00	$5,468,352.00		
3	3.11	Fostering Mental Health Communities	Yes	$529,552.00	$526,747.00		
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	Yes	$226,644.00	$227,868.00		
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	$244,505.00	$123,880.00		
4	4.4	Family and Community Engagement Team	Yes	$199,184.00	$171,391.00		
4	4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted Engagement and Collaborative Support	Yes	$164,650.00	$164,650.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$270,236,343.00	$58,139,998.00	0.00	21.514%	$77,204,929.00	0.000%	28.569%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024