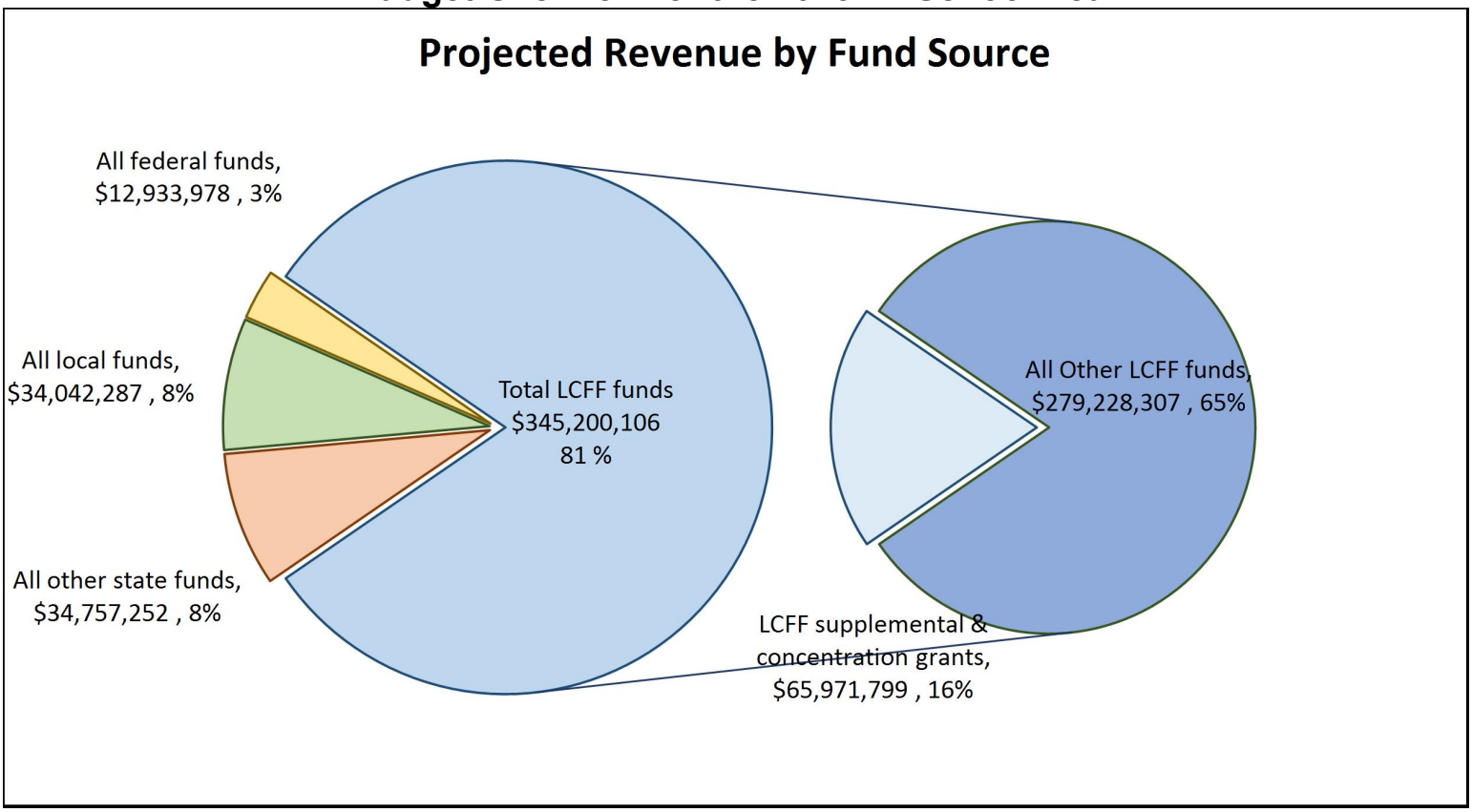
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chaffey Joint Union High School District
CDS Code: 36676520000000
School Year: 2026-27
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 2026-27 School Year

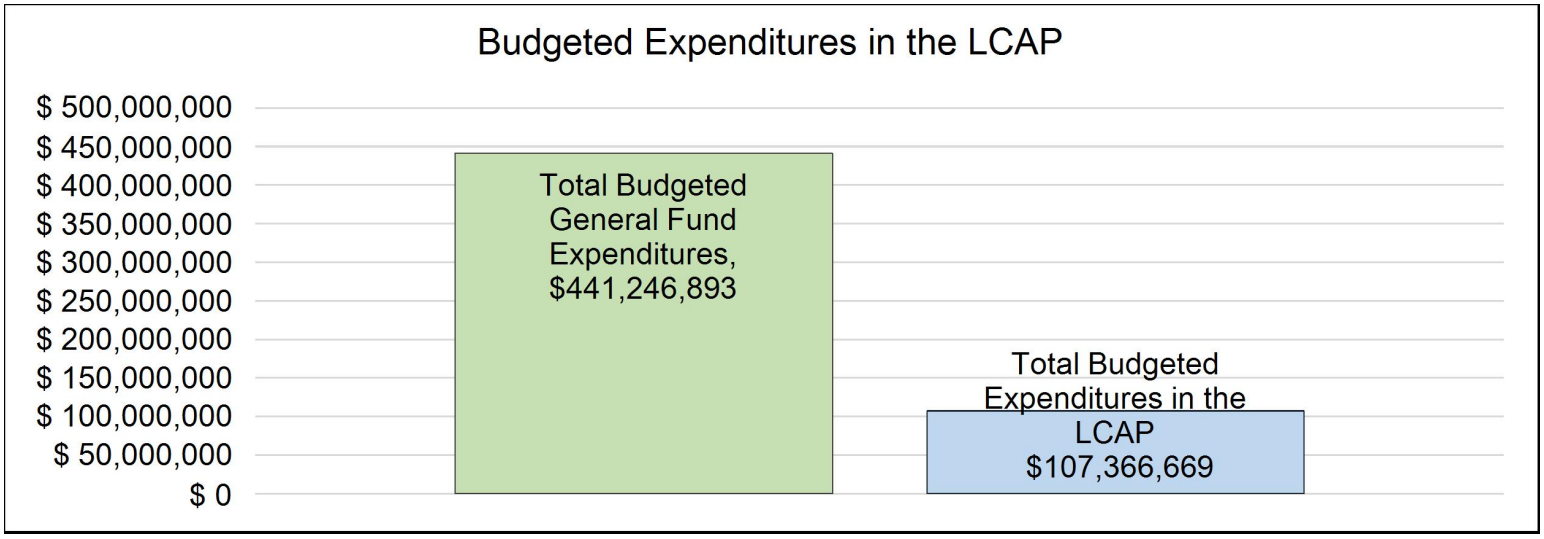


This chart shows the total general purpose revenue Chaffey Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chaffey Joint Union High School District is $426,933,623, of which $345,200,106 is Local Control Funding Formula (LCFF), $34,757,252 is other state funds, $34,042,287 is local funds, and $12,933,978 is federal funds. Of the $345,200,106 in LCFF Funds, $65,971,799 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chaffey Joint Union High School District plans to spend $441,246,893 for the 2026-27 school year. Of that amount, $107,366,669 is tied to actions/services in the LCAP and $333,880,224 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

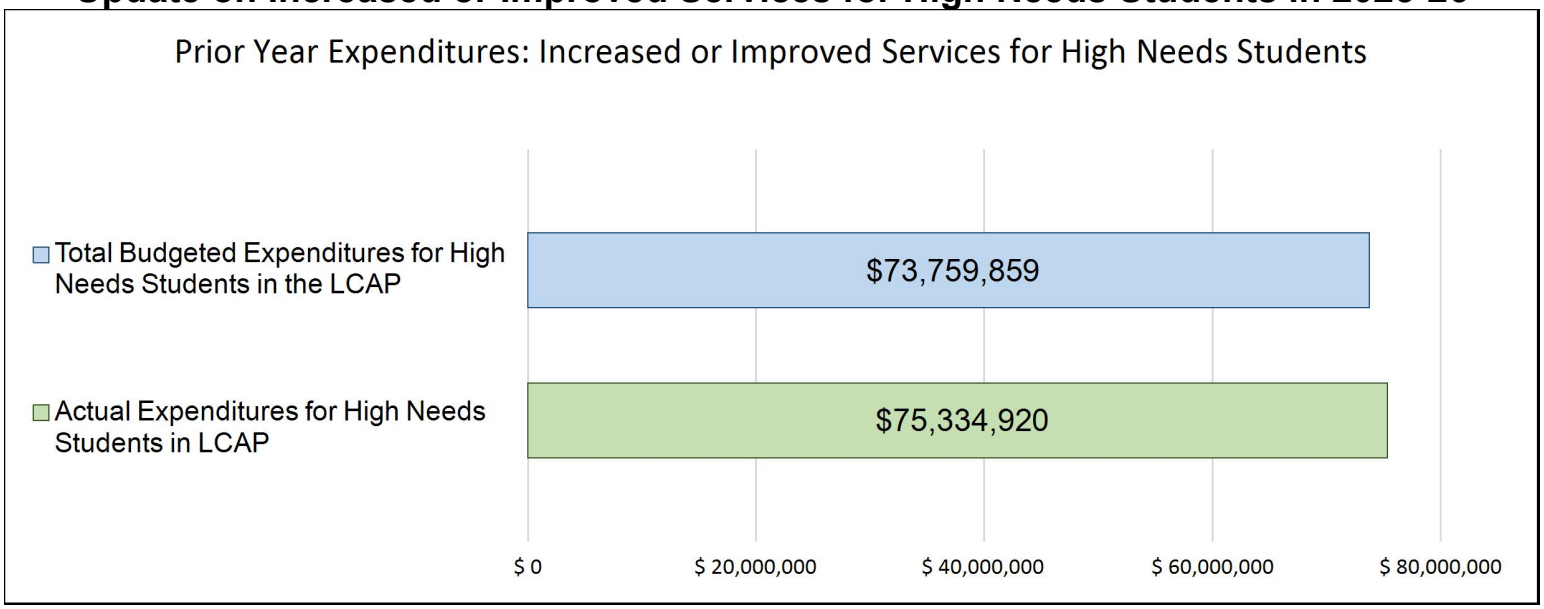
While a significant number of LCAP actions and services include people, a majority of salary and benefits expenses (totaling over $371 million) are not specifically identified in the LCAP. Also, other areas such as books and supplies, services, capital outlay, and other outgo are only partially included depending on the goal.

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

In 2026-27, Chaffey Joint Union High School District is projecting it will receive $65,971,799 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 $73,909,319 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Chaffey Joint Union High School District's LCAP budgeted $73,759,859 for planned actions to increase or improve services for high needs students. Chaffey Joint Union High School District actually spent $75,334,920 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

The 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 eleven high schools, serving 21,993 students in a variety of learning environments meant to support students' unique development needs:
Eight comprehensive high schools:

- Alta Loma High School (ALHS), enrollment 2,464
- Chaffey High School (CHS), enrollment 3,052
- Colony High School (CoHS), enrollment 2,030
- Etiwanda High School (EHS), enrollment 3,450
- Los Osos High School (LOHS), enrollment 2,735
- Montclair High School (MHS), enrollment 2,588
- Ontario High School (OHS), enrollment 1,949, and
- Rancho Cucamonga High School (RCHS), enrollment 3,249

One continuation high school:

- Valley View High School (VVHS), enrollment 363

One online high school:

- Chaffey District Online High School (CDOHS), enrollment 104, and

One community day school:

- Chaffey Community Day School (CCDS), enrollment 9

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 $88,941.
- The median household income in Rancho Cucamonga is higher than Ontario, at $111,895.

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

- 0.4% of students identify as American Indian or Alaskan Native
- 8.2% of students identify as Asian
- 7.6% of students identify as Black or African American
- 2.3% of students identify as Filipino
- 64.8% 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
- 12.3% 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, 70% 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 752 Long-term ELs (LTELs) or 43% of the overall EL population
- 0.5% of students are designated Foster Youth (FY)
- 4% of students are designated Homeless Youth (HY)
- Additionally, the District closely monitors the success and support of its Students with Disabilities (SWD), representing 14.2% 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 CCDS, 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.

CJUHSD's performance data over the past year reflects meaningful progress in several high-priority areas alongside persistent challenges that will require sustained strategic attention. The District demonstrated notable gains in academic achievement, college and career readiness, and school safety indicators. The data also surface trends in chronic absenteeism, EL program outcomes, family engagement, and student sense of belonging that the District will prioritize in the year ahead.

Areas of Notable Strength and Improvement

- Academic achievement, as measured by the California Assessment of Student Performance and Progress (CAASPP), showed broad improvement across student groups. In ELA, the overall Distance from Standard increased from 41.9 to 47.5 — a gain of 5.6 points — with the percentage of students meeting or exceeding standard rising from 67.04% to 68.05%. Math performance also improved, with the overall Distance from Standard moving from 57.1 below standard to 50.3 below standard, a gain of 6.8 points. These gains were not limited to the overall population:
- FY showed the largest ELA gain in the district, improving 43.1 points (from -117.6 to -74.5 DFS)
- African American students gained 9.3 points in ELA and 12.8 points in Math
- Hispanic students gained 6.5 points in ELA and 6.4 points in Math
- SED/LI students improved 7.3 points in ELA and 8.9 points in Math
- ELs improved 8.7 points in ELA and 8.9 points in Math

- College and career readiness indicators also trended positively. The College and Career Indicator (CCI) increased from 55.1% to 57.1% District-wide, with particularly strong gains for EL (+3.5 percentage points), LTEL (+6.6 points), Hispanic students (+3.7 points), and Pacific Islander students (+21.4 points).

- A-G completion rates similarly improved overall, rising from 64.7% to 66.1%, with notable gains for EL (+3.1 points), SED/LI (+2.0 points), and Pacific Islander students (+21.7 points).

- FAFSA completion increased from 62% to 66%, and enrollment in Honors and AP courses rose from 38.4% to 42.1% — a gain of 3.7 percentage points that reflects expanded access to rigorous coursework.

- The four-year graduation rate increased modestly from 91.2% to 91.8%. Among key student groups, African American students showed a significant gain of 4.0 percentage points (88.2% to 92.2%), EL improved from 77.5% to 81.3%, and LTEL rose from 86.4% to 89.8%. The District's dropout rate also declined, from 8.2% to 7.2%.

- Suspension rates decreased across most student groups. The overall rate declined from 5.1% to 4.3%, with meaningful reductions for African American students (-2.0 points), FY (-3.2 points), SED/LI students (-1.1 points), and LTEL (-1.2 points).

- The Early Assessment Program (EAP) showed improvement in both ELA (34.24% to 36.37%) and Math (13.71% to 15.19%) readiness rates.

Opportunities for Focused Improvement

- Chronic absenteeism emerged as a key priority area in this year's data. The overall rate increased sharply from 23.1% to 30.7% — a rise of 7.6 percentage points. This trend was more pronounced among students with elevated risk factors:
- FY: 47.2% to 65.0% (+17.8 points)
- HY: 40.1% to 50.7% (+10.6 points)
- SWD: 32.0% to 41.7% (+9.7 points)
- SED/LI: 26.4% to 34.7% (+8.3 points)
- ELs: 30.8% to 38.8% (+8.0 points)

The District recognizes that students being present and engaged in school is foundational to everything else we are working toward. These increases, particularly among students who already face the greatest barriers, signal a shift that demands a closer look. The District is committed to examining why chronic absenteeism rose so sharply and to building supports that meet students where they are.

- EL outcomes present a mixed picture. While EL students showed gains on CAASPP and graduation rates, their progress on language development indicators declined. The English Learner Progress Indicator (ELPI) decreased from 41% to 38.8%, and the ELPAC proficiency rate fell from 14.63% to 11.05%. The EL reclassification rate held essentially flat at 15.1% (down from 15.4%), while the LTEL reclassification rate declined more notably, from 18% to 14%. While EL students are accessing rigorous academic coursework at increasing rates, the data reflect an opportunity to strengthen the alignment between instructional support and language development. The District has already begun reassessing its approach to ensure these two priorities are moving together.

- Family engagement indicators declined across multiple dimensions. Parent responses to whether the school creates a welcoming environment for all families fell from 94% to 90%. Perceptions that schools make efforts to learn about each family's strengths, cultures, languages, and goals dropped from 80% to 70% — a 10-point decline that is difficult to attribute to survey variation alone. Participation in the LCAP survey dropped substantially, from 1,436 to 862 respondents, with a simultaneous decline in the proportion of EL families represented (from 7.8% to 6%).

- It is worth noting that student and family perceptions of school climate remain broadly positive — a reflection of the relationships and environments schools have built over time. The percentage of students reporting a caring learning environment was 87%, and sense of belonging held at 86%, both representing slight decreases from the prior year. Parent perceptions followed a similar pattern, declining from 91% to 87%. The District will continue to monitor these trends while building on the strong foundation these numbers represent. Relatedly, student perceptions that their culture and community are represented and valued in the curriculum increased from 73.8% to 74.2%.

CJUHSD continues to be recognized as one of the best organizations to work for in the Inland Empire, and staff survey data reflect broadly positive perceptions of the work environment. The percentage of staff reporting a supportive and inviting workplace remained strong at 88% (down from 92%), and satisfaction with instructional technology held at 89% (down from 93%). While these are modest declines from an already high baseline, the District is examining site-level trends to understand where perceptions may have shifted most and to respond with

focused support.

Perceptions of shared site leadership responsibility for students with IEPs and 504s declined from 84% to 76%, a trend the District views alongside a modest decrease in the inclusion rate, from 57% to 55%. Rather than isolated data points, the District recognizes these shifts as interconnected and has already taken significant steps to strengthen outcomes for SWD across all campuses, including targeted professional learning, improved compliance supports, and a renewed focus on least restrictive environment practices.

Several indicators remained largely stable year over year, with modest shifts that the District will continue to monitor as part of its ongoing data review. AP exam pass rates held strong at 75% (down from 76%), the Seal of Biliteracy rate remained at 14.2% (down from 15%), and CTE pathway completion held at 15.3% (down from 15.5%). Dual enrollment CCI preparation saw a slightly larger shift, moving from 12.8% to 11.4%, an area the District will watch closely. Notably, EL completion of CTE pathways improved during this same period, reflecting continued progress in expanding access for ELs.

In 2023, the 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: VVHS — All, EL, HY, SED, HI students; District Office — EL students; CHS — EL students; MHS — EL students; OHS — EL students
- College and Career Indicator: VVHS — All, EL, HY, SED, HI students; District Office — SWD students; CHS — EL students; OHS — EL students; ALHS — SWD students; CoHS — SWD students; MHS — SWD students
- CAASPP ELA: VVHS — All, SED, HI students; District Office — SWD students; CHS — EL, HY students; CoHS — EL students; EHS — SWD students; MHS — SWD students
- CAASPP Math: VVHS — All, SED, HI students; District Office — FY, EL, SWD students; ALHS — SWD students; CHS — HY students; CoHS — AA, EL students; EHS — SWD students; LOHS — SWD students; MHS — SWD students; OHS — SWD students
- Suspension Rate: VVHS — All, SED, HI, SWD, AA students; CCDS — All, SED, HI students; District Office — HY, EL, SWD, AA students; ALHS — HY, FY, SWD, EL, AA, and MR students; CHS — HY, SWD, EL students; CoHS — HY, AA students; EHS — EL students; LOHS — HY, SWD, AA students; MHS — SWD students; OHS — HY, EL, AA, MR students; RCHS — HY, SWD, AA, MR students

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

- Graduation Rate: No student groups received the lowest performance level
- College and Career Indicator: VVHS — All, EL, LTEL, SED, HI students; CHS — SWD students
- CAASPP ELA: VVHS — All, SED, HI students; District Office — FY students; ALHS — SWD students; CoHS — EL, SWD students; EHS — EL students; LOHS — SWD students; OHS — EL, LTEL students; RCHS — SWD students
- CAASPP Math: VVHS — All, SED, HI students; District Office — FY students; CoHS — SWD, AA students; OHS — EL, LTEL students; RCHS — SWD, AA students
- Suspension Rate: District Office — FY students; ALHS — HY, LTEL students; CHS — FY students; CoHS — SWD, MR students; MHS — AA students; RCHS — SWD, AA students

The 2025 District Dashboard data revealed that the following student groups received the lowest performance level on one or more state indicators at the following schools and/or within the District, significantly decreasing overall representation from the prior year:

- Graduation Rate: VVHS — HY and HI students
- College and Career Indicator: VVHS — All, EL, LTEL, HY, SED, and HI students
- California Assessment of Student Performance and Progress (CAASPP) ELA: District — SWD students; ALHS — EL students; CHS — SWD students; CoHS — EL, LTEL, and SWD students; EHS — SWD students; LOHS — SWD students; OHS — EL, LTEL, and SWD students
- California Assessment of Student Performance and Progress (CAASPP) Math: District — LTEL, HY, SWD students; ALHS — EL and SWD students; CHS — EL students; CoHS — LTEL students; EHS — HY and SWD students; LOHS — SWD students; MHS — SWD students; OHS — EL, LTEL, and SWD students
- Suspension Rate: CCD — All and SED students; CHS — FY and AA students; LOHS — SWD; OHS — AA students; VVHS — SWD
- ELPI: ALHS — EL and LTEL students; CHS — EL students; VVHS — EL and LTEL students

For the 2026-2027 LCAP, the District anticipates having unexpended Learning Recovery Emergency Block Grant (LREBG) funds of $5,686,143. 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.

The Tier 1 strategies funded through LREBG, identified below, 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 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.

Under Goal 1, the District will continue to invest in peer mentoring programs (Action 1.10) and will provide individualized instructional support

to EL and ninth-grade students in core content areas. The District will support students' access to technology (Action 1.5) and these supports fall within the LREBG guidance for tutoring and one-on-one or small group learning interventions 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 (Actions 1.14 and 1.20). 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 students (Action 3.11). The District will further promote 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 (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.

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 data presented in this Annual Performance Reflection underscore both the District's progress and the work that remains. CJUHSD enters the 2026–2027 LCAP cycle with a clear-eyed understanding of where its students are thriving and where targeted investment is still needed. The gains reflected across academic achievement, graduation, college and career readiness, and school safety indicators speak to the strength of the District's instructional programs and the commitment of its staff and school communities. At the same time, the District

remains focused on the students and families who have not yet fully benefited from those gains — and on the conditions, both in and out of school, that shape their experience. The actions and investments outlined in this plan reflect that dual commitment: building on what is working while addressing what is not, with equity, access, and student success as the consistent measure of progress.

Reflections: Technical Assistance

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

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

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

For the Fall 2025 Dashboard, the District did not have any new groups identified for Differentiated Assistance.

In 2024-2025 and 2025-2026, the District prioritized and focused on supporting FY in CAASPP ELA/Math and Suspension rates.

Improving CAASPP Outcomes for Foster Youth

In 2024–25 and 2025-26, the District 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. This resulted in more intentional alignment across the site for progress monitoring and connection (Action 1.20).

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.

FY demonstrated some of the most significant academic gains in the District this year. In ELA, FY improved 43.1 points in Distance from Standard (from -117.6 to -74.5), and in Math, improved 62.4 points (from -216.1 to -153.7) — the largest gains of any student group in both subjects. While these students remain below standard, the trajectory is meaningful and reflects the impact of targeted wraparound supports on academic outcomes.

Reducing Suspension Rates for Foster Youth

To address disparities in FY suspension rates, the District continues to implement coordinated efforts aligned with LCAP Goal 3 (Actions 3.5, 3.7, and 3.8). 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.

Suspension rates for FY also declined notably, from 21% to 17.8% — a reduction of 3.2 percentage points and one of the largest group-level decreases across all student groups. Taken together with the academic gains reflected in CAASPP, these trends suggest that the District's coordinated supports for FY are having a measurable impact across both academic and behavioral indicators.

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 students 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 2025-26, the LCAP PAC first met on Feb. 24, 2026 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 2025-26, 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 2025-26, the Mid-year Report was presented to the Board on February 10, 2026. Finally, the 2026-2027 LCAP Draft was presented to the LCAP PAC, including all members highlighted in this section, and the DELAC on May 5, 2026. Time for public comment was permitted; as attendees had no questions, no written responses were required by the Superintendent. The 2026-2027 LCAP and Annual Update was presented to the Board for public hearing on June 9, 2026. The LCAP was adopted by the Board on June 10, 2026.
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 Coalition (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 2025-26, the District hosted its annual meeting on March 18, 2026. 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 insights for future direction. In 2025-26, the District hosted its annual Skilled Trades Night on March 11, 2026.

Educational Partner(s)	Process for Engagement
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 February 27, 2026; at this meeting, the District gathered feedback for shifting priorities or concerns as it prepared to update the LCAP for 2026-27. The updated 26-27 LCAP was presented to the LCAP PAC and DELAC on May 5, 2026. Time for public comment was permitted; as attendees had no questions, no written responses were required by the Superintendent.
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. The District moved into Compliance and Improvement Monitoring (CIM) for the 2025-2026 school year with a designation status of "Needs Assistance" at a Targeted Level 3. The District partnered with the SELPA in order to meet all necessary legal requirements as part of the CIM process.
CJUHSD Committee for Community, Accountability, Responsiveness, and Equitable Solutions (CARES) Committee	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

Educational Partner(s)	Process for Engagement
Groups Represented: • District Administration • Principals and Site Administration • Teachers and representatives from both the Certificated and Classified Bargaining Unit Members	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 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

Educational Partner(s)	Process for Engagement
	at home. In 2025-26, the District's FACE team convened its inaugural District FACE Summit on October 18, 2025.
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 the 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 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 surfacing new areas requiring more focused and nuanced attention.

College and Career Readiness
Educational partners continue to recognize and value the District's commitment to college and career preparation. Both student and parent feedback showed strong support for college and career access, with high agreement on dual enrollment access, A-G pathway information, career events, and graduation monitoring. Staff and parents alike emphasized the importance of academic support systems that guide students to timely graduation, reinforcing the effectiveness of Goal 1. EL parents reinforced the importance of AVID, Dual Enrollment, and career exploration opportunities, including resume and interview workshops and expanded work-based learning through CTE–business partnerships. They also recommended enhancing college visit opportunities and counseling on college-going readiness and career opportunities. However, students across all groups expressed a desire for more personalized learning support, particularly students in identified groups such as SED/LI and SWD, suggesting an opportunity to further develop individualized academic pathways addressed in Goals 1 and 3.

A notable new finding in this year's findings is a focus on AI literacy. Only 58% of students agree they have had opportunities to learn how AI is used in real-world careers, as evidenced in the LCAP survey and corroborated in the Student Advisory Panels. Only 66% agree their school is helping them use AI responsibly and effectively. Staff data confirms the problem is in part a professional learning deficit: 28% of staff disagree that students have opportunities to use AI for college and career readiness in class, and 23% disagree that adequate

professional learning for AI integration is available. This convergence of student and staff data points to a forward-looking priority that will need to be addressed in Goal 1 and in the District's professional learning framework, outlined in Goal 2.

Academic Supports
Across educational partner groups, feedback consistently reflects a desire for more personalized and responsive academic support. While the District's college and career readiness infrastructure is broadly affirmed, students expressed a desire for support that is more individualized and proactive. SED/LI students and SWD were most likely to indicate that current academic supports do not fully meet their unique learning needs, pointing to an opportunity to strengthen differentiated approaches within Goals 1 and 3.

Feedback from parents of SWD is particularly consistent in this area. Responses indicate variability in how well schools identify and respond to individual learning needs, and some parents question whether academic achievement for their students is prioritized with the same urgency as for the general population. The need for ongoing professional learning for staff is reflected in Goal 2.

HY and FY reflect similar patterns, with lower confidence in the availability and accessibility of academic intervention and recovery options. For these groups, academic disconnection appears to compound other barriers, suggesting that traditional intervention models may need to be supplemented by more flexible, relationship-centered approaches to re-engagement. These supports are structured and supported by Goals 1 and 3.

These findings inform the continued emphasis in Goal 1 on academic intervention, targeted support systems, and ensuring that all students — including those facing the greatest barriers — have equitable access to the academic support they need to progress toward graduation and beyond. Goal 3 continues to focus on the personnel needed to ensure these targeted and specialized programmatic interventions are sustainable.

Cultural Responsiveness and Instructional Materials
Cultural responsiveness remains a significant priority. Parent feedback, particularly from EL families, continues to reflect appreciation for the District's efforts to celebrate diversity and understand family cultures. EL parents/guardians noted improved representation in curriculum and appreciated teacher training efforts, reflecting the impact of actions tied to Goals 1 and 2. However, student feedback on the reflection of cultural identities in curriculum was relatively flat across groups, indicating a need to revisit the implementation of culturally reflective instructional materials in practice. Staff perceptions of professional development related to cultural bias also declined slightly, suggesting that while the direction is affirmed, the depth and consistency of implementation needs strengthening.

EL families specifically highlighted the need for more targeted professional learning for staff in supporting ELs, specifically as it relates to academic supports such as translated materials, especially in math. They also called for more parent workshops focused on understanding college-going readiness, graduation, and career opportunities; they specifically noted growth in engagement nights as a positive development worth sustaining. These specific requests directly shape the professional learning and family engagement actions in Goals 2 and 4.

School Climate, Belonging, and Peer Culture
One of the most significant findings in this year's data is the gap between adult and student perceptions of school climate. While parents rated school climates favorably and staff rated belonging and emotional safety consistently higher than in prior years, students reported

meaningfully lower levels of peer respect and emotional safety, a new trend in the data. This gap is most acute for SWD and HY, both of whom also report the lowest rates of emotional safety of any student group.

Parents of SWD indicate concerns across several areas, including the extent to which IEP and 504 implementation is consistently understood as a shared staff responsibility. Feedback also suggests that confidence in schools' ability to meet unique learning needs varies. Additionally, some parents question whether achievement for SWD is consistently prioritized. This points to a need for more proactive and comprehensive support for SWD that extends beyond compliance and documentation. These findings are carried into Goals 1, 2, and 3 actions targeting inclusive practices, professional learning, and family partnership for this population.

HY show signs of disconnection across several areas, including voice, communication, emotional safety, and access to academic support, suggesting a need to strengthen and adapt current engagement approaches. FY and their families reflect similar trends, with opportunities to build stronger connections in areas such as trust, communication, and participation, pointing to the importance of more targeted and responsive engagement strategies. Targeted efforts to address these disparities are outlined in Goals 1 and 3.

Mental Health and Wellness
Mental health and wellness support continues to be a shared priority across all stakeholder groups. All educational partners affirm that wellness resources exist, are staffed, and are known to students, and staff report high confidence in connecting students to services; specifically, all partners indicate that the District's wellness centers are critical supports at every site. This infrastructure strength is protected in Goals 2 and 3. The District’s emphasis on trauma-informed practices and SEL professional learning for staff are having a positive impact on perceptions across all partner groups.

However, disparities do exist in ways that call for more targeted attention. FY, HY, and SWD each reflect gaps in areas such as emotional safety, sense of belonging, and access to social-emotional supports when compared to overall trends. EL students and parents reinforce this direction, with an emphasis on expanding access to counseling and continuing mental health outreach and parent education. These recommendations align with existing investments and point to a need to build capacity and deepen implementation across Goal 3 rather than introduce new programs.

Voice, Agency, and Family Partnership
Across educational partner groups, the data points to a gap in meaningful participation that is distinct from the District's overall strength in communication. Parents report positive experiences with responsiveness, clarity of information, and ease of outreach, indicating that systems for communication are functioning well. Feedback also suggests that efforts to understand and engage families' strengths, cultures, languages, and goals are not yet fully realized.

This finding reinforces Goal 4 as a continued priority and underscores the District's commitment to strengthening relationships through more intentional, two-way engagement. Moving forward, the focus will be on deepening relational practices that elevate student and family voice, particularly for EL families, families of SWD, and those not yet connected to school communities. Input from EL families further highlights the importance of creating opportunities for genuine dialogue, where families can share their perspectives and goals alongside receiving information.

In response to the District’s Level 3 “Needs Assistance” designation on the Annual Determination Letter for Compliance and Improvement

Monitoring, a comprehensive needs analysis was conducted to identify priorities and strengthen targeted supports for SWD. Input from educational partner feedback and data analysis informed these adjustments, which are reflected in Actions 1.18, 1.19, 2.3, and 3.8.

To specifically and effectively support the direction at VVHS and CCDS, 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 education partners through various feedback opportunities, forums, and schoolwide 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. Stakeholders 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.

Overall, educational partner engagement results continue to reflect strong foundational assets, including the District's relational culture, college and career readiness systems, access to technology, wellness supports, and welcoming school environments. At the same time, feedback highlights areas for continued growth, including more differentiated support for SWD, FY, and HY; strengthening AI literacy as an emerging need; expanding authentic voice and agency for students, staff, and families; and further aligning peer culture and family

engagement practices with the District's goals for belonging and partnership. These insights will continue to inform the refinement of LCAP actions, with a focus on strengthening relationships and ensuring that commitments to equity, access, and student empowerment are consistently realized across all school communities.

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 for the Class of 2025: All - 66.1% EL - 38.8% SED/LI 62.1% SWD - 25.5% African American - 59.1% American Indian - 50.0% Asian - 85.0% Filipino - 86.7% Hispanic - 62.0% Pacific Islander - 64.0% 2 or More - 70.1% White - 76.1% FY - 31.7% HY - 44.2%	A-G Completion Rate Goal for Class of 2027: All - 66.2% EL - 42.7% SED/LI - 62.2% SWD - 29.6% African American - 60.9% American Indian - 66.0% Asian - 89.4% Filipino - 90.9% Hispanic - 62.1% Pacific Islander - 66.7% 2 or More - 79.4% White - 76.2% FY - 46.7% HY - 46.9%	All: +0.30% EL: -2.90% SED/LI: +1.70% SWD: -3.10% African American: -0.80% American Indian: -14.00% Asian: -4.10% Filipino: -3.90% Hispanic: +1.40% Pacific Islander: -2.70% 2 or More: -3.00% White: +0.20% FY: -14.00% HY: -1.70%
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 2025-26, 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 score of 3 or higher.	In 2024-2025, 75% of Advanced Placement exams taken received a score of 3 or higher.	In 2025-26, 76.3% of students who take at least one AP exam will pass with a score of 3 or higher.	1.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2024-2025, CJUHSD had an attendance rate of 94.2%.	In 2025-26, CJUHSD will have an attendance rate of 94.3%.	1.1% 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 2024-2025, 30.7% of students were absent 10% or more days of the school year. All - 30.7% EL - 38.8% SED/LI - 34.7% FY - 65.0% HY - 50.7% SWD - 41.7%	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: +5.20% EL: +5.30% SED/LI: +5.60% FY: +17.50% HY: +10.20% SWD: +6.60%
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 2025-26, 88% of eleventh grade students and 92% of ninth or tenth grade students completed a career inventory.	In 2026-27, 88.1% of eleventh grade students and 93% of ninth or tenth grade students will have completed a career inventory.	Eleventh grade students: +25% Ninth or tenth grade students: +2%
1.7	California Assessment of Student Performance and Progress (CAASPP) - ELA Dashboard Color Indicator by Student Group, coupled with Difference from Standards Source: CA School Dashboard	2022-23: Performance on the CAASPP ELA: Overall student performance was Green at 44 points above standard. Districtwide Student Group Dashboard Indicators:	2023-2024: Performance on the CAASPP ELA: Overall student performance was Green at 41.9 points above standard. Districtwide Student Group	2024-2025: Performance on the CAASPP ELA: Overall student performance was Green at 47.5 points above standard Districtwide Student Group	2025-26 Performance on the CAASPP ELA: Overall student performance will be Green at 47 points above standard. Improve Districtwide	Overall student performance: +3.5 points above standard (Still Green). Districtwide Student Group Dashboard Indicators:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) The following student groups were in the red for 2022-2023: All (VVHS 234.5 below standard)	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) Pacific Islander (10.2 above standard) The following student groups, in	Dashboard Indicators: Filipino (139.6 above standard) 2 or more races (79.4 above standard) African American (21.1 above standard) Asian (111.6 above standard) HY (5.8 below standard) SED/LI (32.8 above standard) White (77.7 above standard) Hispanic (33.6 above standard) EL (57.3 below standard) LTEL (82.1 below standard) FY (74.5 below standard) SWD (81.4 below standard) American Indian (45.4 below standard) Pacific Islander (17.3 above standard) The following student groups, in	Student Group Dashboard Indicators: Filipino (139.8 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 (33 above standard) White (78 above standard) Hispanic (33.8 above standard) EL (57.1 below standard) LTEL (82 below standard) FY (74.4 below standard) SWD (80.2 below standard) American Indian (25.5 above standard) Pacific Islander (17.4 above standard)	Filipino: +20.40 (still above standard) 2 or More: -5.50 (still above standard) African American: +3.80 (still above standard) Asian: +9.30 (still above standard) HY: -9.50 (from above standard to below standard) SED/LI: +6.30 (still above standard) White: +7.00 (still above standard) Hispanic: +7.70 (still above standard) EL: +21.30 (still below standard) LTEL: -12.3 (still below standard) FY: +9.00 (still below standard) SWD: +10.80 (still below standard) American Indian: -66.90 (from above standard to below standard) Pacific Islander: +37.10 (from below standard to above standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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)	the red for 2022-2023, and their measures for 2025: All (VVHS 175.9 below standard) EL (CHS 80.9 below standard, CoHS 75.1 below standard) LTEL (District 82.1 below standard, CoHS 73.6 below standard, OHS 107.6 below standard) HY (CHS 2.2 below standard) SWD (DO 81.4 below standard, EHS 66.1 below standard, MHS 79.5 below standard) SED/ LI (VVHS 167.7 below standard) HI (VVHS 177 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)	The following student groups, in the red: All (VVHS -58.6 still below standard) EL (CHS -41.3 still below standard, CoHS +15.5 still below standard) LTEL (District -12.3 still below standard, OHS +19.0 still below standard) HY (CHS -46.9 still below standard) SWD (DO -10.8 still below standard, EHS -12.2 still below standard, MHS -44.3 still below standard) SED/ LI (VVHS -62.5 still below standard) HI (VVHS -50.5 still 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 standard on the CAASPP.	In 2023-2024, 67.04% of students Met or Exceeded the ELA	In 2024-2025, 68.05% of students Met or Exceeded the ELA standard on the	In 2025-2026, 69% of students will Meet or Exceed the Standards on the CAASPP in	2.05% 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: California Educator Reporting System	In 2024-2025, only 12% of students who dually identify as EL and SWD and 23% of students who dually identify as SWD and SED Met or Exceeded the ELA standard on the CAASPP. *Modified in 2026	standard on the CAASPP.	CAASPP, whereas only 12% of students who dually identify as EL and SWD and 23% of students who dually identify as SWD and SED Met or Exceeded the ELA standard on the CAASPP.	ELA and 12.2% of students who dually identify as EL and SWD and 23.2% of students who dually identify as SWD and SED. *Updated to reflect 2026 Modification	No increase reported in students who dually identify as EL and SWD or students who dually identify as SWD and SED as Year 2 Outcome is now Baseline.
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)	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)	2024-2025: Performance on the CAASPP Math Overall student performance was Green at 50.3 below standard. Districtwide Student Group Dashboard Indicators: Filipino (48.6 above standard) Asian (71.6 above standard) 2 or more races (8.4 below standard) African American (90.9 below standard) Hispanic (72.9 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)	Overall student performance: +8.8 points below standard (Still Green). Districtwide Student Group Dashboard Indicators: Filipino: +16.30 (still above standard) Asian: +12.60 (still above standard) 2 or More: -0.10 (still below standard) African American: +7.20 (still below standard) Hispanic: +11.20 (still below standard) HY: -25.40 (still below standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) 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)	HY (110.9 below standard) SED/LI (77.2 below standard) White (26.9 below standard) EL (138.5 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	HY (124 below standard) SED/ LI (68.3 below standard) White (9.6 below standard) EL (129.6 below standard) LTEL (175.1 below standard) FY (153.7 below standard) SWD (176.3 below standard) American Indian (98.7 below standard) Pacific Islander (49.8 below standard) The following student groups were in the red for 2022-2023, and their measures in 2025: All (VVHS 245.7 below standard) HY (CHS 149 below standard) FY (153.7 below standard) SWD (DO 176.3 below standard, ALHS 168.3 below standard, EHS	HY (94.6 below standard) SED/LI (74.7 below standard) White (25.2 below standard) EL (135.1 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)	SED/LI: +10.40 (still below standard) White: +16.60 (still below standard) EL: +22.50 (still below standard) LTEL: +2.6 (still below standard) FY: +39.40 (still below standard) SWD: +15.40 (still below standard) American Indian: -1.60 (still below standard) Pacific Islander: +64.50 (still below standard) The following student groups in the red: All (VVHS -32.3 still below standard) HY (CHS -11.3 still below standard) FY (-39.4 still below standard) SWD (DO -15.4 still below standard, ALHS -16.6 still below standard, EHS -8.2 still below standard, LOHS -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED/LI (VVHS 273.3 below standard) AA (CoHS 138.3 below standard) HI (VVHS 269.9 below standard)	156.4 below standard, MHS 170.1 below standard, OHS 186.4 below standard) EL (DO 138.5 below standard, CoHS 197.8 below standard) SED/LI (VVHS 290.3 below standard) AA (CoHS 139.5 below standard) HI (VVHS 284 below standard)	171.7 below standard, LOHS 161.3 below standard, MHS 188.3 below standard, OHS 194.7 below standard) EL (DO 129.6 below standard, CoHS 138 below standard) SED/LI (VVHS 241.3 below standard) AA (CoHS 122.1 below standard) HI (VVHS 246.2 below standard)	EL (DO 135 below standard, CoHS 161.5 below standard) SED/LI (VVHS 269.3 below standard) AA (CoHS 134.3 below standard) HI (VVHS 265.9 below standard)	34.1 still below standard, MHS -5.3 still below standard, OHS -8.8 still below standard) EL (DO -22.5 still below standard, CoHS -27.5 still below standard) SED/LI (VVHS -32.0 still below standard) AA (CoHS -16.2 still below standard) HI (VVHS -23.7 still below standard)
1.10	CAASPP Math Percentage of Students who Meet or Exceed the Standard in Math Source: California Educator Reporting System	In 2022-2023, 31% of students Met or Exceeded the Standard on the CAASPP. In 2024-2025, only 2% of students who dually identify as EL and SWD and 5% of students who dually identify as SWD and SED Met or Exceeded the Math standard on the CAASPP. *Modified in 2026	In 2023-2024, 31.74% of students Met or Exceeded the Math standard on the CAASPP.	In 2024-2025, 34.42% of students Met or Exceeded the Math standard on the CAASPP, where as only 2% of students who dually identify as EL and SWD and 5% of students who dually identify as SWD and SED Met or Exceeded the Math standard on the CAASPP.	In 2025-2026, 34.5% of students will Meet or Exceed the Standards on the CAASPP in Math and 2.2% of students who dually identify as EL and SWD and 5.2% of students who dually identify as SWD and SED. *Updated to reflect 2026 Modification	Met or Exceeded Standard: +3.42%. No increase reported in students who dually identify as EL and SWD or students who dually identify as SWD and SED as Year 2 Outcome is now Baseline.
1.11	California Science Test (CAST)	In 2022-2023, 9.22% of students exceeded	In 2023-2024, 7.07% of students	In 2024-2025, 8.18% of students	In 2025-2026, 10% of students will	Exceeded Standard: -1.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students who Exceed Standard and Meet Standard Source: DataQuest	standard and 20.96% Met Standard.	exceeded standard and 23.55% Met Standard.	exceeded standard and 22.75% Met Standard.	Exceed Standard and 23% will Meet Standard.	Met Standard: +1.79%
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% 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%),	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% 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%),	Class of 2025: All Students was Green at 57.1% Prepared EL - 26.8% LTEL - 28.4% SED/ LI - 53.1% SWD - 16.8% African American - 44.4% American Indian - 46.2% Asian - 81.4% Filipino - 80.9% Hispanic - 53.6% Pacific Islander - 50.0% 2 or More - 67.7% White - 64.6% FY - 19.0% HY - 32.2% The following student groups, in the red for 2022-2023, and their measures for 2025: All (VVHS 1.6%) EL (CHS 16.6%, OHS 28.8%, VVHS 0%) LTEL (VVHS 0%)	College and Career Indicator (Prepared) for Class of 2026: All - Medium 55.7% EL - Low 21.2% LTEL- 22.5% SED/LI - Medium 52.4% SWD - Very Low 12% African American- Medium 42.7% American Indian - Low 35.3% Asian - Very High 77.4% Filipino - Very High 81% Hispanic - Medium 45.4% Pacific Islander - No Performance Indicator 47% 2 or More - High 59.1% White - High 63.8% FY - Low 28% HY - Low 31% All (VVHS 5.1%),	All: +8.50% EL: +8.60% LTEL: +6.6% SED/LI: +10.70% SWD: +6.90% African American: +4.70% American Indian: +13.90% Asian: +4.30% Filipino: +0.00% Hispanic: +11.20% Pacific Islander: +6.00% 2 or More: +11.60% White: +1.10% FY: -6.00% HY: +3.30% The following student groups, in the red: All (VVHS -0.5%%) EL (CHS +8.7%, OHS +24.1%, VVHS -2.9%) LTEL (VVHS -4.1%) HY (VVHS +3.2%) SED/LI (VVHS -0.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%)	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%)	HY (VVHS 3.2%) SED/LI (VVHS 1.7%) SWD (DO 16.8%, ALHS 13.6%, CoHS 12.4%, MHS 14.3%) HI (VVHS 1%)	EL (CHS 14.6%, OHS 17%, VVHS 5.9%), LTEL (VVHS 4.1%) HY (VVHS 3.3%), SED/LI (VVHS 5.1%), SWD (DO 16.5%, ALHS 30%, CoHS 14.8%, MHS 18.6%), HI (VVHS 4.6%)	SWD (DO +6.9%, ALHS +5.4%, CoHS +6.8%, MHS +4.5%) HI (VVHS -0.6%)
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 2025-26, 1,943 students attended the District College Fairs.	In 2026-2027, 4,000 students across the District will attend District College Fairs.	+854 students
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%	Class of 2025: All - (572)10.3% EL - (39) 6.2% LTEL - (30) 7.6% SED/LI - (436) 9.5% FY - (2) 3.3% HY - (19) 4.4% SWD - (26) 2.9% African American - (30) 6.7% American Indian - (1) 3.8% Asian - (52) 13.2% Filipino - (17) 12.3% Hispanic - (353) 10.0%	Class of 2026: All 10.4% EL 6.3% LTEL 7.7% SED/LI 9.6% FY 6.4% HY 6.4% SWD 4.8% Af Am 8.7% Amer Ind 17.5% Asian 13.3% Filipino 13.6% Hispanic 10.1% Pac Is 16.6% White 12.6% 2+ 12.5%	All: (+82) +1.90% EL: (+16) +2.10% LTEL: (+14) +3.60% SED/LI: (+78) +1.50% FY: (-1) -2.30% HY: (-9) -1.20% SWD: (-6) -1.10% African American: (-4) -1.20% American Indian: (-1) -2.70% Asian: (+12) +3.70% Filipino: (+0) -0.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific Islander - (2) 7.1% White - (100) 11.6% 2+ - (20) 12.3%	Pacific Islander - (4) 14.3% White - (97) 12.5% 2+ - (14) 10.4%		Hispanic: (+54) +2.20% Pacific Islander: (+0) -1.70% White: (+14) +2.60% 2+: (+4) +1.70%
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% Hispanic (520) 13.6% Pac Is (5) 20.0% 2+ (15) 13.0% White (123) 14.7%	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% 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%	Class of 2025: All - (848) 15.3% EL - (76) 12.1% LTEL - (63) 16.0% SED/LI - (674) 15.1% FY - (3) 5.0% HY - (41) 9.6% SWD - (120) 13.6% African American - (50) 11.1% American Indian - (1) 3.8% Asian - (59) 14.9% Filipino - (20) 14.5% Hispanic - (548) 15.6% Pacific Islander - (5) 17.9% 2 or More - (20) 14.9% White - (140) 18.0%	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% White 15% 2+ 18%	All: (+59) +1.80% EL: (+23) +2.60% LTEL: (+8) +2.10% SED/LI: (+57) +1.40% FY: (-2) -4.30% HY: (-17) -2.00% SWD: (+17) +0.90% African American: (-1) -0.80% American Indian: (-3) -9.10% Asian: (+10) +3.20% Filipino: (+1) +0.00% Hispanic: (+28) +2.00% Pacific Islander: (+0) -2.10% 2 or More: (+5) +1.90% White: (+17) +3.30%
1.16	Diversification of Curriculum - Student Survey Percentage of Students who say their culture and	In 2023-24, the District surveyed 9,971 students and 83% said their culture and community are	In 2024-25, the District surveyed 11,037 students and 73.8% said their culture and	In 2025-2026, the District surveyed 12,276 students and 74.2% said their culture and	In 2026-27, the District will continue to survey over 9,000 students and 86%	Students surveyed: +2,305 Represented and valued: -8.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	represented and valued in their classes, and 77.6% said they have read about their culture, identity, and/or community in their classes.	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.	community are represented and valued in their classes and 63.6% said they have read about their culture, identity, and/or community in their classes.	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.	Read about culture/identity/community: -14.00%
1.17	Early Assessment Program (EAP) percent of students prepared for College ELA Percentage of students who tested demonstrated readiness for college ELA on the EAP Source: Public CAASPP Data Results.	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 college ELA on the EAP.	In 2024-25, 36.37% of students who demonstrated readiness for college ELA on the EAP.	In 2025-26, 36.4% of students who test will demonstrate readiness for college ELA on the EAP.	0.82% increase in students who demonstrated readiness for 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 2024-25, 15.19% 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.	1.25% increase in students who demonstrated readiness for college Math on the EAP.
1.19	English Learner Reclassification Rate	In 2023-24, the District reclassified 14.4% of its overall ELs and	In 2024-25, the District reclassified 15.4% of its overall	In 2025-26, the District reclassified 15.1% of its overall	In 2026-27, the District will reclassify 20% of	Overall ELs: +0.7% LTELs: -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of ELs who Reclassify Percentage of LTELs who Reclassify Source: Internal Report from ELLevation	specifically, 18.5% of LTELs.	ELs and specifically,18% of LTELs.	ELs and specifically, 14% of LTELs.	its overall ELs and specifically, 21% of 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 2024 ELPAC.	In 2024-2025, 11.05% of ELs were considered proficient based on the 2025 ELPAC.	In 2025-26, 15% of ELs will be considered proficient based on the ELPAC.	1.93% decrease in ELs considered proficient
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 2024-25, 38.8% 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.	2.7% 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 2025-2026, 66% of seniors completed the FAFSA.	In 2026-27, 70% of seniors will complete the FAFSA.	FAFSA Completion Percentage Rate: +6.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2025-2026, 88.0% of all freshmen finished their 9th grade year with more than 45 credits (pre-summer school). All - 88.0% EL - 77% SED/LI - 85% FY - 45% HY - 77%	In 2026-2027, 87.8% of all freshmen will finish their 9th grade year with more than 45 credits. All - 88.1% EL - 77.1% SED/LI - 85.1% FY - 48.5% HY - 77.1%	All: +3.2% EL: +11% SED/LI: +4% FY: +6% HY: +5%
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%)	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%)	Class of 2025: 91.8% Graduation Rate: Cohort Performance is as follows: Filipino (94.2%) 2 or more races (95.5%) White (91.2%) Asian (93.7%) African American (92.2%) FY (71.7%) Hispanic (91.8%) HY (82.3%) SED/LI (91.1%) SWD (81.3%) EL (81.3%) LTEL (89.8%) American Indian (84.6%)	Class of 2026 91.9% 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%)	All: +2.30% Filipino: -3.50% 2 or More: +0.70% White: -1.50% Asian: +2.00% African American: +2.20% FY: +3.20% Hispanic: +3.60% HY: +3.20% SED/LI: +3.20% SWD: +5.20% EL: +13.70% LTEL: +3.40% American Indian: +4.00% Pacific Islander: +5.30% The following student groups in the red: All (VVHS +14.6%)

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 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%)	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 75%, OHS 75.8%, VVHS 80.3%) HY (VVHS 83.3%) SED/LI (VVHS 78.7%) HI (VVHS 82.8%)	Pacific Islander (89.3%) The following student groups, in the red for 2022-2023, and their measure for 2025: All (VVHS 75.5%) EL (DO 81.3%, CHS 71.9%, MHS 83.1%, OHS 86.7%, VVHS 69%) HY (VVHS 64.5%) SED/LI (VVHS 74.4%) HI (VVHS 76.8%)	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%)	EL (DO +13.7%, CHS +15.4%, MHS +16.1%, OHS +21.1%, VVHS +8.5%) HY (VVHS +4.8%) SED/LI (VVHS +13.9%) HI (VVHS +16.3%)
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%.	In 2025-2026, the Inclusion rate for CJUHSD was 55%.	By 2026-2027, increase the percentage of SWD included in general education to 65%	Inclusion Rate: -3.00%
1.26	Enrollment in Honors/Advanced Placement (H/AP) Courses Student Group Percentage of Enrollment, including Disproportionalities in	In 2023-24, H/AP Students totaled 37.1% of the overall student population. The enrollment demographics of this group are represented	In 2024-25, H/AP Students totaled 38.4% of the overall student population. The enrollment demographics of	In 2025-26, H/AP Students totaled 42.1% of the overall student population. The enrollment demographics of	In 2026-27, H/AP Students will total 42.2% of the overall student population. Enrollment percentages will	Enrollment in H/AP Courses (Overall): +5.00% Am Ind.: -0.10% (+0.10%) Asian: +0.90% (+0.90%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Enrollment in H/AP Courses Source: Internal Monitoring Report of Overall H/AP Enrollment by Demographics	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) 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)	this group are represented by the following percentages: Am Ind. .6% (.7% of overall enrollment) Asian 15.9% (8.5% 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)	this group are represented by the following percentages: Am Ind. 0.5% (.7% of overall enrollment) Asian 16.5% (9.2% of overall enrollment) Black/Af Amer. 6.5% (8.4% of overall enrollment) Filipino 4.4% (2.6% of overall enrollment) Hispanic 56.7% (64.6% of overall enrollment) Pac Islander .4% (.5% of overall enrollment) Unknown 1.1% (1.4% of overall enrollment) White 14.0% (12.7% of overall enrollment) EL 3.3% (8.0% of overall enrollment) SED/LI 61.4% (70.0% of overall enrollment) FY 0.1% (0.53% of overall enrollment) HY 2.9% (4.3% of overall enrollment)	be improved for the following and disproportionalities in enrollment will be decreased: Am Ind. .9% (decrease disproportionality) Asian 16% (increase 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	Black/Af Amer.: 0.00% (0.00%) Filipino: -0.10% (0.00%) Hispanic: +0.70% (0.00%) Pac Islander: -0.10% (0.00%) Unknown: +0.40% (+0.40%) White: -1.60% (-1.20%) EL: +1.10% (-0.50%) SED/LI: +3.10% (+4.40%) FY: -0.10% (+0.03%) HY: -0.10% (+0.30%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HY 3.3% (decrease disproportionality)	
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 instruction and academic supports for students?" Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	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 instruction and academic supports for students.	In 2024-2025, 93% percent of staff agreed/strongly agreed that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students.	In 2025-2026, 89% percent of staff agreed/strongly agreed that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students.	In 2026-2027, 94% percent of staff will agree/strongly agree that the District provides the instructional technology and devices necessary for staff to deliver effective instruction and academic supports for students.	2.00% decrease
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	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 2025-2026, 87% of students agree/strongly agree that their school provides a caring learning environment for students. All - 87% EL - 87% FY/HY - 77%/61% SED/LI - 85%	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: -1.80% EL: -5.00% FY: -2.00% HY: -1.00% SED/LI: -1.00%
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	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	In 2024-2025, 85% of seniors reported they had the opportunity to explore career options in high school.	In 2025-2026, 85% of seniors reported they had the opportunity to explore career options in high school.	In 2026-27, 80% of seniors will report that they had the opportunity to explore career options in high school.	+8% of seniors reported they had the opportunity to explore career options in high school. +2% of seniors reported they

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	employability skills to succeed after high school. Source: Internal Annual Survey Administered to Seniors	skills to succeed after high school.	92% of seniors reported they acquired the necessary employability skills to succeed after high school.	91% of seniors reported they acquired the necessary employability skills to succeed after high school.	In 2026-27, 92% of seniors will report that they acquired the necessary employability skills to succeed after high school.	acquired the necessary employability skills to succeed after high school.
1.30	Broad Course of Study Percentage of courses offered which meet the requirements of CA Ed Code 51210 and District Board Policy Source: Internal Monitoring Report of Courses Offered	2023-2024: 100% of courses offered meet the requirements of CA Ed Code 51210 and District Board Policy.	2024-2025: 100% of courses offered meet the requirements of CA Ed Code 51210 and District Board Policy.	2025-2026: 100% of courses offered meet the requirements of CA Ed Code 51210 and District Board Policy.	2026-2027: The District will maintain that 100% of courses offered will meet the requirements of CA Ed Code 51210 and District Board Policy.	No change
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 2024-2025, 358 students were "prepared" under the college and career indicator of college credit courses. This is 11.4% of all "prepared" students.	In 2025-26, the number of students who will be "prepared" under the college and career indicator for completion of college credit courses will be 13.5% of all "prepared" students.	64 fewer students who were "prepared" under the college and career indicator completion of college credit courses. This was a 1.4% decrease in all "prepared" students.

Goal Analysis [2025-26]

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

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

Action 1.1 Expand AVID Courses and Strategies to Support Academic Achievement was fully implemented through targeted recruitment of EL, SED/LI, and FY students, expanded professional development including District-hosted AVID elective trainings, and site-based program

growth with additional grade levels. Implementation aligned with the planned focus on increasing access and support for unduplicated pupils. Key strengths included strong site ownership, intentional focus on meeting subgroup needs, and increased collaboration. A primary challenge was retaining students in the program due to competing factors impacting sustained participation.

Action 1.2 Increase Honors and AP Access for Underrepresented Student Groups was fully implemented through collaboration with GATE advisors, including group meetings and individual discussions to develop strategies to increase enrollment in honors and AP courses, particularly for underrepresented students. Implementation aligned with the planned focus on monitoring enrollment and expanding access. Strengths included proactive scheduling discussions, targeted outreach, and collaborative planning. Challenges included scheduling conflicts, student motivation, and competing coursework, which limited broader participation.

Action 1.3 Provide Access for Assessments for College Readiness was fully implemented by providing District-wide access for sophomores and juniors to take the PSAT. Implementation aligned with the planned approach, ensuring students had the opportunity to participate and qualify for National Merit recognition. A key strength was the intentional focus on exposing students to college readiness and advanced coursework pathways. A challenge included creating relevance and engagement for students to fully value and benefit from the assessment opportunity.

Action 1.4 Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction. The action was partially implemented, as existing devices continued to be provided but many have reached end-of-life and were not replaced during the year. A planned device refresh for certificated and support staff, including replacement of primary presentation computers, was deferred to summer 2026. Strengths included prior full implementation establishing access to devices. Challenges included aging hardware and the transition to Windows 11, which reduced reliability and consistency of instructional technology in some teaching spaces.

Action 1.5 Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness was fully implemented as planned. The District maintained a 1:1 student-to-device ratio, including take-home devices and a four-year refresh cycle for incoming 9th-grade students, ensuring continued access to instructional technology. Additionally, cellular hotspots were provided to students without reliable internet access, aligning with the goal of equitable access. A key success was the consistent infrastructure supporting student access to digital tools. A noted challenge was ensuring equitable access to high-speed internet outside of school settings.

Action 1.6 Higher Education Access through Campus Visits, Tours, Fairs and Events was fully implemented, with 17 students participating in the HBCU College Tour compared to the planned 15. The District expanded participation beyond projections while maintaining the intended structure of the program, including multi-campus visits and staff chaperoning. Strong student interest, driven by proactive site promotion, student testimonials, and the use of video essay submissions, contributed to successful implementation. A key strength was the District's ability to cover student costs, increasing access. However, rising travel expenses and fiscal constraints posed ongoing challenges, limiting the ability to scale participation despite increased demand.

Action 1.7 Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support was fully implemented as planned, with continued staffing including the Director of College Readiness and Access and two District Dual Enrollment Counselors funded through multiple grants. Implementation aligned closely to the original plan, with strong collaboration with Chaffey College, expanded outreach, and increased pathway promotion supporting program growth. Key successes included sustained staffing and expanded access to dual enrollment opportunities. Challenges included misalignment between K-12 and community college systems,

difficulty securing sustainable funding, and limited availability of qualified instructors to teach dual enrollment courses on our partner college's part.

Action 1.8 Expand CTE Programs and Access was fully implemented through the expansion and launch of multiple CTE pathways and certifications across high schools, including new programs in health, marketing, robotics, multimedia journalism, and digital media, with additional pathways in development. Implementation aligned with planned efforts to increase access, though student enrollment instability impacted continuity of participation and pathway completion. Strengths included increased site and teacher interest in offering CTE courses and rising student demand. Challenges included inconsistent pathway alignment across sites and ongoing barriers related to attendance and student enrollment instability, particularly affecting continuity for underserved student populations.

Action 1.9 Provide Career Exploration and Experiences was fully implemented as planned, including career fairs at all school sites, a District-wide career connections, fair, and ongoing guest speakers and work-based learning and partnerships with Baldy View ROP. Implementation aligned with the original design, with intentional emphasis on participation from EL, SED/LI, SWD, and FY student groups.

Action 1.10 Utilize Peer Mentors as Academic Supports was fully implemented, with all sites allocated eight mentors and Title I schools receiving additional mentors based on need. Implementation aligned with the planned model of in-class academic support for EL and freshman students, supported by ongoing training in SEL, trauma-informed practices, and collaboration strategies. A key strength was the established structure and consistent mentor training in the program's 10th year. A primary challenge was maintaining consistent mentor placement due to changing college schedules, which impacted continuity of support across courses.

Action 1.11 Progress Monitoring for English Learners was fully implemented through collaboration between the Categorical Programs office and site EL support staff using ELlevation to monitor EL and LTEL students. Sites received quarterly placement reports and progress monitoring forms to guide interventions. A key strength was the structured, data-driven monitoring system supporting targeted interventions. Variation in student proficiency levels across years and reliance on consistent site-level implementation influenced outcomes.

Action 1.12 Targeted Academic and Supplementary Support for Language Acquisition and Development was fully implemented, including needing additional funding in order to provide further dedicated staffing, curriculum, and comprehensive courses for EL and LTEL students to strengthen language acquisition. The District established clear course pathways to support student success and access. A key strength was the structured EL pathway and access to targeted coursework. However, a primary challenge was scheduling site-specific professional development, which limited the ability to consistently build instructional capacity across all sites.

Action 1.13 Newcomer EL Services was fully implemented, providing comprehensive language and transitional support through specialized classes, staffing, enrichment opportunities, and structured transition processes. The program has been sustained for over 18 years, with quarterly EL team meetings to monitor progress and determine appropriate transitions or extended placements. A key strength was the structured support system and individualized transition planning. Challenges included fluctuating enrollment throughout the year and student adjustment to a new country, which impacted consistency of service delivery and student readiness.

Action 1.14 Achievement Monitoring and Targeted Support was fully implemented through Assistant Principals of Achievement and an Outreach Consultant leading progress monitoring, RTI processes, staff training, and targeted supports for EL, FY, and SED/LI students. Implementation included A-G guidance training, dedicated monitoring for targeted groups, and expanded college and career readiness efforts

through programs, field trips, and pathway promotion. Strengths included coordinated systems of support, targeted staffing, and increased collaboration around student progress. No major implementation gaps were identified; however, sustaining consistent impact across student groups remained a challenge.

Action 1.15 Targeted Support and Interventions to Remediate Credit and Learning Loss was fully implemented through expanded access to credit recovery, grade remediation, tutoring, and extended learning opportunities including before/after school, summer, and online programs. Implementation aligned with the planned design and was supported by data-driven decision-making and intentional leadership from Assistant Principals. Strengths included targeted use of data and cooperative student participation. Challenges included inconsistent student commitment and limited access to courses, which affected full participation in intervention opportunities.

Action 1.16 Monitoring and Expanding Access to Instructional Materials was fully implemented, with sites making necessary adaptations to curriculum materials and library funds fully expended to increase access to high-interest and diverse literature and resources. Implementation remained consistent throughout the year and maintained the District's focus on equity and diversity in instructional materials. A key success was sustained site-level implementation and allocation of resources toward diversified texts and materials. A challenge identified through implementation was the need to reassess and strengthen the District's approach to diversification efforts, including conducting deeper analysis of where students continue to feel underrepresented in curriculum and instructional materials.

Action 1.17 School Library Services and Access was fully implemented through full staffing of Teacher Librarians and Library Media Technicians at comprehensive school sites and full allocation of resources. Library services provided literacy development, research instruction, instructional technology support, and access to instructional materials intended to support SED/LI, EL, and FY students. Implementation strengths included maintaining high-quality library programs and consistent access to instructional resources across sites.

Action 1.18 Enhancing Academic Support for Students with Disabilities was partially implemented through District-wide professional development, including training in universal design for learning, CA Alternate Assessment, AVID strategies, executive functioning, and artificial intelligence. While the plan included targeted academic interventions and individualized guidance for SWD, implementation primarily emphasized staff training rather than fully realized direct student supports. A key strength was the breadth of professional learning provided across the District. Challenges included limited evidence of full implementation of targeted interventions and individualized CTE pathway guidance for SWD.

Action 1.19 Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities was partially implemented through ongoing access to instructional technology and intervention tools, including Read&Write, Unique Learning System, and Goalbook, along with professional collaboration opportunities. While the planned provision of materials was sustained, implementation varied across sites, with inconsistent usage and fidelity due to uneven staff participation in professional development and technology access. A key strength was the continued availability of resources and structured collaboration time. Challenges included variability in implementation and the need for increased monitoring and professional learning to ensure consistent use.

Action 1.20 Targeted Progress Monitoring and Academic Support for FY and HY Students was fully implemented through outreach staff providing targeted guidance, progress monitoring, and coordination with school teams to support credit attainment and graduation pathways. Implementation aligned with the planned design, including ongoing monitoring of student data and communication with students. Strengths

included structured progress monitoring and coordinated support across staff. Due to the high transiency of some students, it became a challenge to have consistency in providing targeted guidance.

Action 1.21 Fostering School Connectedness for EL, SED/LI, and FY Students was fully implemented through supplemental enrichment experiences and programs designed to increase student connection and attendance for EL, SED/LI, and FY students. Increased student participation in enrichment opportunities contributed to positive engagement and successful student experiences. Implementation remained consistent throughout the year with no significant barriers or challenges reported during implementation.

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 which is common for school budgeting. Nevertheless, the District considers a variance of 10% (above or below) as a reportable material difference. The following information is intended to inform the reader of any material differences:

- Action 1.3 Provide Access for Assessments for College Readiness had a reduction of $85,703 primarily due to cost savings on the SAT.
- Action 1.5 Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness had an increase of $618,660 primarily due to the rising costs of Chromebooks.
- Action 1.7 Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support had an increase of $151,636 primarily due to an increase of staffing costs.
- Action 1.12 Targeted Academic and Supplementary Support for Language Acquisition and Development had an increase of $512,986 primarily due to providing additional English Language Development and tutoring supports for students.

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

Action 1.1 Expand AVID Courses and Strategies to Support Academic Achievement was effective in making progress toward the goal. CAASPP Distance from Standard improved in ELA for All Students (+1.01 points) and for SED/LI (+7.3), EL (+8.7), HY (+2.8), and FY (+43.1). CAASPP ELA Percentage of Students Meeting or Exceeding the Standard increased from 67.04% to 68.05%. CAASPP Distance from Standard in Math improved for All Students (+3.42 points) and for SED/LI (+8.9), EL (+8.9), and FY (+62.4), though HY (-13.1) and LTEL (-2.6) declined. CAASPP Math Percentage of Students Meeting or Exceeding the Standard increased from 31.00% to 34.42%. The College and Career Indicator improved for All Students (+2.0) and multiple student groups. EAP ELA increased from 34.24% to 36.37%, EAP Math from 13.71% to 15.19%, AP exam pass rates remained stable (76% to 75%), CAST remained stable (30.62% to 30.93%), and the Broad Course of Study remained at 100%, reflecting sustained access to standards-aligned coursework and broad gains in academic achievement and college readiness. Collectively, these results indicate broad gains in academic achievement and college readiness across multiple student groups while maintaining strong access to standards-aligned coursework.

Action 1.2 Increase Honors and AP Access for Underrepresented Student Groups was partially effective. Enrollment in Honors and AP courses increased for ELs (+0.2 percentage points), SED/LI students (+0.6), and HY students (+0.9), while FY enrollment remained stable. Freshmen on-track rates also improved for all students (+1.1 percentage points), ELs (+6.0), SED/LI students (+1.0), and HY students (+8.0), indicating positive progress in early academic achievement and college-preparatory readiness. However, FY students declined by 3.0

percentage points in on-track status, and AP exam pass rates decreased from 76% to 75% for all students. Results suggest gains in access and academic progress for several groups, but continued barriers to advanced course success and outcomes.

Action 1.3 Provide Access for Assessments for College Readiness was effective in making progress toward the goal. PSAT participation increased from 3,025 students in 2024–25 to 3,573 students in 2025–26, indicating expanded access to college readiness assessments. College and Career Indicator results also improved for All Students, increasing from 55.1% to 57.1% Prepared, with gains among ELs (+3.5), LTELs (+6.6), SED/LI students (+2.1), Hispanic students (+3.7), Asian students (+4.6), and Pacific Islander students (+21.4). While declines were observed for FY (-4.3), HY (-4.6), Filipino students (-2.9), and some other student groups, the overall pattern of increased participation and improved college and career readiness outcomes indicates that the action effectively expanded access to and preparation for postsecondary opportunities.

Action 1.4 Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction was partially effective, as 89% of staff agreed or strongly agreed that the District provides necessary instructional technology and devices. While this indicates a high level of overall satisfaction, reported inconsistencies due to aging devices and reduced system performance suggest uneven access to reliable tools, limiting full effectiveness across all instructional settings.

Action 1.5 Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness was partially effective in advancing progress toward the goal. The District maintained 0 unresolved Williams Act findings, ensuring continued access to instructional materials and technology resources. CAASPP ELA performance improved for All Students from 41.9 to 47.5 points above standard, with the percentage meeting or exceeding standards increasing from 67.04% to 68.05%. Gains were observed across multiple student groups, including Filipino (+20.2), African American (+9.3), Hispanic (+6.5), SED/LI (+7.3), EL (+8.7), LTEL (+12.3), and FY (+43.1). CAASPP Math performance also improved for All Students from 57.1 points below standard to 50.3 points below standard, with the percentage meeting or exceeding standards increasing from 31.00% to 34.42%. Notable gains occurred among FY (+62.4), Pacific Islander students (+36.0), White students (+17.3), and SED/LI students (+8.9), though ELs, LTELs, SWD, and HY remained substantially below standard. Collectively, results indicate improved academic outcomes and access to learning resources, while persistent achievement gaps among targeted student groups remain.

Action 1.6 Higher Education Access through Campus Visits, Tours, Fairs and Events was effective in making progress toward the goal, as participation exceeded the target with 17 students attending compared to the planned 15, and over 80 students applied, demonstrating strong student interest and engagement. College and Career Indicator results for the Class of 2025 further reflected progress, with All Students performing at the Green level with 57.1% Prepared. Prepared rates varied across student groups, including 53.1% for SED/LI students, 53.6% for Hispanic students, and 64.6% for White students, while lower rates persisted for ELs (26.8%), SWD (16.8%), FY (19.0%), and HY (32.2%). Collectively, results indicate increased college and career readiness and access, though disparities among student groups remain.

Action 1.7 Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support was effective in increasing progress toward college and career readiness. Participation expanded to over 800 seniors completing Dual Enrollment English 1A/1B, with District-wide enrollment exceeding 2,500 dual enrollment courses in Spring 2026 and college fair attendance increasing from 1,917 to 1,943 students. Career readiness engagement also increased, with 11th-grade completion of Cal Colleges career inventories rising from 81% to 88%, while participation among 9th- and 10th-grade students remained high at 92%. A-G Completion rates for the Class of 2025

reached 66.1% for All Students, and the College and Career Indicator reflected Green performance at 57.1% Prepared. Outcomes varied across student groups, including lower preparedness rates for ELs (26.8%), SWD (16.8%), FY (19.0%), and HY (32.2%). Collectively, results demonstrate expanded access, participation, and college and career readiness opportunities for students.

Action 1.8 Expand CTE Programs and Access was partially effective in making progress toward the goal. A-G completion with CTE increased for All Students from 9.7% to 10.3%, with notable gains among ELs (+2.2), LTELs (+3.6), Hispanic students (+1.0), Asian students (+1.4), Pacific Islander students (+7.2), and White students (+0.9). College and Career Indicator results also improved for All Students (+2.0), ELs (+3.5), LTELs (+6.6), Hispanic students (+3.7), Asian students (+4.6), and Pacific Islander students (+21.4), while declining for FY (-4.3), HY (-4.6), American Indian students (-1.6), and several other groups. CTE pathway completion remained relatively stable overall (15.5% to 15.3%) but increased for ELs (+1.7), LTELs (+2.1), Asian students (+1.6), and Pacific Islander students (+10.8%), while declining for FY (-4.7), HY (-3.8), SWD (-0.6), African American students (-2.9), and American Indian students (-17.9). Collectively, results indicate expanded access and positive outcomes for several student groups, though persistent disparities and declining outcomes among some targeted populations limited overall effectiveness.

Action 1.9 Provide Career Exploration and Experiences was partially effective in making progress toward the goal. College and Career Indicator results improved for All Students from 55.1% to 57.1% Prepared, with gains among ELs (+3.5), LTELs (+6.6), SED/LI students (+2.1), Hispanic students (+3.7), Asian students (+4.6), and Pacific Islander students (+21.4). However, declines were observed for FY (-4.3), HY (-4.6), American Indian students (-1.6), and several other student groups. Student perceptions of career readiness remained high, with 85% of seniors reporting opportunities to explore career options in high school, unchanged from the prior year, while the percentage reporting they acquired the necessary employability skills to succeed after high school decreased slightly from 92% to 91%. Collectively, these results suggest that expanded career exploration opportunities contributed to improved college and career readiness outcomes for many student groups, though outcomes remained uneven across targeted populations.

Action 1.10 Utilize Peer Mentors as Academic Supports was partially effective in improving outcomes for EL and LTEL students. English Learner Progress Indicator results declined from 41% to 38.8%, and LTEL reclassification rates decreased from 18% to 14%, while overall EL reclassification remained relatively stable at 15.1%. Collectively, results indicate improved academic performance and course success for EL students, though progress toward English language proficiency and LTEL reclassification remains an area of continued need.

Action 1.11 Progress Monitoring for English Learners was effective in improving outcomes for EL and LTEL students. EL graduation rates increased from 77.5% to 81.3%, while LTEL graduation rates increased from 86.4% to 89.8%. The College and Career Indicator improved for ELs, increasing to 26.8% Prepared, and the A-G completion rate for ELs increased from 35.7% to 38.8%. ELPAC results remained relatively stable, with 39.6% of EL students progressing at least one proficiency level and 39.4% maintaining their level. Reclassification rates remained stable for ELs (15.4% to 15.1%) but declined for LTELs (18% to 14%). Additionally, the District maintained 0 unresolved Williams Act findings, ensuring continued access to standards-aligned instructional materials. Collectively, these results demonstrate improved academic and postsecondary readiness outcomes for EL and LTEL students despite ongoing challenges in reclassification.

Action 1.12 Targeted Academic and Supplementary Support for Language Acquisition and Development was partially effective in improving outcomes for EL and LTEL students, including freshmen. Graduation rates increased from 77.5% to 81.3% for ELs and from 86.4% to 89.8% for LTELs, while the College and Career Indicator increased by 1.6 percentage points to 26.8% Prepared. ELPAC performance showed 39.6% of ELs progressing and 39.4% maintaining proficiency levels; however, the percentage of ELs considered proficient decreased from

12.17% to 11.05%, and the English Learner Progress Indicator declined from 41.0% to 38.8% (-2.2 percentage points). Reclassification remained relatively stable for ELs (15.4% to 15.1%) but declined for LTELs (18.0% to 14.0%). The District maintained 0 unresolved Williams Act findings, ensuring continued access to standards-aligned instructional materials.

Action 1.13 Newcomer EL Services was effective in supporting student progress and long-term outcomes. The program served approximately 95 to 150 students annually, and EL graduation rates increased from 77.5% in 2024 to 81.3 % in 2025. Reclassification rates for ELs remained relatively stable (15.4% to 15.1%), while LTEL reclassification declined from 18% to 14%. Despite variability in entry points and proficiency levels, stable reclassification and improved graduation outcomes indicate Newcomer ELs are building foundational skills that support successful transition and completion.

Action 1.14 Achievement Monitoring and Targeted Support was partially effective, with mixed results across college and career readiness, graduation, and early academic progress metrics. A-G completion increased for All (+1.4 percentage points), EL (+3.1), and SED/LI students (+2.0), while A-G with CTE completion improved for All (+0.6), EL (+2.2), and LTEL students (+3.6). FAFSA completion increased by 4.0 percentage points, graduation rates improved slightly overall (+0.6), and freshmen on-track rates increased for All (+1.1), EL (+6.0), SED/LI (+1.0), and HY students (+8.0). However, declines in A-G completion, A-G with CTE completion, graduation rates, and freshmen on-track status for some student groups, particularly FY students, indicate persistent disparities and uneven progress across outcomes.

Action 1.15 Targeted Support and Interventions to Remediate Credit and Learning Loss was partially effective in making progress toward the goal. The A-G completion rate for All Students was 66.1%, with higher outcomes for Asian (85.0%), Filipino (86.7%), and White (76.1%) students, while lower rates persisted for EL (38.8%), SWD (25.5%), FY (31.7%), and HY (44.2%). Graduation rates increased for All Students from 91.2% to 91.8%, with notable gains for African American students (+4.0), ELs (+3.8), LTELs (+3.4), and SWD (+1.0). However, graduation rates declined for FY (-5.7), HY (-5.2), Pacific Islander students (-3.6), and American Indian students (-2.4). Collectively, results indicate moderate progress in academic completion and graduation outcomes, while persistent disparities remain among targeted student groups.

Action 1.16 Monitoring and Expanding Access to Instructional Materials was partially effective in supporting progress toward the goal. The District maintained 0 unresolved Williams findings, while CAASPP ELA results improved for most student groups, including All students (+5.6), FY (+43.1), LTEL (+12.3), White students (+11.1), African American students (+9.3), and SED/LI students (+7.3). However, results declined for American Indian students (-28.3) and Asian students (-2.8). Student survey results related to curriculum diversification showed continued declines, with students reporting their culture and community are represented decreasing from 83% to 69%, and students reporting they read about their culture, identity, and/or community decreasing from 77.6% to 60%, indicating a need to refine implementation efforts.

Action 1.17 School Library Services and Access was effective in supporting progress toward the goal, as multiple CAASPP indicators improved. CAASPP ELA performance increased from 41.9 to 47.5 points above standard for All Students, while the percentage meeting or exceeding standards increased from 67.04% to 68.05%. CAASPP Math performance improved from 57.1 points below standard to 50.3 points below standard for All Students, and the percentage meeting or exceeding standards increased to 34.42%. Gains were also demonstrated among SED/LI students, ELs, FY, African American students, Hispanic students, and White students, although declines were noted for some groups, including American Indian students in ELA and LTELs in Math. Additionally, the District maintained 0 unresolved Williams Act findings in 2025–26, ensuring continued access to standards-aligned instructional materials. Collectively, these results indicate positive progress in academic achievement and equitable access to learning resources.

Action 1.18 Enhancing Academic Support for Students with Disabilities was partially effective in making progress toward the goal for Students with Disabilities. CAASPP ELA performance for SWD improved from 82.1 points below standard to 81.4 points below standard, while CAASPP Math performance improved from 178.6 points below standard to 176.3 points below standard. The College and Career Indicator for SWD increased from 16.2% to 16.8%, and the graduation rate increased from 80.3% to 81.3%. Despite these gains, SWD remained substantially below standard in both ELA and Math, and college and career readiness outcomes continued to remain low. Collectively, results demonstrate incremental improvement while persistent achievement gaps remain across multiple indicators.

Action 1.19 Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities was partially effective in making progress toward the goal. A-G completion rates showed mixed results, with declines among SWD, while the College and Career Indicator showed increases across most groups but only a smaller increase for SWD. Graduation rates remained stable with slight increases overall, and the Inclusion Rate for SWD declined by 2.0 percentage points (57% to 55%). These results indicate limited progress, with persistent gaps for SWD across multiple metrics.

Action 1.20 Targeted Progress Monitoring and Academic Support for FY and HY Students was partially effective in making progress toward the goal. FY and HY outcomes remained below overall District performance across multiple metrics, including CAASPP ELA (FY 74.5 points below standard; HY 5.8 points below standard), CAASPP Math (FY 153.7 points below standard; HY 124 points below standard), A-G completion (FY 31.7%; HY 44.2%), College and Career Indicator preparedness (FY 19.0%; HY 32.2%), and graduation rates (FY 71.7%; HY 82.3% compared to 91.8% overall). While District-wide performance improved, including CAASPP ELA increasing from 67.04% to 68.05% and CAASPP Math increasing from 31.00% to 34.42% meeting or exceeding standards, persistent achievement and readiness gaps for FY and HY students indicate limited impact on accelerating outcomes for these student groups.

Action 1.21 Fostering School Connectedness for EL, SED/LI, and FY Students was partially effective in making progress toward the goal. Attendance rates for all students increased from 93.7% to 94.2%, and graduation rates improved for several student groups, including African American students (+4.0), EL (+3.8), LTEL (+3.4), and SWD (+1.0). However, chronic absenteeism increased significantly for All students (+7.6) and disproportionately for FY (+17.8), HY (+10.6), and SED/LI students (+8.3). Student perceptions of a caring learning environment also declined across all measured student groups, including HY (-8.0) and FY (-4.0), indicating that additional supports may be needed to improve school connectedness outcomes.

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

Reflections on Goal 1 actions show measurable progress alongside persistent gaps that informed targeted refinements. District outcomes reflect the District's continued investment in college and career readiness infrastructure, while persistent disparities for SWD, ELs, LTELs, FY, and HY students informed the refinements below.

Goal 1 analysis identified several actions as partially effective, prompting refinements for the 2026-27 plan:

- Actions 1.10, 1.11, 1.12, and 1.13 EL and LTEL Support will be strengthened through enhanced progress monitoring, intensified language acquisition supports, and refined reclassification protocols in response to the decline in the English Learner Progress

Indicator and LTEL reclassification. Coordination between EL specialists, site administrators, and Newcomer program staff will be formalized to address proficiency-level movement.

- Actions 1.18 and 1.19 Academic Support and Instructional Materials 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), responding to the decline in Inclusion Rate and persistent performance gaps.
- Actions 1.20 and 1.21 FY/HY Academic Support and School Connectedness will strengthen credit monitoring systems, formalize protocols for graduation tracking and transition support, and expand connectedness strategies in response to disproportionate increases in chronic absenteeism and declines in student perceptions of a caring learning environment.
- Additionally, the District has increased the allocation for Action 1.4 (Instructional Technology and Supports for Staff) to account for the rising cost of staff devices, and increased the allocation for Action 1.5 (Instructional Technology, Software, and Device Supports for Students) in response to significant increases in technology costs. These adjustments are intended to address the inconsistencies in device reliability and access that limited full effectiveness in 2025-26.

As a result of meeting some of its Year 3 outcome targets, the following metrics were revised upward to reflect the District's commitment to continuous growth: M1.1, M1.4, M1.6, M1.7, M1.10, M1.12, M1.14, M1.17, M1.24, M1.26.

Additionally, the District made two adjustments to the metrics:

- M1.8 Percentage of Students who Meet or Exceed the Standard in ELA - The District identified a disparity between the "All" and students who dually identify as SWD and EL and SWD and SED. This metric now measures that disparity and sets a goal for decreasing that disparity.
- M1.10 Percentage of Students who Meet or Exceed the Standard in Math - The District identified a disparity between the "All" and students who dually identify as SWD and EL and SWD and SED. This metric now measures that disparity and sets a goal for decreasing that disparity.

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

No changes have been made to the goal itself. The District will prioritize deeper implementation, cross-departmental alignment, and the use of real-time data to address persistent gaps, particularly for SWD, ELs, LTELs, FY, and HY students.

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	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	$1,643,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Academic Achievement	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.		
1.2	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.	$564,415.00	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 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	$199,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$65,000.00	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 $19,990 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.	$3,866,097.00	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 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.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. 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 M1.31.	$526,922.00	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.	$10,046,751.00	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. 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.	$22,500.00	Yes
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	$1,062,828.00	No

Action #	Title	Description	Total Funds	Contributing
		facilitate a co-teaching environment. The District will allocate $837,668 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.		
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.	$2,621,473.00	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.	$4,251,707.00	Yes
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.	$820,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 $143,390 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.	$3,228,322.00	Yes
1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	The District will provide access to support interventions, including credit recovery and grade remediation opportunities principally directed to EL, 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 $2,798,487 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	$7,902,316.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$302,758.00	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.	$4,034,532.00	Yes
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	$4,564,317.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$262,776.00	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 $212,686 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 impact on the following metrics: M1.7, M1.8, M1.9, M1.10, M1.12, and M1.24.	$924,311.00	Yes
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 SED/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.	$17,284,690.00	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	2024-2025 CAA ELA: 24.00% Met Understanding and 50.00% had Foundational Understanding.	2025-2026 CAA ELA: 24.1% of students will Meet Understanding and 50.1% will have Foundational Understanding	8.24% increase in Met Understanding and 16.59% 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	2024-2025 CAA Math: 10.20% of students Met Understanding and 20.41% had Foundational Understanding.	2025-26 CAA Math: 13% of students will Meet Understanding and 34% will have Foundational Understanding	1.34% increase in Met Understanding and 2.03% decrease in Foundational Understanding
2.3	Staff Response to "My site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff." Percentage of staff who agree/strongly agree.	In 2023-2024, 80% percent of staff agreed/strongly agreed that their site leadership fosters the belief that service to students with IEPs and 504s is a shared responsibility among all staff.	In 2024-2025, 84% percent of staff agreed/strongly agreed that their site leadership fosters the belief that service to students with IEPs and 504s is a	In 2025-2026, 76% percent of staff agreed/strongly agreed that their site leadership fosters the belief that service to students with IEPs and 504s is a	In 2026-2027, 89% percent of staff will agree/strongly agree that their site leadership fosters the belief that service to students with IEPs and 504s is a	4.00% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual LCAP Survey		shared responsibility among all staff.	shared responsibility among all staff.	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 2025-2026, 77% 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.	1.00% decrease
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 2025-2026, 80% 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.	No change
2.6	Staff Response to "My district provides sufficient professional learning for me to be an effective educator." Percentage of staff who agree/strongly agree. Source: Annual LCAP Survey	In 2023-2024, 86% of staff agreed/strongly agreed that the district provides sufficient professional learning for me to be an effective educator.	In 2024-2025, 87% of staff agreed/strongly agreed that the district provides sufficient professional learning for me to be an effective educator.	In 2025-2026, 86% of staff agreed/strongly agreed that the district provides sufficient professional learning for me to be an effective educator.	In 2026-2027, 87% of staff will agree/strongly agree that the district provides sufficient professional learning for me to be an effective educator.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2025-2026, the District provided 42 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.	Professional learning opportunities: -17.00
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 2024-25, 14.2% of the Class of 2025 earned the Seal of Biliteracy.	In 2025-26, 14.3% of the Class of 2026 will earn the Seal of Biliteracy.	1.3% 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%) 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%)	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%) American Indian (6.8%) Asian (1.6%) Filipino (1.3%) Hispanic (5.3%) Pacific Islander (4.1%)	For 2024-2025, the Overall California School Dashboard Performance of Suspension Rate for all students was Green at 4.3% Student Group Performance were as follows: African American (8.5%) American Indian (7.4%) Asian (1.1%) Filipino (0.7%) Hispanic (4.4%) Pacific Islander (4.4%) White (3.3%)	For 2025-2026, 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%) American Indian (6.5%) Asian (1.5%) Filipino (1.2%) Hispanic (5%) Pacific Islander (6.7%)	The Overall California School Dashboard Performance of Suspension Rate for all students was went from Orange to Green with a decrease of 2.1%. The difference in Student Group Performance were as follows: African American: -2.60% American Indian: -0.90% Asian: -0.90% Filipino: -0.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Dashboard FY (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%) 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%)	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 8.2%, LOHS 4.2%, MHS 7.9%, RCHS 11.2%, VVHS 10.5%) EL (DO 6.8%, ALHS 9.6%, CHS	2 or more races (5.4%) FY (17.8%) SED/LI (5%) EL (6%) LTEL (7.1%) HY (7.5%) SWD (7.8%) The following student groups, in the red for 2022-2023 and their measure for 2025: All (VVHS 4.6%, CCDS 27%) HY (DO 7.5%, ALHS 7.8%, CHS 8.5%, CoHS 7.5%, LOHS 4% OHS 4%, RCHS 8.9%) FY (ALHS 13.6%) SED/LI (VVHS 4%, CCDS 30.3%) SWD (DO 7.8%, ALHS 6.9%, CHS 9.4%, LOHS 8.3%, MHS 8.8%, RCHS 9.2%, VVHS 10.3%) EL (DO 6%, ALHS 3.9%, CHS 6.2%, EHS 3.3%, OHS 5.6%) LTEL (ALHS 6.2%) AA (DO 8.5%, ALHS 5.9%, CoHS	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 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	Hispanic: -2.60% Pacific Islander: -2.90% White: -0.50% 2 or More: -1.20% FY: -1.50% SED/LI: -2.60% EL: -4.30% LTEL: N/A HY: -2.80% SWD: -2.90% The following student groups, in the red: All (VVHS -6.4%, CCDS -11.3%) HY (DO -2.8%, ALHS -3.1%, CHS -2.4%, CoHS -3.4%, LOHS -6.5% OHS -6.5%, RCHS -4.7%) FY (ALHS -4.6%) SED/LI (VVHS -7.4%, CCDS -7.8%) SWD (DO -2.9%, ALHS -4.7%, CHS -3.8%, LOHS -2.8%, MHS -2.3%, RCHS -1.0%, VVHS -9.4%) EL (DO -4.3%, ALHS -5.8%, CHS -5.1%, EHS -4.1%, OHS -8.0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI (VVHS 11.1%, CCDS 41.7%) MR (ALHS 11.7%, OHS 15.8%)	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%)	7.4%, LOHS 9.4%, OHS 12.3%, RCHS 8.9%, VVHS 3.2%) HI (VVHS 5.1%, CCDS 24%) MR (ALHS 4.2%, OHS 6.3%)	21.4%, RCHS 9.9%, VVHS 10%) HI (VVHS 5.5%, CCDS 21.4%) MR (ALHS 11.1%, OHS 15.2%)	LTEL (ALHS -5.1%) AA (DO -2.6%, ALHS -4.2%, CoHS -10.2%, LOHS -4.7%, OHS -9.7%, RCHS -1.6%, VVHS -10.6%) HI (VVHS -6.0%, CCDS -17.7%) MR (ALHS -7.5%, OHS -9.5%)
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 identified with your content area.	In 2025-2026, 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 academic standards and or curriculum frameworks identified within your content area.	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 identified with your content area.	Professional learning (teacher rating 4 or 5): +11.40%
2.11	Staff Response to "The District provides professional learning that asks staff to examine their own cultural biases and how	2023-2024: 82% Agree/Strongly Agree that the District provides professional learning that asks staff to examine their own	2024-2025: 79% Agree/Strongly Agree that the District provides professional	2025-2026: 78% Agree/Strongly Agree that the District provides professional	2026-2027: 85% Agree/Strongly Agree that the District provides professional	4.00% decrease 2.00% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	cultural biases and how they impact instruction. 86% Agree/Strongly Agree that their school is a supportive and inviting place to work.	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.	learning that asks staff to examine their own cultural biases and how they impact instruction. 88% Agree/Strongly Agree that their school is a supportive and inviting place to work.	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.	
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	2025-2026: 86% Agree/Strongly Agree	2026-2027: 88% Agree/Strongly Agree	1.00% increase

Goal Analysis [2025-26]

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

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

Action 2.1 Comprehensive Professional Learning and Collaboration was fully implemented through a structured system of Wednesday workshops, Induction programming, content-specific professional learning, and site-based and District collaboration aligned to instructional priorities. Implementation matched the planned scope, including focus areas such as AI integration, trauma-informed practices, and differentiation for targeted student populations. Key successes included broad access to professional learning and consistent collaboration structures across departments. Challenges included ensuring consistent impact across all student groups and addressing persistent needs among targeted populations.

Action 2.2 Site-Based Specialized Teams and Committees for Targeted Educational Goals was fully implemented through structured site-based collaboration, with dedicated time allocated for teams to focus on prioritized instructional areas, course development, and targeted student populations. Implementation aligned with the plan, including funding and time to support EL, SED/LI, and FY student needs. Key successes included site autonomy in determining focus areas and consistent collaboration structures. Implementation was locally overseen by site leadership, allowing flexibility in how teams operated based on site-specific needs.

Action 2.3 Targeted Professional Learning for Teachers of Students with Disabilities was partially implemented through District-wide professional learning focused on IEP goal writing, behavior supports, CA Alternate Assessment, universal design for learning, executive functioning, artificial intelligence, and culturally sustaining pedagogy. While the planned focus on refining intervention strategies and service delivery was supported through these trainings, implementation was limited by inconsistent staff participation. A key strength was the breadth and alignment of professional learning opportunities to support equitable service delivery. Challenges included variability in participation, impacting consistent application and full realization of intended improvements.

Action 2.4 Targeted Professional Learning for Teachers of English Learners was fully implemented, with the ELD Coach facilitating ongoing collaboration through ELD Achievement Team, Accelerated English, and Read 180/System 44 meetings, and supporting staff in using ELLevation for progress monitoring and reclassification. The District provided 41 professional learning opportunities focused on language acquisition strategies and culturally sustaining practices. A key strength was the structured, ongoing professional learning system. A primary challenge was limited scheduling capacity for site-specific professional learning, which constrained differentiated support at individual schools.

Action 2.5 Targeted Professional Learning for Peer Mentors was fully implemented, with the Categorical Programs office providing 18 training sessions through in-person and asynchronous formats. Training focused on SEL supports, trauma-informed practices, and strategies to support EL, SED/LI, and FY students. A key strength was the comprehensive and flexible training model that addressed both academic and social-emotional support. No major implementation gaps were noted, though effectiveness depended on consistent application of strategies across varied classroom settings.

Action 2.6 College-Going Mindset, Readiness, Success, and Access to Professional Learning was fully implemented as planned through multiple collaboration days between District teachers and Chaffey College professors for dual enrollment courses in English and Math, with ongoing continuation planned. A key success was the structured partnership and intentional planning of collaboration, resulting in strong course alignment and support. Challenges included the college enrollment platform not being user friendly or time efficient with student application and enrollment processes, lack of a shared instructional platform between institutions, and difficulty identifying and preparing qualified District teachers to independently teach dual enrollment courses.

Action 2.7 Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning was fully implemented through professional learning, lesson studies, and site-based collaboration focused on trauma-informed practices and SEL. Staff engaged in meaningful skill development that strengthened educator capacity to respond to student behaviors and support student social-emotional needs. A key implementation strength was the deeper understanding developed among teachers to engage in this work. A continuing challenge is ensuring that new staff members are reached consistently and broadening understanding and implementation of trauma-informed and SEL practices across all sites.

Action 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning was fully implemented as planned through the continued partnership with Dr. Kirkwood and expansion into differentiated tiers (1.0, 2.0, CARES Committee), with all scheduled Spring 2026 sessions delivered. Implementation strengths included sustained collaboration, increased participation, including 30 new staff, and required involvement of Assistant Principals of Student Services to build site-level leadership and accountability. Challenges included securing sustainable funding and substitute coverage, increasing staff capacity to translate learning into instructional practice, encouraging broad participation in a divisive climate, and maintaining consistent site leadership.

Action 2.9 Math Curriculum Implementation and Professional Learning was partially implemented through the ongoing rollout of the Integrated Math I–III curriculum, including District-wide lesson studies, course team collaborations, engagement-focused professional learning, and development of course roadmaps and descriptions. Implementation aligned with the plan, with significant investment in teacher training, scaffolding strategies, and integration of AI and UDL practices. Key successes included strong District coordination through the math coach and consistent collaboration structures across sites. However, a challenge was inconsistent utilization of allocated substitute funds across teams, as not all teams met at the same rate across the year, resulting in variation in implementation depth.

Action 2.10 Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation was fully implemented through the establishment of cross-site curriculum teams, training on the California Ethnic Studies Model Curriculum, and development and approval of new courses and pilot units in ELA and Social Science. Implementation aligned with the planned scope, including expansion of pilot courses and inquiry-based units across sites. Key successes included strong collaboration and positive student feedback on engagement in Social Science courses. While the graduation requirement will not be adopted, the District has completed the development of a number of courses that would meet the requirement and that have the potential to impact student outcomes positively; thus, the District will move forward with implementing, to various extents, the courses into its broader curricular offerings.

Action 2.11 CTE Pathway Development was fully implemented, extending beyond planned implementation, including the expansion of articulation agreements with multiple community colleges, development of 13 dual enrollment courses, and the launch of new pathways in Marketing, Digital Photography, and Multimedia Journalism. Additional progress included the continued expansion of industry-recognized certifications and pre-apprenticeship opportunities. Key successes included strong postsecondary partnerships and increased access to pathway options. No substantive differences from the planned implementation were reported.

Action 2.12 Instructional Coaches was fully implemented through a fully staffed team of instructional coaches who provided an extensive menu of professional learning, coaching cycles, and collaborative planning aligned to instructional priorities for SED/LI, EL, and FY students. Implementation included a wide range of professional learning such as AI integration, UDL strategies, SEL practices, and instructional strategies, alongside structured opportunities for teacher collaboration. Key successes included strong engagement in professional learning and consistent coaching support across sites. No significant challenges were identified, as implementation was sustained through coordinated coaching efforts and available collaboration time.

Action 2.13 Induction Mentors was fully implemented through a structured induction program that included two full-release mentors, weekly mentor-candidate meetings, and ongoing professional learning aligned to credential requirements. All eligible teachers participated, with Year 1 and Year 2 candidates engaging in workshops, collaboration, and individualized support aligned to instructional standards and classroom practice. Key successes included consistent mentor support, high participation rates, and all candidates remaining on track, including 14 Year 2 candidates earning clear credentials. No significant challenges were identified.

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 which is common for school budgeting. Nevertheless, the District considers a variance of 10% (above or below) as a reportable material difference. 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 reflects a decrease of $35,356, primarily due to overestimated substitute costs for the year.
- Action 2.5 Targeted Professional Learning for Peer Mentors reflects a decrease of $33,500, primarily due to overestimated substitute costs for the year.
- Action 2.9 Math Curriculum Implementation and Professional Learning reflects a decrease of $136,782, primarily due to overestimated substitute costs for the year.
- Action 2.11 CTE Pathway Development reflects an increase of $13,710 primarily due to a greater participation than anticipated.

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

Action 2.1 Comprehensive Professional Learning and Collaboration was partially effective in making progress toward the goal. CAASPP ELA performance increased from 41.9 to 47.5 (+5.6), with gains across multiple groups including African American (+9.3), Hispanic (+6.5), and SED/LI (+7.3), while EL (-57.3) and SWD (-81.4) remained below standard. CAASPP Math improved from -57.1 to -50.3 (+6.8), with notable gains for FY (+62.4) and White students (+17.3), though most groups remained below standard. EAP readiness increased in ELA (+2.13%) and Math (+1.5%), while CAST remained stable (+0.3%), indicating incremental but uneven progress across metrics and student groups. Student survey results related to curriculum diversification showed continued declines, with students reporting their culture and community are represented decreasing from 83% to 69%, further indicating a need to refine implementation efforts.

Action 2.2 Site-Based Specialized Teams and Committees for Targeted Educational Goals was partially effective in making progress toward the goal. CAASPP Distance from Standard improved in ELA from 41.9 to 47.5 (+5.6) and in Math from -57.1 to -50.3 (+6.8), with gains across multiple student groups, including Hispanic students (+6.5 ELA; +6.4 Math) and SED/LI (+7.3 ELA; +8.9 Math). CAASPP Percentage of Students Meeting or Exceeding the Standard increased in ELA from 67.04% to 68.05% and in Math from 31.00% to 34.42%. EAP readiness increased in ELA (34.24% to 36.37%) and Math (13.71% to 15.19%), while CAST remained stable (30.62% to 30.93%). CAA ELA showed mixed results, with Met Understanding decreasing from 25.93% to 24.00% and Foundational Understanding increasing from 38.89% to 50.00%; CAA Math declined for both Met Understanding (12.96% to 10.20%) and Foundational Understanding (33.33% to 20.41%). The Seal of Biliteracy decreased from 15.0% to 14.2%, and EL, LTEL, and SWD student groups remained significantly below standard, indicating uneven progress across student groups.

Action 2.3 Targeted Professional Learning for Teachers of Students with Disabilities was partially effective in making progress toward the goal for SWD. Staff agreement that service to students with IEPs and 504s is a shared responsibility declined from 84% to 76%, while agreement that professional learning supports teachers' capacity to serve SWD decreased slightly from 78% to 77%. Professional learning opportunities increased from 30 to 42 sessions in 2025–26 following a prior decline from 59 sessions in 2023–24, with continued emphasis on targeted topics including IEP compliance, progress monitoring, differentiation, executive functioning, and transition planning. Collectively,

results indicate sustained access to specialized professional learning, though declining staff perception data suggests inconsistent impact on staff confidence and shared responsibility practices.

Action 2.4 Targeted Professional Learning for Teachers of English Learners was partially effective in improving outcomes for EL and LTEL students. EL reclassification remained relatively stable overall from 15.4% to 15.1%, while LTEL reclassification declined from 18% to 14%. The English Learner Progress Indicator also declined from 41% to 38.8%, indicating fewer EL students made progress toward English proficiency. Staff agreement that professional learning supports teachers' capacity to serve ELs remained high but decreased slightly from 81% to 80%. Additionally, the District maintained 0 unresolved Williams Act findings in 2025–26, supporting continued access to standards-aligned instructional materials. Collectively, results indicate sustained instructional supports for ELs and LTELs, though language proficiency and reclassification outcomes remained an area of continued need.

Action 2.5 Targeted Professional Learning for Peer Mentors was partially effective in improving outcomes for EL and LTEL freshmen. The percentage of freshmen on track to graduate increased to 88.0% for All Students (+1.1 percentage points), with gains for EL (+6.0), SED/LI (+1.0), and HY (+8.0), though FY declined (-3.0). EL reclassification remained relatively stable (15.4% to 15.1%), while LTEL reclassification declined (18.0% to 14.0%). The percentage of ELs considered proficient on the ELPAC decreased from 12.17% to 11.05%, and the English Learner Progress Indicator declined from 41.0% to 38.8%. The District also maintained 0 unresolved Williams Act findings, ensuring continued access to standards-aligned instructional materials. Collectively, results indicate improved freshman academic progress, while English language proficiency and LTEL reclassification remain areas of continued need.

Action 2.6 College-Going Mindset, Readiness, Success, and Access to Professional Learning was partially effective, as the CCI showed 57.1% of All students prepared (Green), with higher performance among Asian (81.4%), Filipino (80.9%), and White (64.6%) students, while several groups remained significantly lower, including EL (26.8%), LTEL (28.4%), SWD (16.8%), and FY (19.0%). While over 95% success in dual enrollment courses taken on our high school campuses indicates strong outcomes for participating students, disparities across student groups and continued low preparedness rates among targeted populations indicate uneven impact toward college and career readiness.

Action 2.7 Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning was partially effective in making progress toward the goal. Suspension rates decreased for All students from 5.1% to 4.3%, with notable improvements for FY (-3.2), African American students (-2.0), LTEL (-1.2), and SED/LI students (-1.1). However, suspension rates increased for some student groups, including American Indian students (+0.6), HY (+0.3), Pacific Islander students (+0.3), and White students (+0.1). Student perceptions of a caring learning environment declined for all students (-3.0), EL (-3.0), and FY (-4.0), indicating that additional efforts may be needed to strengthen school climate and student connectedness.

Action 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning was partially effective in making progress toward the goal. Staff survey results remained positive, with 78% reporting the District provides professional learning on examining cultural bias, 88% indicating school environments are supportive and inviting, and 86% affirming high expectations for all students. CAASPP ELA Distance from Standard improved for All Students (+5.6) and for English Learners (+8.7), Long-Term English Learners (+12.3), Foster Youth (+43.1), Homeless Youth (+2.8), and Socioeconomically Disadvantaged/Low Income students (+7.3), with additional gains across several student groups; declines occurred for Asian and American Indian students. CAASPP Math Distance from Standard improved for All Students (+6.8) and for English Learners (+8.9), Foster Youth (+62.4), and Socioeconomically Disadvantaged/Low Income students (+8.9), while Long-Term English Learners (-2.6) and Homeless Youth (-13.1) declined, despite gains among several other student groups. Student perceptions of

curriculum diversification decreased, with students reporting their culture and community are represented declining from 83.0% to 74.2% and students reporting they read about their culture, identity, and community declining from 77.6% to 63.6%, indicating a continued need to strengthen implementation and student experiences.

Action 2.9 Math Curriculum Implementation and Professional Learning was partially effective in making progress toward the goal. CAASPP Math performance improved from 57.1 below standard to 50.3 below standard (+6.8), with notable gains for FY (+62.4), White students (+17.3), and Two or More Races (+12.9), while most groups, including EL (-129.6) and SWD (-176.3), remained below standard. The percentage of students meeting or exceeding standards reached 34.42%, indicating continued low overall proficiency despite improvement. These results reflect incremental progress in math outcomes, with persistent gaps among targeted student groups.

Action 2.10 Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation was partially effective in making progress toward the goal. The graduation rate increased from 91.2% to 91.8%, with gains among African American students (+4.0), ELs (+3.8), and LTELs (+3.4), while declines were observed for FY (-5.7) and HY (-5.2). Student perceptions of curriculum representation also improved, with the percentage of students reporting that their culture and values are represented in the curriculum increasing from 73.8% to 74.2%, and the percentage reporting they have read about their culture, identity, and/or community in their classes increasing from 63.1% to 63.6%. Collectively, results indicate modest progress in both student outcomes and curriculum representation, though variability persists among targeted student groups.

Action 2.11 CTE Pathway Development was partially effective in progressing toward the goal. CTE pathway completion rates remained stable overall, while the College and Career Indicator increased across most student groups, with notable gains among EL, LTEL, Asian, Hispanic, and Pacific Islander students. However, declines among FY, HY, American Indian, African American, and some additional groups, along with smaller gains for SWD, indicate inconsistent outcomes across student groups. These patterns suggest improved access and outcomes for some groups, but persistent equity gaps.

Action 2.12 Instructional Coaches was partially effective in making progress toward the goal. CAASPP ELA Distance from Standard improved from 41.9 to 47.5 (+5.6), and the percentage of students meeting or exceeding the ELA standard increased from 67.04% to 68.05%. CAASPP Math Distance from Standard improved from -57.1 to -50.3 (+6.8), and the percentage of students meeting or exceeding the Math standard increased from 31.00% to 34.42%. CAST Percentage Meeting or Exceeding Standard remained stable from 30.62% to 30.93%, while staff agreement that the District provides sufficient professional learning for effective educators decreased slightly from 87% to 86%. Among contributing student groups, English Learners improved in ELA (+8.7) and Math (+8.9) but remained below standard (-57.3 ELA; -129.6 Math); Long-Term English Learners improved in ELA (+12.3) but declined slightly in Math (-2.6); Socioeconomically Disadvantaged/Low Income students improved in ELA (+7.3) and Math (+8.9); Foster Youth demonstrated substantial gains in ELA (+43.1) and Math (+62.4); and Homeless Youth improved in ELA (+2.8) but declined in Math (-13.1), indicating continued disparities despite overall progress.

Action 2.13 Induction Mentors was effective in making progress toward the goal. All participating teachers remained on track to complete induction requirements, with 14 Year 2 candidates earning clear credentials and 17 Year 1 candidates progressing as expected. Weekly mentor meetings and ongoing professional learning supported consistent candidate growth and implementation of effective instructional practices. Staff agreement that the District provides sufficient professional learning for educators remained high at 86%, reflecting only a

slight decline from 87%. Collectively, these results demonstrate strong implementation of the Induction program and continued progress in supporting teacher development and effectiveness.

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 Goal 2 actions show incremental progress in instructional outcomes alongside uneven impact across student groups, with staff perception data signaling areas where professional learning has not yet translated into consistent classroom-level change. District outcomes reflect sustained investment in professional learning infrastructure, while persistent disparities for SWD, ELs, LTELs, FY, and HY students—and declines in staff agreement related to shared responsibility for SWD and student perceptions of a caring learning environment—informed the refinements below.

Goal 2 analysis identified several actions as partially effective, prompting refinements for the 2026–27 plan:

- Action 2.3 Targeted Professional Learning for Teachers of Students with Disabilities will be retitled "Targeted Professional Learning for Teachers of Dually Identified Students of SWD, EL, and SED" and designated a contributing action with increased funding to strategically enhance supports for students dually identified as SWD, SED/LI, and EL, in response to Compliance Improvement and Monitoring status and the decline in staff agreement that service to students with IEPs and 504s is a shared responsibility (84% to 76%). Funding will also be enhanced through a shift in how professional learning is administered and to whom, broadening reach to better support SWD in response to persistent performance gaps and the need to extend supports beyond current populations.
- Actions 2.1 Comprehensive Professional Learning and Collaboration, 2.3 Targeted Professional Learning for Teachers of Students with Disabilities, 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning, 2.11CTE Pathway Development, and 2.12 Instructional Coaches will receive increased funding to strengthen teacher capacity to meet the needs of student groups identified in the data as requiring more targeted assistance, including ELs, LTELs, SWD, FY, and HY students.
- Action 2.10 Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation will see a decrease primarily due to the fact that the Ethnic Studies graduation requirement is no longer a requirement districts must meet.

As a result of meeting some of the Year 3 outcome targets, the following metrics were revised upward to reflect the District’s commitment to continuous growth: M2.1 and M2.8.

No changes have been made to the goal itself. The District will prioritize deeper implementation, cross-departmental alignment, and the use of real-time data to address persistent gaps, particularly for SWD, ELs, LTELs, FY, and HY students.

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 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.	$382,936.00	No
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.	$219,529.00	Yes
2.3	Targeted Professional Learning for Teachers of Dually Identified Students of SWD, EL and SED	To address the intersecting needs of students dually identified as SWD and SED or SWD and EL, the District will refine intervention strategies, strengthen resource allocation, and expand staff training with targeted attention to the unique academic, linguistic, and socioeconomic barriers these students face. This contributing action supports equitable access to special education services for dually-identified student groups. The effectiveness of this action will be measured through its impact on the following metrics: M2.3, M2.4, and M2.7.	$252,110.00	Yes
2.4	Targeted Professional Learning for	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	$327,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teachers of English Learners	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 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.	$5,698.00	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.	$37,576.00	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 $52,730 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	$91,783.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 metrics: M1.7, M1.9, M1.16, M2.11, and M2.12.	$126,100.00	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 metrics: M1.9 and M1.10.	$261,848.00	Yes
2.10	Ethnic Studies Graduation Requirement Development,	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	$11,090.00	No

Action #	Title	Description	Total Funds	Contributing
	Collaboration, and Implementation	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 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.	$31,040.00	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.	$1,042,421.00	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.	$486,401.00	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) Percentage of Students Who Drop Out Prior to Graduating	In 2022-23, the District's Dropout Rate was 9.4%.	In 2023-24, the District's Dropout Rate was 8.2%.	In 2024-2025, the District's Dropout Rate was 7.2%.	In 2025-26, the District's Dropout Rate will be 7.1%.	District's Dropout Rate decreased by 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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 2024-2025, 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 2025-2026, 96% of students agree/strongly agree that their school provides access to the Chromebooks and technology they need to be successful. In 2025-2026, 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 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.	No change
3.4	Students', Parent's, and Staff Response to the school's ability to promote a sense of belonging. Percentage of Students, Parents and Staff who agree/strongly agree.	In 2023-2024, 87% of students, 89% of parents, and 89% of staff agree/strongly agree that they feel a sense of belonging in their school.	In 2024-2025, 89% of students, 91% of parents, and 96% of staff agree/strongly agree that they feel a sense of belonging in their school.	In 2025-2026, 86% of students, 87% of parents, and 86% of staff agree/strongly agree that they feel a sense of belonging in their school.	In 2026-2027, 90% of students, 95% of parents, and 95% of staff will agree/strongly agree that they feel a sense of belonging in their school.	Students: 1.00% decrease Parents: 2.00% decrease Staff: 3.00% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual LCAP Survey					
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 2025-2026, 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 - 92% FY/HY - 79%/62% SED/LI - 93%	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: No change EL: 1.00% decrease FY: 6.00% decrease HY: 11.00% decrease SED/LI: No change
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. Source: Annual LCAP Survey	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 provides an emotionally safe learning environment for all students.	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 92% of staff agree/strongly agree that their school provides an emotionally safe learning environment for all students.	In 2025-2026, 91% of students, 90% of parents, and 89% of staff agree/strongly agree that their school provides a physically safe learning environment for all students, and 83% of students, 86% of parents, and 93% of staff agree/strongly agree that their school provides an emotionally safe learning environment for all students.	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 92.5% of staff will agree/strongly agree that their school provides an emotionally safe learning environment for all students.	Students (Physical Safety): +1.00% Parents (Physical Safety): No change Staff (Physical Safety): +3.00% Students (Emotional Safety): No change Parents (Emotional Safety): -4.00% Staff (Emotional Safety): +7.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	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	2024-2025: ALHS: 95% Participation CHS: 93% Participation CDOHS: 94% Participation CoHS: 86% Participation EHS: 95% Participation LOHS: 95% Participation MHS: 96% Participation OHS: 98% Participation RCHS: 95% Participation	2025-2026: ALHS: 95.1% Participation CHS: 93.1% Participation CDOHS: 94/1% Participation CoHS: 90.3% Participation EHS: 95.1% Participation LOHS: 96.3% Participation MHS: 96.1% Participation OHS: 98.1% Participation RCHS: 95.3% Participation Community Day: 90% Participation	ALHS: +1.00% CHS: +4.00% CDOHS: -0.70% CoHS: -4.00% EHS: +2.00% LOHS: -1.00% MHS: +3.00% OHS: +9.00% RCHS: No change Community Day: N/A
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%	2023-2024 Data (most recently available data) Total Full-Time Equivalent Teachers: 937.9 Clear: 88.6% Out-of-Field: 3.1% Intern: 0.3% Ineffective: 4.8% Incomplete: 3.2% Unknown: 0.1% N/A: 0.0%	2024-2025 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%	Total FTE teachers: -17.80 Clear: -1.20% Out-of-field: +0.20% Intern: -0.20% Ineffective: +2.80% Incomplete: -1.50% Unknown: No change N/A: No change
3.9	School Facilities in Good Repair	In 2023-2024, CJUHSD achieved an "exemplary" rating on	In 2024-2025, CJUHSD achieved an "exemplary"	In 2025-2026, CJUHSD achieved an "exemplary"	In 2026-2027, CJUHSD will achieve an	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating from the Facilities Inspection Tool: Exemplary, Good, Fair, Poor Source: Annual Internal Report of Facilities Inspection	the Facilities Inspection Tool (FIT) at each site.	rating on the Facilities Inspection Tool (FIT) at each site.	rating on the Facilities Inspection Tool (FIT) at each site.	"exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	

Goal Analysis [2025-26]

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

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

Action 3.1 Ensure Digital Landscape Safety was fully implemented as planned logistically, but with increased costs associated with the action. The District is maintaining a centralized launchpad for student access to educational resources, content filtering systems, and enhanced cybersecurity and disaster recovery solutions. Implementation aligned closely with the intended design, supporting safe and uninterrupted digital access. Key successes included the deployment of Linwize Content Filtering, Kasaya Cybersecurity, and ClassLink LaunchPad. A primary challenge was the scale of supporting over 22,000 devices and users, which delayed full optimization of some tools.

Action 3.2 Home-to-School Transportation was fully implemented through the District's continued provision of home-to-school transportation services for unduplicated students to support daily attendance and access to in-person instruction. A key implementation strength was the development of a transportation academy to recruit and attract bus drivers to the District. Despite full implementation, the District continued to experience challenges related to statewide bus driver shortages. Additional challenges impacting outcomes included students' reluctance to attend school due to concerns related to the broader social and political climate, which contributed to attendance difficulties.

Action 3.3 Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement was fully implemented through leadership from the Director of College Readiness and Access, including student leadership training, collaboration with the Student Diversification Task Force, and implementation of the Anti-Racist Equity Resolution. Implementation aligned with the planned approach, emphasizing student voice and professional development. Key strengths included intentional, proactive use of student voice and staff learning. Challenges included limited teacher availability and difficulty expanding participation to more students.

Action 3.4 Facilities Improvement and Maintenance was fully implemented, with the District continuing increased custodial staffing at sites serving higher proportions of EL, SED/LI, and FY students. All sites were maintained in exemplary condition, reflecting consistent adherence to planned actions. Key successes included sustained high levels of cleanliness and facility upkeep across all sites. Additional staffing costs are noted due to increases in salary and need; however, maintaining staffing levels and consistent service delivery remained an ongoing operational priority.

Action 3.5 Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success was fully implemented through coordinated efforts between Assistant Principals of Student Services and outreach personnel. Planned strategies were carried out with intentional group meetings focused on academic supports and student well-being for FY and SED/LI students. Key strengths included strong coordination between teams and targeted student support. Challenges included inconsistent student attendance and varying levels of student engagement, which limited consistent access to supports.

Action 3.6 Mental Health Support: Tailored Services for Student Well-Being was fully implemented through the provision of mental health services to support FY, EL, and SED/LI students. A key implementation strength was maintaining a fully staffed mental health team and targeted site-based support facilitated by campus administration. Continued challenges include reducing stigma associated with accessing mental health services, ensuring students feel safe utilizing available supports, and expanding campus-based supports to better meet student needs.

Action 3.7 SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel was fully implemented through comprehensive training for safety and health personnel in social-emotional learning, mental health, restorative justice, and cultural proficiency. Implementation was strengthened by expanding training opportunities to additional staff members beyond the originally targeted personnel, increasing staff capacity to intervene, redirect, and de-escalate student behaviors effectively. The District maintained consistent implementation throughout the year with no significant barriers or challenges reported.

Action 3.8 Reducing Suspension and Expulsion Rates for SWD was partially implemented through targeted interventions, increased coordination among special education, counseling, and behavioral support teams, and expanded staff training on alternative discipline practices. While support systems were strengthened and mid-year adjustments included targeted behavioral interventions and collaboration with county partners, suspension continued to be used as a primary disciplinary response, particularly for high-intensity behaviors. Key challenges included high student transiency, re-entry from incarceration, and inconsistent continuity of services. A strength was the expansion of coordinated supports and targeted intervention strategies.

Action 3.9 Reducing Suspension and Expulsion Rates for FY and HY was fully implemented through coordinated and strategic planning to proactively support FY and HY. Implementation aligned with the original plan, emphasizing relationship-building and increased student engagement. Key strengths included proactive relationships and stronger student engagement efforts. Challenges included inconsistent student attendance and communication barriers, which limited the consistency and impact of implementation across sites and student groups.

Action 3.10 Maintaining Effective Classroom Communities was fully implemented through ongoing collaboration with associations to balance teacher caseloads and support classroom environments that promote engagement for ELs, SED/LI students, and FY. A key implementation strength was the strong partnership between the District and the teachers' association, which supported continued collaboration and staffing efforts to maintain effective classroom communities. The District maintained consistent implementation throughout the year with no significant barriers or challenges reported.

Action 3.11 Fostering Mental Health Communities was fully implemented through expanded access to peer counseling programs, wellness centers, mental health fairs, and support staff focused on ELs, SED/LI students, and FY. A key implementation strength was the collaboration across mental health teams and coordinated wellness activities that supported integrated student services. The District maintained consistent

implementation throughout the year while continuing efforts to normalize mental health support within school environments. An ongoing challenge was reducing stigma related to mental health issues and encouraging students to access available supports and services.

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 which is common for school budgeting. Nevertheless, the District considers a variance of 10% (above or below) as a reportable material difference. The following information is intended to inform the reader of any material differences:

- Action 3.1 Ensure Digital Landscape Safety had an increase of $346,000 primarily due to additional investments needed that were beyond what was estimated as a result of increases in technological costs.
- Action 3.3 Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement had a decrease of $18,494 primarily due to lower staffing costs as they relate to substitutes.
- Action 3.4 Facilities Improvement and Maintenance had an increase of $1,275,578 due to increases in staffing costs and additional costs for materials.
- Action 3.7 SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel saws a decrease of $5,742 due to slightly overly overestimated costs for training staff.

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

Action 3.1 Ensure Digital Landscape Safety continued to support strong technology access, with student agreement at 96% (down from 97%) and parent agreement at 98% (down from 99%). Both groups remained nearly universal in their positive perception, reflecting sustained access across the District. The consistency across both student and parent responses suggests stable outcomes in maintaining access to necessary technology.

Action 3.2 Home-to-School Transportation was partially effective in making progress toward the goal. Attendance rates for All students increased from 93.7% to 94.2%, representing modest improvement in daily attendance. However, chronic absenteeism increased significantly for All students from 23.1% to 30.7%, with larger increases among FY (+17.8), HY (+10.6), SWD (+9.7), SED/LI students (+8.3), and ELs (+8.0). While transportation access remained available for targeted student groups, the continued increase in chronic absenteeism indicates that transportation supports alone were insufficient to address broader attendance barriers impacting student engagement and school attendance.

Action 3.3 Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement was partially effective in making progress toward the goal. Perception data showed 86% of students, 87% of parents, and 86% of staff reporting a sense of belonging. The overall suspension rate was 4.3% (Green); however, higher rates persisted among FY (17.8%), HY (7.5%), African American (8.5%), and SWD (7.8%). These results indicate positive school climate outcomes alongside continued disparities among targeted student groups. Student survey results related to curriculum diversification showed declines, with students reporting their culture and community are represented decreasing from 83% to 74.2%, and students reporting they read about their culture, identity, and/or community decreasing from 77.6% to 63.6%, indicating a need to refine implementation efforts.

Action 3.4 Facilities Improvement and Maintenance was effective in making progress toward the goal. Facilities Inspection Tool ratings remained at 100% exemplary across all sites, indicating strong outcomes in facility conditions. Perception data remained relatively stable with student responses for physical safety at 91%, and parent and staff responses declining by 2 and 3 percentage points, respectively.

Action 3.5 Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success was partially effective in making progress toward the goal. Perception data showed high agreement that support resources were available (94%), with similarly positive responses from English Learners (92%) and Socioeconomically Disadvantaged/Low Income students (93%), while Foster Youth (79%) and Homeless Youth (62%) reported lower levels of support. The four-year Graduation Rate increased from 91.2% to 91.8% for All Students and improved for English Learners (77.5% to 81.3%), Long-Term English Learners (86.4% to 89.8%), and Socioeconomically Disadvantaged/Low Income students (90.6% to 91.1%), while declining for Foster Youth (77.4% to 71.7%) and Homeless Youth (87.5% to 82.3%). The four-year Dropout Rate decreased from 8.2% to 7.2%, the expulsion rate remained low at 0.1%, and the suspension rate remained at 4.3% (Green), although Foster Youth (17.8%), Homeless Youth (7.5%), and Students with Disabilities (7.8%) continued to experience disproportionately higher suspension rates.

Action 3.6 Mental Health Support: Tailored Services for Student Well-Being was partially effective in making progress toward the goal. Student perceptions of access to counseling and mental wellness supports remained high overall, with All students decreasing slightly from 95% to 94% and SED/LI students increasing from 92% to 93%. However, perceptions that schools provide a caring learning environment declined across multiple student groups, including All students (90% to 87%), ELs (90% to 87%), FY (81% to 77%), HY (69% to 61%), and SED/LI students (88% to 85%). These results indicate that while students generally continue to report access to mental health supports, declines in perceptions of school connectedness and care suggest a continued need to strengthen student well-being and supportive school environments, particularly for vulnerable student groups.

Action 3.7 SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel was partially effective in making progress toward the goal. Suspension rates decreased for All students from 5.1% to 4.3%, including notable improvements for FY (-3.2), African American students (-2.0), LTEL (-1.2), and SED/LI students (-1.1). However, suspension rates increased for American Indian students (+0.6), HY (+0.3), Pacific Islander students (+0.3), and White students (+0.1). Student perceptions of a caring learning environment declined across all measured groups, including FY (-4.0) and HY (-8.0). Perceptions of counseling and mental wellness supports also declined for most groups, particularly HY (-11.0), indicating continued need to strengthen student connectedness and access to support systems.

Action 3.8 Reducing Suspension and Expulsion Rates for SWD was partially effective in making progress toward the goal. Suspension rates declined across most student groups, including notable reductions for African American, FY, and SED/LI students. For SWD, the suspension rate decreased from 8.4% to 7.8%, representing a moderate improvement of 0.6 percentage points. The expulsion rate remained stable at 0.1%, showing no measurable change. Collectively, these results reflect progress in reducing suspensions, specifically for SWD.

Action 3.9 Reducing Suspension and Expulsion Rates for FY and HY was partially effective in making progress toward the goal. The suspension rate remained at 4.3% (Green) for All Students, with lower rates for Asian students (1.1%) and White students (3.3%). Among contributing student groups, the suspension rate for Foster Youth decreased from 21.0% to 17.8%, while the suspension rate for Homeless Youth increased from 7.2% to 7.5%. Student agreement that schools provide the counseling and mental wellness supports needed decreased from 95% to 94% for All Students, from 93% to 92% for English Learners, from 82% to 79% for Foster Youth, and from 73% to 62% for Homeless Youth, while increasing from 92% to 93% for Socioeconomically Disadvantaged students. The expulsion rate remained

stable at 0.1%, indicating mixed results, with improved suspension outcomes for Foster Youth but continued disparities in school climate perceptions and suspension rates for Homeless Youth.

Action 3.10 Maintaining Effective Classroom Communities was partially effective in making progress toward the goal. Attendance rates increased slightly for All students from 93.7% to 94.2%; however, chronic absenteeism increased significantly for All students (+7.6) and disproportionately for FY (+17.8), HY (+10.6), SED/LI students (+8.3), and ELs (+8.0). Student, parent, and staff perceptions of belonging declined, including staff perceptions decreasing from 96% to 86%. Student perceptions of a caring learning environment also declined across all measured student groups. Staffing metrics showed increases in out-of-field teachers (+1.1) and ineffective teachers (+0.3), while the percentage of fully credentialed teachers declined slightly from 89.2% to 88.6%, indicating continued staffing and engagement challenges potentially impacting classroom community outcomes.

Action 3.11 Fostering Mental Health Communities was partially effective in making progress toward the goal. Attendance rates increased slightly from 93.7% to 94.2%, and suspension rates decreased for All students from 5.1% to 4.3%, including notable improvements for FY (-3.2) and SED/LI students (-1.1). However, chronic absenteeism increased significantly for All students (+7.6) and disproportionately for FY (+17.8), HY (+10.6), and ELs (+8.0). Student, parent, and staff perceptions of belonging declined, including staff perceptions decreasing from 96% to 86%, while perceptions of caring learning environments and mental wellness supports also declined for most student groups, particularly HY, indicating continued challenges in student connectedness and mental health engagement.

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 Goal 3 actions show stable performance in some structural indicators alongside significant declines in student engagement, connectedness, and chronic absenteeism that informed targeted refinements. District outcomes reflect sustained investment in facilities, technology access, and mental health infrastructure, while persistent disparities for FY, HY, SWD, ELs, and SED/LI students—and declines in perceptions of belonging and caring learning environments across multiple stakeholder groups—informed the refinements below.

Goal 3 analysis identified several actions as partially effective, prompting refinements for the 2026–27 plan:

- Action 3.1 Ensure Digital Landscape Safety will receive increased funding to account for rising costs associated with maintaining digital safety infrastructure, sustaining the near-universal access reflected in 96% student and 98% parent agreement.
- Action 3.6 Mental Health Support: Tailored Services for Student Well-Being will receive increased funding to cover the cost of MFT Interns, ensuring fully staffed sites and consistent supports in response to declines in student perceptions of access to counseling and mental wellness supports, particularly among FY (-3.0) and HY (-11.0), and broader declines in perceptions of a caring learning environment.
- Across all Goal 3 actions, the District will apply an increased and more deliberate focus on addressing the systemwide declines surfaced in the data, including the increase in chronic absenteeism for All students (+7.6) and the disproportionate increases for FY (+17.8), HY (+10.6), SWD (+9.7), SED/LI students (+8.3), and ELs (+8.0); persistent suspension disparities among FY (17.8%), HY (7.5%), African American (8.5%), and SWD (7.8%); and declines in educational partner perceptions of belonging and caring learning environments. The financial resources for Actions 3.2 and 3.7 will change as a result, and the targeted focus and direction of implementation will be sharpened to address these areas, including refined coordination across attendance, behavior, mental health, and site-level engagement strategies.

As a result of meeting some of the Year 3 outcome targets, the following metrics were revised upward to reflect the District's commitment to continuous growth: M3.1 and M3.7.

The LREBG funded action description for Action 3.3 has been modified to include the 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.

No changes have been made to the goal itself. The District will prioritize deeper implementation, cross-departmental alignment, and the use of real-time data to address persistent gaps, particularly for FY, HY, SWD, ELs, and SED/LI students.

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.	$789,047.00	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 metrics: M1.4 and M1.5.	$3,245,546.00	Yes
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.	$385,466.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 $271,192 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.		
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.	$12,605,518.00	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.	$3,169,557.00	Yes
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	$6,126,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effectiveness of this action will be measured through its impact on the following metrics: M1.28 and M3.5.		
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.	$90,328.00	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.	$3,676,286.00	Yes
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	$5,508,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
		through its impact on the following metrics: M1.4, M1.5, M1.28, M3.4, and M3.8.		
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 $1,350,000 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.	$1,879,552.00	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 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 2025-2026, 99.3% of students overall have at least one parent account in the Aeries Parent Portal and 95.7% of students overall have at least one contactable parent via ParentSquare.	In 2026-27, the District will maintain the 98% of students who have at least one parent Aeries Parent Portal/Parent Square Accounts attached.	2.3% increase
4.2	Parent/Guardian's Response to "My student's school creates a welcoming environment for me and families in my 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 the families in their community.	In 2024-2025, 94% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for the families in their community.	In 2025-2026, 90% of parents/guardians agree/strongly agree that their student's school creates a welcoming environment for the families in their 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 the families in their community.	3.00% decrease
4.3	Parent/Guardian's Response to "Staff at my student's school build trusting and respectful relationships with my family." Percentage of parents/guardians who agree/strongly agree Source: Annual LCAP Survey	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 their family.	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 their family.	In 2025-2026, 83% of parents/guardians agree/strongly agree that their student's school develops the capacity of staff to build trusting and respectful relationships with their family.	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 their family.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Parent/Guardian's Response to "My student's school makes efforts to learn about my family's strengths, cultures, languages, and goals for my student." 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 their 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 their family's strengths, cultures, languages, and goals for their children.	In 2025-2026, 70% 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 their family's strengths, cultures, languages, and goals for their children.	7.00% decrease
4.5	Parent/Guardian's Response to "My student's school encourages parents to be active partners in the education of my 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	2025-2026: All: 87% Agree/Strongly Agree EL: 92% Agree/Strongly Agree SED/LI: 92% Agree/Strongly Agree FY: 88% Agree/Strongly Agree SWD: 87% 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: No change EL: +6% SED/LI: +2% FY: +17% SWD: +24%
4.6	Parent/Guardian's Response to the LCAP Survey Number of Students Represented by the Responses in the LCAP Survey, including the percentage of EL,	2023-2024: All Students Represented: 1,034 Percentage of Students Represented who are ELs: 6%	2024-2025: All Students Represented: 1,436 Percentage of Students Represented who are ELs: 7.8%	2025-2026: All Students Represented: 862 Percentage of Students Represented who are ELs: 6%	2026-2027: All Students Represented: 5,000 Percentage of Students Represented who are ELs: 8%	All Students Represented: -172 Percentage of Students Represented who are ELs: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SED/LI, FY and SWD Students Represented Source: Annual LCAP Survey	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 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 SED/LI: 10% Percentage of Students Represented who are FY: 1% Percentage of Students Represented who are SWD: 10%	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%	Percentage of Students Represented who are SED/LI: -4.00% Percentage of Students Represented who are FY: No change Percentage of Students Represented who are SWD: 6.00% increase

Goal Analysis [2025-26]

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

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

Action 4.1 Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS was fully implemented through ongoing staff training, increased family engagement opportunities, and expanded use of communication tools including the Aeries Parent Portal and ParentSquare. Implementation followed the planned focus on improving data access and communication, with added emphasis on training staff and families to navigate District systems. Strengths included broader promotion of available tools, expanded training opportunities, and improved access to information for students and families. No major implementation gaps were identified, though translating expanded access into measurable outcomes remained a challenge.

Action 4.2 District Tools for Bi-Directional Communication Between District and Educational Partners was fully implemented as planned, with digital communication platforms deployed to support engagement between schools, students, and educational partners. The District ensured high accessibility through integration of registration data into the communication system, enabling broad initial reach. A key strength was the automatic transfer of contact information collected during registration. A primary challenge was maintaining accurate and up-to-date contact information as changes occurred throughout the school year, impacting ongoing communication consistency.

Action 4.3 Translation Services for EL Families was partially implemented, as all schools received one-on-one and large-group translation devices and reception staff were trained, while training for administrative teams remains in progress. Implementation expanded beyond the original plan through additional device distribution to outreach staff and enhanced event support. Successes included increased access to

multilingual communication through devices and external translation services. Challenges included inconsistent staff training, which is why it remains ongoing, and technical barriers related to Wi-Fi bandwidth, which the District is addressing through dedicated network development.

Action 4.4 Family and Community Engagement Team was partially implemented, as key components such as the inaugural FACE Summit, expansion of the FACE Team to include family representatives, and increased survey outreach were completed, while ongoing efforts continue in training, outreach, and resource coordination. Implementation exceeded initial plans through high participation (350 attendees) and increased survey engagement, but barriers included limited targeted outreach to underrepresented groups, scheduling conflicts, inconsistent availability of translation devices, and capacity constraints for staff participation.

Action 4.5 Professional Development and Family Workshops was partially implemented, as professional learning for Assistant Principals of Achievement, RELA participation, ESL classes at two sites, and family workshops were provided, while expansion to additional sites and broader staff participation remains in progress. Successes included increased family leadership participation (+50%), expanded ESL access (+100%), and strong site representation on the FACE Team. Challenges included low attendance in trainings due to scheduling conflicts, limiting consistent implementation across sites, and the need to expand workshop access and targeted outreach.

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 which is common for school budgeting. Nevertheless, the District considers a variance of 10% (above or below) as a reportable material difference. The following information is intended to inform the reader of any material differences:

- Action 4.3 Translation Services for EL Families had a decrease of $26,559 primarily due to overestimates on costs of translation devices.

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

Action 4.1 Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS was partially effective in making progress toward the goal. Attendance increased slightly (+0.5 percentage points), suggesting improved monitoring and coordination of student engagement data. College and Career Indicator results improved for All students (+2.0), ELs (+3.5), and LTELs (+6.6), while graduation rates increased overall (+0.6) and for ELs (+3.8). However, chronic absenteeism increased significantly overall (+7.6) and among targeted groups, including FY (+17.8) and HY (+10.6). College and Career Indicator and graduation rates also declined for FY (-4.3 and -5.7, respectively) and HY (-4.6 and -5.2, respectively). These results suggest that enhanced access to and coordination of student data supported progress in some academic and readiness outcomes, but additional interventions are needed to address persistent attendance and achievement disparities among high-need student groups.

Action 4.2 District Tools for Bi-Directional Communication Between District and Educational Partners made measurable progress toward the goal. 99.3% of parents/guardians hold active Aeries and ParentSquare accounts, and 90% agreed that "My student's school creates a welcoming environment for all families in the community." Together, these metrics indicate broad access to communication tools and strong perceived connectivity between the district and educational partners. Maintaining current contact information remains a challenge that may limit sustained engagement over time. No student group differences were identified in the available data.

Action 4.3 Translation Services for EL Families was partially effective in progressing toward the goal. Parent and guardian perceptions of school climate and engagement were positive overall, with 90% of all parents and 93% of EL parents reporting that their student's school creates a welcoming environment. Similarly, 70% of all parents and 87% of EL parents agreed that schools make efforts to learn about their family's strengths, cultures, languages, and goals. The stronger responses from EL families suggest that translation services and language-access supports contributed to increased engagement and inclusivity for the intended student group. However, the gap between perceptions of a welcoming environment and culturally responsive engagement indicates opportunities to strengthen implementation consistency and deepen family partnerships across all schools.

Action 4.4 Family and Community Engagement Team was partially effective, as family engagement metrics indicate strong but uneven progress. Parent perceptions remained high, with 90% reporting welcoming environments, 83% indicating staff capacity to build relationships, and 87% reporting encouragement for partnership, including higher rates among EL (92%) and SED/LI (92%) families. Increased survey participation (+50%) and 900 responses suggest improved engagement. Graduation rates reached 91.8% overall, though lower outcomes for FY (71.7%), EL (81.3%), and SWD (81.3%) indicate continued disparities, reflecting the need for more targeted engagement.

Action 4.5 Professional Development and Family Workshops was partially effective, as outcomes show mixed progress across metrics. College and Career readiness reached 57.1% (Green), and graduation rates were 91.8%, but lower outcomes persisted for EL (26.8% CCI; 81.3% graduation), FY (19.0% CCI; 71.7% graduation), and SWD (16.8% CCI; 81.3% graduation). Family engagement metrics remained strong, with 90% reporting welcoming environments and 87% overall (92% EL and SED/LI) reporting encouragement for partnership. Results indicate positive engagement impacts, though inconsistent implementation limited stronger academic gains across student groups.

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 Goal 4 actions show strong performance in family engagement and communication access alongside uneven impact on academic outcomes for targeted student groups. District outcomes reflect sustained investment in bi-directional communication systems, translation services, and family engagement infrastructure, while persistent disparities in graduation and College and Career Indicator outcomes for FY, EL students, and SWD informed the refinements below.

Goal 4 analysis identified several actions as partially effective, prompting refinements for the 2026–27 plan:

- Across Goal 4 actions, the District will apply an increased and more deliberate focus on aligning family engagement and communication strategies with the academic outcome disparities surfaced in the data, including lower College and Career Indicator and graduation outcomes for FY (19.0% CCI; 71.7% graduation), ELs (26.8% CCI; 81.3% graduation), and SWD (16.8% CCI; 81.3% graduation). Refinements will emphasize culturally responsive engagement practices to close the gap between general welcoming-environment perceptions (90%) and lower perceptions of staff efforts to learn about family strengths, cultures, languages, and goals (70%), and will strengthen coordination between family engagement staff and site-level academic teams to translate strong engagement metrics into improved student outcomes for targeted groups.

No substantive changes have been made to financial resources for Goal 4 actions. No changes have been made to the goal itself. The District will prioritize deeper implementation, cross-departmental alignment, and the use of real-time data to address persistent gaps, particularly for FY, EL students, and SWD.

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.	$238,241.00	No
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.	$238,527.00	Yes
4.3	Expanding Communication with Educational Partners	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.	$115,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Through Translation Services	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.		
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 FACE 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.	$186,413.00	Yes
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	$164,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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 2025-2026, 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 [2025-26]

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

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

Action 5.1 Fiscal Oversight Staff was fully implemented as planned, with the Assistant Superintendent of Business Services collaborating regularly with all divisions to support fiscal planning and oversight. Fiscal oversight staff engaged in ongoing coordination aligned to maintaining fiscal solvency. A key strength was consistent cross-departmental collaboration supporting budget alignment to student programs. No substantive differences from the planned action were noted, and no major implementation challenges were identified.

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 Fiscal Oversight Staff was effective in making progress toward the goal. The District maintained an unmodified audit opinion and positive certifications of interim financial reports, with no change from the prior year. These results indicate continued fiscal stability and effective oversight practices. The consistency across both audit outcomes and interim reporting reflects sustained effectiveness of collaborative fiscal planning and monitoring structures.

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 Goal 5 actions show sustained fiscal stability and effective oversight practices. District outcomes reflect continued effectiveness of collaborative fiscal planning and monitoring structures, with the District maintaining an unmodified audit opinion and positive certifications of interim financial reports.

No refinements to actions, metrics, or target outcomes are planned for the 2026–27 plan. No changes have been made to the goal itself. The District will continue to prioritize fiscal solvency, transparency, and collaborative oversight in support of all educational partners.

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.	$703,705.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The District will improve academic achievement and career readiness at VVHS and CCDS, 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, HY, SED, and Hispanic student groups, improving ELPI rate for EL and LTEL students, and improving the college and career indicator readiness for EL, LTEL, HY, SED, and Hispanic student groups at VVHS and CCDS, 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% and the SED/LI rate being greater than 75%.

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 included All students, SED/LI, and Hispanic students. In 2025, no student groups remained in the red for CAASPP ELA or Math; however, academic achievement remains a key priority for 2026-27 given the persistence of performance gaps across student groups.

- 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, though disparities in suspension rates persisted. In 2025, school climate concerns deepened at both sites: SWD at VVHS were rated in the red, and at CCDS, both All students and SED/LI were rated in the red. Disparities in suspension rates remain and continue to be an area of focused intervention.
- Graduation Rate: The red rating for graduation rates at VVHS highlights a critical need to support students in successfully completing their high school education. In 2024, no student groups remained in the red for graduation rate, though disparities persisted. In 2025, the HY and HIS student groups at VVHS remained in the red for graduation rate. Ensuring equitable graduation outcomes across all student groups, particularly those with the highest barriers to completion, remains a central focus at both VVHS and CCDS.
- College and Career Indicator Readiness: VVHS's low rating on the College and Career Indicator for various student groups emphasizes the need to improve outcomes related to post-secondary readiness. In 2024, the students in the red for CCI included All students, EL, LTEL, SED, and Hispanic students. In 2025, those groups remained in the red, with HY added as an additional group of concern. Addressing these persistent disparities is essential to ensuring students are adequately prepared for future academic and career pursuits.
- English Language Proficiency: VVHS's red ratings on the CA Dashboard for ELs and LTELs in the ELPI reflect the need to support students' language acquisition and demonstration of proficiency. In 2025, ELPI ratings for EL and LTEL students at VVHS shifted from red to orange, representing measurable progress. However, English language proficiency remains an ongoing priority, as growth in this area directly supports outcomes across other indicators, including CAASPP and CCI.

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.

Educational partners at VVHS and CCDS have consistently provided recommendations to guide the Equity Multiplier Funds initiative, emphasizing the importance of fostering a positive school climate, improving graduation rates and English proficiency, and promoting college and career readiness — particularly for student groups in the red on the Dashboard. Partners have stressed the need for ongoing, high-quality professional development to effectively address students' diverse needs, stronger family and community engagement, and increased access to resources that prepare students for post-secondary success. In 2025-2026, the 2025 California Dashboard data were presented to educational partners at both sites. Partners acknowledged incremental growth in key areas, particularly noting the student groups that moved out of the red as evidence of progress, and indicated continued support for the same priorities. While suspension rates were identified as an ongoing concern, partners recognized the significant improvements the schools have made toward building a positive school climate through a range of strategies and expressed confidence in the continued direction. These recommendations continue to shape the programs and services at Valley View High School and Community Day School, ensuring they reflect the needs of all students and support 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 2024-2025, VVHS ELA scores on CAASPP: • All students: -175.9 DFS, ORANGE • SED/LI: -167.7 DFS, ORANGE • HI students: -177 DFS, ORANGE • EL: -195.4 DFS • LTEL: -204.9	In 2025-2026, VVHS ELA scores on CAASPP: • All students: -175 DFS • SED/LI: -167 DFS • HI students: -176.8 DFS • EL: -195.3 DFS • LTEL: -191.5 DFS	All students: +69.5 DFS, From RED to ORANGE SED/LI: +62.5 DFS, From RED to ORANGE HI students: +50.5 DFS, From RED to ORANGE EL: +32.3 DFS LTEL: +36.6
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	In 2023-24, VVHS Math scores on CAASPP: • All students: -290.3 DFS, RED • SED/LI: -290.3 DFS, RED	In 2024-2025, VVHS Math scores on CAASPP: • All students: -245.7 DFS, ORANGE • SED/LI: -241.3 DFS, ORANGE	In 2025-2026: • All students: -228 DFS • SED/LI: -233.3 DFS • HI students: -229.9 DFS • EL: -228.5 DFS	All students: +32.3 DFS, From RED to ORANGE SED/LI: +32.0 DFS, From RED to ORANGE HI students: +23.7 DFS, From RED to ORANGE EL: +18.7 DFS LTEL: +22.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Data from 2024 Dashboard	• HI students: -284 DFS, RED • EL: -290.8 DFS • LTEL: -285.5 DFS	• HI students: -246.2 DFS, ORANGE • EL: -260 DFS • LTEL: -263.2 DFS	• LTEL: -223.2 DFS	
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 2024-2025, VVHS Graduation Rates: • All students: 75.5%, ORANGE • EL: 69%, ORANGE • LTEL: 71.4%, ORANGE • HY: 64.5%, RED • SED/LI: 74.4%, ORANGE • HI students: 76.8%, RED	In 2025-2026, VVHS Graduation Rates: • All students: 78% • EL: 80.6% • LTEL: 87% • HY: 83.6% • SED/LI: 80% • HI students: 83%	All students: +14.6%, From RED to ORANGE EL: +8.5%, From RED to ORANGE LTEL: -12.2%, From GREEN to ORANGE HY: +13.6%, no change in color SED/LI: +13.9%, From RED to ORANGE HI students: +16.3%, no change in color
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	2024-2025: • 25.6% Disagree or Strongly	2025-2026: • 25.1% Disagree or Strongly	2026-27: • 35% Disagree or Strongly	I am involved in my school community: -10.40 percentage points (25.1% vs. 35.5%)

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	am involved in 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.	Disagree - 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	Disagree - I am involved in my school community. • 30.6% Disagree or Strongly Disagree - I can create professional documents including spreadsheets, charts, and graphs. • 12.5% Disagree or Strongly Disagree - I have read about my culture, identity, and communit	Disagree - I am involved in my school community. • 39% Disagree or Strongly Disagree - I can create professional documents including spreadsheets, charts, and graphs. • 15.2% Disagree or Strongly Disagree - I have read about my culture, identity, and communit	I can create professional documents including spreadsheets, charts, and graphs: -11.60 percentage points (30.6% vs. 42.2%) I have read about my culture, identity, and community in my classrooms: -5.70 percentage points (12.5% vs. 18.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 18.2% Disagree or 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.	training or 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. • Question Discontinued - What I read in class speaks to my values and/or interests.	y in my classrooms.	y in my classrooms.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 • SED/LI: 17.5%, ORANGE • HI students: 21.9%, ORANGE	2024-2025: VVHS Suspension Rates: • All students: 6.3%, YELLOW • SED/LI: 6.6%, YELLOW • SWD: 10.5%, ORANGE • AA students: NO DATA • HI students: 5.1%, GREEN CCDS Suspension Rates: • All students: 27%, RED • SED/LI: 30.3%, RED • HI students: 24%	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%, From RED to YELLOW SED/LI: -4.8%, From RED to YELLOW SWD: -9.2%, From RED to ORANGE AA students: N/A HI students: -6.0%, From RED to GREEN CCDS Suspension Rates: All students: -11.3%, no change in color SED/LI: -8.8%, no change in color HI students: -17.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025: VVHS College/Career Indicator: • All students: 1.6%, RED • EL: 0%, RED • LTEL: 0%, RED • HY: 3.2%, RED • SED/LI: 1.7%, RED • HI students: 1%, RED	2025-2026: VVHS College/Career Indicator: • All students: 4% • EL: 5.8% • LTEL: 4.4% • HY: 7% • SED/LI: 4% • HI students: 4%	All students: -0.5%, From LOW to RED EL: -2.9%, From LOW to RED LTEL: -4.1%, From LOW to RED HY: +3.2%, From LOW to RED SED/LI: -0.4%, From LOW to RED HI students: -0.6%, From LOW to RED
6.7	Student Feedback for VVHS Percentage of Students who disagree/strongly disagree with the following statements: • "My school fosters an appreciation of student diversity" • "Students at my school treat each other with respect"	2023-2024: VVHS School Climate Survey • 12.4% Disagree or Strongly Disagree - My school fosters an appreciation of student diversity • 17.5% Disagree or Strongly	2024-2025: VVHS School Climate Survey • 6.0% Disagree or Strongly Disagree - My school fosters an appreciation of student diversity	2025-2026: VVHS School Climate Survey • 5.0% Disagree or Strongly Disagree - My school fosters an appreciation of student diversity	2026-2027: VVHS School Climate Survey • 5.7% Disagree or Strongly Disagree - My school fosters an appreciation of student diversity	My school fosters an appreciation of student diversity: -7.40 percentage points Students at my school treat each other with respect: -0.50 percentage points My school prepares students for state

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• "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 - 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 entrance requirements) for all students. • 10.3% Disagree or Strongly Disagree - My school	• 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, and ELPAC) • 8.0% Disagree or Strongly Disagree - My school provides	• 17.0% Disagree or Strongly Disagree - Students at my school treat each other with respect • 11.0% Disagree or Strongly Disagree - My school prepares students for state standardized testing (CAASPP, CAST, and ELPAC) • 11.0% Disagree or Strongly Disagree - My school provides	• 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, and ELPAC) • 7.7% Disagree or Strongly Disagree - My school provides	standardized testing (CAASPP, CAST, and ELPAC): -5.50 percentage points My school provides pathways for A-G completion (UC and CSU entrance requirements) for all students: -1.50 percentage points My school provides career events, such as Career Fairs: +4.70 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provides career events, such as Career Fairs.	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.	pathways for A-G completion (UC and CSU entrance requirements) for all students. • 15.0% Disagree or Strongly Disagree - My school provides career events, such as Career Fairs.	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.	
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.	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	2024-2025: VVHS ELPI: • All Students: 34.1%, ORANGE • EL: 34.1%, ORANGE • LTEL: 31.6%, ORANGE	2025-2026: VVHS ELPI: • All Students: 34.2% • EL: 34.2% • LTEL: 31.8%	All Students: -13.4% EL: -13.4%, LTEL: +4.1%, From RED to ORANGE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*New metric added in 2025					

Goal Analysis [2025-26]

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

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

Action 6.1 Provide High-Quality Professional Development was partially implemented, as professional learning is ongoing and not fully completed within the year. The District delivered PD focused on ELA and Math instruction, trauma-informed practices, student group strategies, and emerging areas such as AI and content-specific supports. Implementation strengths included staff willingness to engage in learning, strong District support through instructional coaching and technology, and interest in site-based opportunities. A key challenge was limited staff participation in off-site conferences, which constrained broader exposure to external professional learning opportunities.

Action 6.2 Strengthen Family and Community Partnerships was fully implemented as planned, including monthly Family Nights with workshops and resource access, two annual Career Fairs, Coffee with the Principal events, ELAC meetings, and mental health resource fairs. Implementation strengths included consistent scheduling of engagement opportunities and a range of topics aligned to student and family needs. These structures supported ongoing outreach and connection. No major implementation barriers were noted, and activities were sustained throughout the year as intended.

Action 6.3 Expand Access to College and Career Readiness Resources was fully implemented, including expansion of CTE pathways, addition of a Film/TV production ROP course, development of new pathway courses, and restructuring of the master schedule to increase pathway completion. The District also increased access to dual enrollment, hosted college and career fairs, and provided extended learning opportunities such as robotics competitions and field trips. Strengths included strong program expansion, increased partnerships, and resource allocation for CTE growth. No major implementation barriers were noted, and efforts were sustained throughout the year.

Action 6.4 Foster a Positive School Climate was partially implemented. The District provided expanded mental health services through a Wellness Together contract and added student support providers, while nutrition support and on-site laundry services were fully implemented. Leadership class support continued, contributing to increased student engagement. However, the planned Wellness Center and additional staffing were not implemented due to cost constraints. Strengths included expanded service access and consistent student supports, while fiscal limitations impacted full realization of planned facilities and staffing.

Action 6.5 Provide Targeted Academic Support was partially implemented. The District provided after-school tutoring, professional learning on the ExactPath diagnostic tool, and implemented a Cognitive Skills course focused on SEL and executive functioning. Staffing support increased through additional ELD paraeducators, with continued hiring in progress. Strengths included expansion of targeted courses and diagnostic tools to support intervention. However, low participation in after-school tutoring and delays in staff hiring limited the implementation and impact of planned extended learning opportunities.

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 which is common for school budgeting. Nevertheless, the District considers a variance of 10% (above or below) as a reportable material difference. The following information is intended to inform the reader of any material differences:

- Action 6.1 Provide High Quality Professional Development had an increase of $27,685 primarily due to increased costs of providing an additional scope of services for professional learning.
- Action 6.3 Expand Access to College and Career Readiness Resources had an increase of $107,819 due to providing additional instructional materials and supplies that came in at higher costs than anticipated.
- Action 6.4 Foster a Positive School Climate had an increase of $21,962 due to increases in contracted services.
- Action 6.5 Provide Targeted Academic Support had a decrease of $28,823 primarily due to program staff hiring delays.

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

Action 6.1 Provide High-Quality Professional Development was partially effective in advancing progress toward the goal. CAASPP ELA scores improved from -245.3 to -175.9 DFS (+69.4) and Math from -290.3 to -245.7 DFS (+44.6), with all major student groups shifting from Red to Orange, including SED/LI (+76 ELA; +49 Math) and Hispanic students (+68.1 ELA; +37.8 Math). EL and LTEL groups also showed gains but remained lower-performing. In contrast, graduation rates declined from 77.9% to 75.5%, with sharper decreases among EL (-11.3) and HY (-18.8). Student survey data showed improvement in technical skills (37.3% of students disagree/strongly disagreed to only 30.6% of students disagree/strongly disagreed) and cultural relevance (18.6% to 12.5%), while school connectedness remained stable.

Action 6.2 Strengthen Family and Community Partnerships produced mixed results. School climate perceptions improved modestly, with disagreement declining on items related to diversity (6.0% to 5.0%) and access to career events (17.0% to 15.0%). Outcome data, however, was uneven. Suspension rates at VVHS held stable at 6.3%, with Hispanic student rates improving from 5.7% to 5.1%; CCDS rates rose from 21.4% to 27.0%. Graduation rates declined District-wide from 77.9% to 75.5%, with steeper declines among ELs (-11.3 percentage points) and HY (-18.8 percentage points). College and Career Indicator outcomes fell from 3.7% to 1.6%, with EL and LTEL students at 0%. These outcome trends warrant focused attention in the coming cycle.

Action 6.3 Expand Access to College and Career Readiness Resources was partially effective in making progress toward the goal. College and Career Indicator outcomes declined from 3.7% to 1.6%, with EL and LTEL at 0%, reflecting the transition to new pathways. Graduation rates also decreased from 77.9% to 75.5%, with notable declines among EL (-11.3), HY (-18.8), and Hispanic students (-6.0). Survey data showed improved perceptions of career event access (17.0% to 15.0%) and diversity (6.0% to 5.0%), while concern about A-G access increased (8.0% to 11.0%). These patterns indicate early implementation progress, with outcomes not yet realized across student groups.

Action 6.4 Foster a Positive School Climate was partially effective in making progress toward the goal. School climate survey data showed improvement in diversity perception (6.0% to 5.0%) and career awareness (17.0% to 15.0%), while peer respect declined (15.0% to 17.0%) and A-G awareness concerns increased (8.0% to 11.0%). Suspension rates at VVHS remained stable at 6.3%, with improvement among Hispanic students (5.7% to 5.1%), while SWD rates remained unchanged (10.5%). CCDS suspension rates increased from 21.4% to 27%.

Graduation rates declined from 77.9% to 75.5%, with significant decreases among EL (-11.3) and HY (-18.8), indicating mixed outcomes across student groups.

Action 6.5 Provide Targeted Academic Support was partially effective in making progress toward the goal. CAASPP ELA performance improved from -245.3 to -175.9 DFS (+69.4) and Math improved from -290.3 to -245.7 DFS (+44.6), with all major student groups moving from Red to Orange, including SED/LI students (+76 ELA; +49 Math) and Hispanic students (+68.1 ELA; +37.8 Math). EL and LTEL groups also demonstrated academic gains but continued to perform below other student groups. While suspension rates remained stable at 6.3%, graduation rates declined from 77.9% to 75.5%, including significant decreases for ELs (-11.3) and HY (-18.8). College and Career Indicator outcomes also declined from 3.7% to 1.6%, including 0% Prepared for ELs and LTELs. These results indicate that targeted academic supports contributed to improved academic achievement, but gains have not yet translated into improved graduation or college and career readiness outcomes for the District's highest-need student groups.

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 Goal 6 actions show measurable academic gains alongside concerning declines in graduation rates and college and career readiness outcomes that informed targeted refinements. District outcomes reflect significant CAASPP improvements at VVHS and CCDS, with ELA shifting from -245.3 to -175.9 DFS (+69.4) and Math from -290.3 to -245.7 DFS (+44.6), and all major student groups moving from Red to Orange. At the same time, graduation rate declines (77.9% to 75.5%), the College and Career Indicator drop from 3.7% to 1.6%, and disproportionate declines for EL (-11.3 graduation), HY (-18.8 graduation), and Hispanic students (-6.0 graduation) informed the refinements below.

Goal 6 analysis identified several actions as partially effective, prompting refinements for the 2026–27 plan:

- Action 6.4 will not include the addition of a second wellness center as previously planned. Allocated funds will be redistributed across the remaining components of the action to deepen existing school climate and student engagement supports, in response to mixed outcomes including the increase in CCDS suspension rates (21.4% to 27%) and declines in peer respect perceptions (15.0% to 17.0% disagreement).
- Actions 6.1 and 6.2 were overspent during the prior cycle as the District shifted focus to address emerging needs at VVHS and CCDS. The 2026–27 allocations have been adjusted to reflect actual implementation requirements for sustained professional development and family and community partnership work.
- Action 6.3 will receive increased funding to support staffing for the development of a robotics program and further expansion of CTE pathways, in response to the College and Career Indicator decline from 3.7% to 1.6%, including 0% outcomes for EL and LTEL students.
- Across all Goal 6 actions, the District will apply an increased and more deliberate focus on addressing the graduation rate declines for EL, HY, and Hispanic students, and the persistent gaps in College and Career Indicator outcomes for EL, LTEL, HY, SED/LI, and Hispanic students. While the goal's structural design will not change, refinements will emphasize coordination between academic intervention, attendance, family engagement, and pathway development efforts to translate CAASPP gains into improved graduation and postsecondary readiness outcomes.

As a result of meeting some of the Year 3 outcome targets, the following metrics were revised upward to reflect the District’s commitment to

continuous growth: M6.1 and M6.8.

No changes have been made to the goal itself. The District will prioritize deeper implementation, cross-departmental alignment, and the use of real-time data to address persistent gaps, particularly for EL, LTEL, HY, SED/LI, and Hispanic students at VVHS and CCDS.

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.	$92,616.00	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.	$83,836.00	No

Action #	Title	Description	Total Funds	Contributing
		-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. 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 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.	$172,099.00	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	$173,650.00	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, particularly in ELA and Math. This action will entail the following areas of support services:	$200,057.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$65,971,799	$6,257,668

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
23.784%	0.000%	$0.00	23.784%

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 student groups in the following areas, as demonstrated by their performance on the California School Dashboard when compared to the “all” student groups:	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
	CAASPP ELA: All students (44 points above standard), EL (78.6 below standard,), FY (83.5 below standard), SED/LI (26.5 above standard) CAASPP Math: All students (59.1 points below standard) EL (152.1 below standard), FY (193.1 below standard), SED/LI (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 **Need:**	By addressing financial limitations, transportation issues, and lack of awareness, this action mitigates barriers that might prevent students from taking the PSAT and SAT.	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
	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	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/LI 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. Addressing these gaps by equipping students with the necessary technology and support is a need and ensures equitable access to	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
	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 student 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.	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 analysis to see if participation increases student achievement in the College and Career Indicator.	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
	Scope: LEA-wide	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 student 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:** LEA-wide	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
1.8	**Action:** Expand CTE Programs and Access **Need:**	Research shows that providing comprehensive CTE course offerings and expanding pathways expands students' capacity to engage in meaningful learning that has direct implications for	M1.12, M1.14, and M1.15

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 student 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	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.	
1.9	**Action:** Provide Career Exploration and Experiences **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student 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	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 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.	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
	provided with opportunities to explore careers and increase their post-secondary readiness. **Scope:** LEA-wide		
1.14	**Action:** Achievement Monitoring and Targeted Support **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student 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 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	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
1.15	**Action:** Targeted Support and Interventions to Remediate Credit and Learning Loss	The action targets students from the identified student groups by offering credit recovery, grade remediation, and various support programs to EL,	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
	Need: There are disparities in outcomes for ELs, SED/LI, and FY student 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:** LEA-wide	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.	
1.17	**Action:** School Library Services and Access **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student 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)	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	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
	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	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.	
1.21	**Action:** Fostering School Connectedness for EL, SED/LI, and FY Students **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student 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	Research shows that by improving students' connection to school, students will have an 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.	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
	provided targeted opportunities for increasing their connectedness to the school community. **Scope:** LEA-wide		
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 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	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 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.	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
	student groups receive targeted training to support their instruction. **Scope:** LEA-wide		
2.3	**Action:** Targeted Professional Learning for Teachers of Dually Identified Students of SWD, EL and SED **Need:** There are significant disparities in academic outcomes for students who dually identify as SWD and EL, as well as those who dually identify as SWD and SED, when compared to the "all" student group, as demonstrated by 2024–2025 CAASPP results: CAASPP ELA — Percentage Meeting or Exceeding Standard: All students: 68.05% SWD + SED: 23% SWD + EL: 12% CAASPP Math — Percentage Meeting or Exceeding Standard: All students: 34.42% SWD + SED: 5% SWD + EL: 2% Educational partner feedback gathered through the District's LCAP stakeholder	This action is provided on an LEA-wide basis because students who dually identify as SWD and EL, and SWD and SED, are enrolled at every comprehensive and alternative site in the District. District-wide deployment ensures that every teacher of these students, regardless of site, receives training calibrated to their compounded instructional needs. The action is principally directed at unduplicated pupils through research-based professional learning focused on integrated English Language Development within specially designed instruction for SWD+EL students, and instructional practices responsive to the effects of socioeconomic disadvantage for SWD+SED students. Priority access to this professional learning is extended to teachers serving the highest concentrations of intersection-identified students.	M1.8, M1.10, M2.3, M2.4, M2.7

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
	engagement process — including input from staff, students, and families across all comprehensive sites — identified the need for sustained, targeted professional learning that equips teachers to deliver specially designed instruction integrated with language acquisition strategies and supports responsive to the effects of socioeconomic disadvantage. Staff feedback further indicated a need for shared ownership of SWD outcomes across general education and special education staff, reinforcing the requirement for District-wide professional learning principally directed at improving instruction for SWD who are also EL and/or SED. **Scope:** LEA-wide		
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 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%		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
	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		
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 student 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 increase their college-going confidence. **Scope:** LEA-wide	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 remaining student groups in the red on the metrics used to measure the effectiveness of 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
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/LI students due to their unique academic challenges and disparities. There are disparities in outcomes for ELs, SED/LI, and FY student 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 strong desire to see teachers provided with the necessary professional learning required to improve student learning and decrease disparities in outcomes. **Scope:**	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
	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 necessary professional learning required to improve student learning in mathematics. **Scope:** LEA-wide	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
2.11	**Action:** CTE Pathway Development **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student groups in the following areas, as demonstrated by their performance	CTE teachers will be included in certificated professional development to increase CTE completers and augment CTE completer rate for SWD, EL, SED/LI students, and FY. The District will monitor enrollment and academic success in these courses and provide teachers with professional learning targeted to support SWD,	M1.12 and M1.15

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
	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	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.	
2.12	**Action:** Instructional Coaches **Need:** There are disparities in outcomes for ELs, SED/LI, and FY student 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).	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. 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.	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
	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	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 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.	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. 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.	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
	Scope: LEA-wide		
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: 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.	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. 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.	M1.16, 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
	Scope: LEA-wide		
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: 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	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 supports for all student groups, specifically those remaining student groups in the red on the metrics used to measure the effectiveness of this action.	M1.24, M2.9, M3.1, and M3.2
3.6	**Action:** Mental Health Support: Tailored Services for Student Well-Being **Need:**	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.	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
	EL, SED/LI, and FY students 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% 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	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.	
3.7	**Action:** SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	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	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
	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%, 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	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 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 students are statistically more likely to feel less connected to their schools' communities or to have teachers who	Ensuring teachers' caseloads increases the ability of the teacher to provide targeted academic support to SED/LI, FY, and EL students 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.	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
	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 students are provided with classroom communities and teachers that have the capacity to meet their unique needs. Chronic Absenteeism Rate: • In 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% • 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/LI students. **Scope:** LEA-wide	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.	
3.11	**Action:** Fostering Mental Health Communities	Research demonstrates that when students have their mental and emotional well-being addressed,	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
	Need: EL, SED/LI, and FY students 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 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	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 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**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 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	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 work 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 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.	M4.1 and M4.2
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.	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	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
	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: 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	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. Promoting the FACE Survey District-wide 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	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.	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
	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 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	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 and a deeper understanding of how to support their children's academic success.	

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
	academic opportunities and available resources for students. **Scope:** LEA-wide		

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%	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
	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) 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	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
	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 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	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	M1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 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)	needs are enrolled in and supported throughout their time in the Newcomer Program.	
1.20	**Action:** Targeted Progress Monitoring and Academic Support for FY and HY Students **Need:** There are disparities in outcomes for FY and 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:	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 FY and HY 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	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
	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) 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 and 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)	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 the CAASPP in ELA and Math, graduation rates, and the CCI.	
2.4	**Action:** Targeted Professional Learning for Teachers of English Learners **Need:**	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	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
	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 learning required to provide targeted instructional supports. **Scope:** Limited to Unduplicated Student Group(s)	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.	
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	The District will provide training for support personnel to provide comprehensive supports for FY, HY, 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
	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. **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 Focus Interpreting 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 Focus Interpreting 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	1:34.80	1:30.59
Staff-to-student ratio of certificated staff providing direct services to students	1:21.40	1:20.35

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$277,378,903	65,971,799	23.784%	0.000%	23.784%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$74,687,193.00	$15,275,385.00	$13,920,737.00	$3,483,354.00	$107,366,669.00	$94,245,651.00	$13,121,018.00

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	$1,503,744.00	$140,250.00	$1,643,994.00				$1,643,994.00	
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	$414,415.00	$150,000.00	$414,415.00			$150,000.00	$564,415.00	
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	$24,440.00	$175,000.00	$199,440.00				$199,440.00	
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	$65,000.00	$65,000.00				$65,000.00	
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	$637,583.00	$3,228,514.00	$3,708,666.00	$157,431.00			$3,866,097.00	
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	$497,922.00	$29,000.00	$29,000.00	$497,922.00			$526,922.00	

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	$10,046,751.00	$0.00	$10,046,751.00				$10,046,751.00	
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	$22,500.00	$22,500.00				$22,500.00	
1	1.10	Utilize Peer Mentors as Academic Supports	All	No			All Schools	2024-2027	$1,062,828.00	$0.00		$837,668.00		$225,160.00	$1,062,828.00	
1	1.11	Progress Monitoring for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$2,528,972.00	$92,501.00	$2,407,682.00	$0.00		$213,791.00	$2,621,473.00	
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	$4,027,640.00	$224,067.00	$2,541,353.00			$1,710,354.00	$4,251,707.00	
1	1.13	Newcomer EL Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Chaffey High School	2024-2027	$818,336.00	$2,500.00	$820,836.00				$820,836.00	
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	$3,228,322.00	$0.00	$3,084,932.00	$143,390.00			$3,228,322.00	
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	$7,593,066.00	$309,250.00	$4,817,193.00	$2,798,487.00		$286,636.00	$7,902,316.00	
1	1.16	Monitoring and Expanding Access to Instructional Materials	All	No			All Schools	2024-2027	$0.00	$302,758.00	$0.00	$302,758.00			$302,758.00	
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	$4,031,832.00	$2,700.00	$4,034,532.00				$4,034,532.00	

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	$4,564,317.00	$0.00		$4,564,317.00			$4,564,317.00	
1	1.19	Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities	Students with Disabilities	No				2024-2027	$0.00	$262,776.00		$189,443.00	$73,333.00		$262,776.00	
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	$854,311.00	$70,000.00	$711,625.00	$212,686.00			$924,311.00	
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	$17,263,500.00	$21,190.00	$17,284,690.00				$17,284,690.00	
2	2.1	Comprehensive Professional Learning and Collaboration	All	No			All Schools	2024-2027	$334,936.00	$48,000.00		$354,939.00		$27,997.00	$382,936.00	
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	$219,529.00	$0.00	$140,529.00	$79,000.00			$219,529.00	
2	2.3	Targeted Professional Learning for Teachers of Dually Identified Students of SWD, EL and SED	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$252,110.00	$0.00	$252,110.00				$252,110.00	
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	$327,191.00	$0.00	$122,440.00			$204,751.00	$327,191.00	
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	$5,698.00	$0.00	$5,698.00				$5,698.00	
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	$37,576.00	$0.00	$37,576.00				$37,576.00	
2	2.7	Targeted Professional Learning on Integration of Trauma-Informed	All	No			All Schools	2024-2027	$91,783.00	$0.00		$86,895.00		$4,888.00	$91,783.00	

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
		Practices and Social Emotional Learning														
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	$61,100.00	$65,000.00	$25,000.00	$101,100.00	$0.00		$126,100.00	
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	$261,848.00	$0.00	$200,408.00	$61,440.00			$261,848.00	
2	**2.10**	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	All	No			All Schools	2024-2027	$11,090.00	$0.00		$11,090.00			$11,090.00	
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	$31,040.00	$0.00	$24,440.00		$6,600.00		$31,040.00	
2	**2.12**	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,042,421.00	$0.00	$318,538.00	$504,507.00		$219,376.00	$1,042,421.00	
2	**2.13**	Induction Mentors	All	No			All Schools	2024-2027	$486,401.00	$0.00		$46,000.00		$440,401.00	$486,401.00	
3	**3.1**	Ensure Digital Landscape Safety	All	No			All Schools	2024-2027	$0.00	$789,047.00			$789,047.00		$789,047.00	
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	$3,245,546.00	$0.00	$3,245,546.00				$3,245,546.00	
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	$285,466.00	$100,000.00	$114,274.00	$271,192.00			$385,466.00	
3	**3.4**	Facilities Improvement and Maintenance	All	No			All Schools	2024-2027	$8,569,747.00	$4,035,771.00	$712,874.00		$11,892,644.00	$0.00	$12,605,518.00	
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	$3,169,557.00	$0.00	$3,169,557.00				$3,169,557.00	
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	All Schools	2024-2027	$5,646,250.00	$480,000.00	$3,926,221.00	$1,982,862.00	$217,167.00		$6,126,250.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
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	$90,328.00	$0.00	$90,328.00				$90,328.00	
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	$3,676,286.00	$0.00	$3,676,286.00				$3,676,286.00	
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	$5,508,355.00	$0.00	$5,508,355.00				$5,508,355.00	
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	$1,356,000.00	$529,552.00	$1,350,000.00			$1,879,552.00	
4	**4.1**	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	All	No			All Schools	2024-2027	$0.00	$238,241.00			$238,241.00		$238,241.00	
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	$123,524.00	$115,003.00	$238,527.00				$238,527.00	
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	$41,662.00	$73,600.00	$115,262.00				$115,262.00	
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	$182,913.00	$3,500.00	$186,413.00				$186,413.00	
4	**4.5**	Professional Development and Family Workshops: Parent and Community Opportunities for	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
		Targeted Engagement and Collaborative Support														
5	**5.1**	Fiscal Oversight Staff	All	No				2024-2027	$640,205.00	$63,500.00			$703,705.00		$703,705.00	
6	**6.1**	Provide High-Quality Professional Development	All	No			Specific Schools: VVHS, CCDS	2024-2027	$44,116.00	$48,500.00		$92,616.00			$92,616.00	
6	**6.2**	Strengthen Family and Community Partnerships	All	No			Specific Schools: VVHS, CCDS	2024-2027	$73,336.00	$10,500.00		$83,836.00			$83,836.00	
6	**6.3**	Expand Access to College and Career Readiness Resources	All	No			Specific Schools: VVHS, CCDS	2024-2027	$16,099.00	$156,000.00		$172,099.00			$172,099.00	
6	**6.4**	Foster a Positive School Climate	All	No			Specific Schools: VVHS, CCDS	2024-2027	$0.00	$173,650.00		$173,650.00			$173,650.00	
6	**6.5**	Provide Targeted Academic Support	All	No			Specific Schools: VVHS, CCDS	2024-2027	$148,007.00	$52,050.00		$200,057.00			$200,057.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$277,378,903	65,971,799	23.784%	0.000%	23.784%	$73,909,319.00	0.000%	26.646 %	**Total:**	$73,909,319.00
								LEA-wide Total:	$63,513,835.00
								Limited Total:	$10,395,484.00
								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	$1,643,994.00	
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	$414,415.00	
1	**1.3**	Provide Access for Assessments for College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,440.00	
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	$3,708,666.00	
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	$29,000.00	
1	1.8	Expand CTE Programs and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,046,751.00	
1	1.9	Provide Career Exploration and Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,500.00	
1	1.11	Progress Monitoring for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,407,682.00	
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,541,353.00	
1	1.13	Newcomer EL Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Chaffey High School	$820,836.00	
1	1.14	Achievement Monitoring and Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,084,932.00	
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,817,193.00	
1	1.17	School Library Services and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,034,532.00	
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	$711,625.00	
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,284,690.00	
2	2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,529.00	

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	2.3	Targeted Professional Learning for Teachers of Dually Identified Students of SWD, EL and SED	Yes	LEA-wide	English Learners Low Income	All Schools	$252,110.00	
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$122,440.00	
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,698.00	
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,576.00	
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,408.00	
2	2.11	CTE Pathway Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,440.00	
2	2.12	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$318,538.00	
3	3.2	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,245,546.00	
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	$114,274.00	
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	$3,169,557.00	

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	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,926,221.00	
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,328.00	
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	$3,676,286.00	
3	3.10	Maintaining Effective Classroom Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,508,355.00	
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	$238,527.00	
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,262.00	
4	4.4	Family and Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,413.00	
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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$105,795,376.00	$109,863,877.00

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	$1,581,940.00	$1,571,334.00
1	**1.2**	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	Yes	$559,704.00	$547,106.00
1	**1.3**	Provide Access for Assessments for College Readiness	Yes	$187,220.00	$101,517.00
1	**1.4**	Provide Instructional Technology and Supports for Staff for the Purpose of Providing Engaging and Effective Instruction	No	$50,000.00	$50,000.00
1	**1.5**	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	Yes	$3,216,896.00	$3,835,556.00
1	**1.6**	Higher Education Access through Campus Visits, Tours, Fairs, and Events	Yes	$50,000.00	$50,000.00
1	**1.7**	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	Yes	$620,149.00	$771,785.00
1	**1.8**	Expand CTE Programs and Access	Yes	$12,829,464.00	13,621,947.00
1	**1.9**	Provide Career Exploration and Experiences	Yes	$20,500.00	$20,249.00
1	**1.10**	Utilize Peer Mentors as Academic Supports	No	$957,360.00	$1,039,012.00

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	$2,416,255.00	$2,497,066.00
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	$4,098,385.00	$4,611,371.00
1	1.13	Newcomer EL Services	Yes	$819,975.00	$830,777.00
1	1.14	Achievement Monitoring and Targeted Support	Yes	$3,324,150.00	$3,621,792.00
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	$7,553,149.00	$7,403,201.00
1	1.16	Monitoring and Expanding Access to Instructional Materials	No	$264,228.00	$264,228.00
1	1.17	School Library Services and Access	Yes	$3,859,995.00	$4,034,467.00
1	1.18	Enhancing Academic Support for Students with Disabilities	No	$4,435,238.00	4,675,273.00
1	1.19	Targeted Instructional Materials to Support Academic Achievement of Students with Disabilities	No	$267,091.00	$285,760.00
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Yes	$863,426.00	$854,225.00
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	$17,697,230.00	$16,866,523.00
2	2.1	Comprehensive Professional Learning and Collaboration	No	$165,224.00	$172,688.00

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	Yes	$241,148.00	$205,792.00
2	2.3	Targeted Professional Learning for Teachers of Students with Disabilities	No	$67,023.00	$60,734.00
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	$311,803.00	$281,830.00
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	$36,000.00	$2,500.00
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	$31,300.00	$28,733.00
2	2.7	Targeted Professional Learning on Integration of Trauma-Informed Practices and Social Emotional Learning	No	$37,000.00	$37,838.00
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	Yes	$111,250.00	$102,258.00
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	$256,000.00	$119,218.00
2	2.10	Ethnic Studies Graduation Requirement Development, Collaboration, and Implementation	No	$70,900.00	$69,582.00
2	2.11	CTE Pathway Development	Yes	$11,562.00	$25,272.00
2	2.12	Instructional Coaches	Yes	$812,081.00	$858,112.00
2	2.13	Induction Mentors	No	$449,028.00	$443,523.00
3	3.1	Ensure Digital Landscape Safety	No	$391,968.00	$737,968.00
3	3.2	Home-to-School Transportation	Yes	$2,581,494.00	$2,503,798.00

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	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Yes	$113,662.00	$95,168.00
3	3.4	Facilities Improvement and Maintenance	No	$12,237,967.00	$13,513,545.00
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	Yes	$3,234,660.00	$3,404,775.00
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	$6,785,809.00	$7,289,093.00
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	$40,876.00	$35,134.00
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	$3,466,755.00	$3,218,067.00
3	3.10	Maintaining Effective Classroom Communities	Yes	$4,726,449.00	$4,855,096.00
3	3.11	Fostering Mental Health Communities	Yes	$1,729,552.00	$1,887,213.00
4	4.1	Communication and Coordination of Critical Metrics with Educational Partners via Aeries SIS	No	$217,945.00	$217,945.00
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	Yes	$227,868.00	$234,959.00
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	$111,712.00	$85,153.00
4	4.4	Family and Community Engagement Team	Yes	$178,014.00	$186,090.00

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	$692,335.00	$714,722.00
6	**6.1**	Provide High-Quality Professional Development	No	$81,500.00	$109,185.00
6	**6.2**	Strengthen Family and Community Partnerships	No	$159,817.00	$169,420.00
6	**6.3**	Expand Access to College and Career Readiness Resources	No	$96,458.00	$204,277.00
6	**6.4**	Foster a Positive School Climate	No	$213,033.00	$234,995.00
6	**6.5**	Provide Targeted Academic Support	No	$70,178.00	$41,355.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$61,663,272.00	$73,759,859.00	$75,334,920.00	($1,575,061.00)	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	$1,581,940.00	$1,571,334.00		
1	1.2	Increase Honors and AP (H/AP) Access for Underrepresented Student Groups	Yes	$409,704.00	$397,106.00		
1	1.3	Provide Access for Assessments for College Readiness	Yes	$187,220.00	$101,517.00		
1	1.5	Provide Instructional Technology, Software, and Device Supports for Students to Promote College and Career Readiness	Yes	$2,917,056.00	$3,718,546.00		
1	1.6	Higher Education Access through Campus Visits, Tours, Fairs, and Events	Yes	$50,000.00	$50,000.00		
1	1.7	Promoting College Readiness and Access through Partnerships, Personnel, and CCAP/Dual Enrollment Support	Yes	$26,000.00	$24,479.00		
1	1.8	Expand CTE Programs and Access	Yes	$12,829,464.00	$13,621,947.00		
1	1.9	Provide Career Exploration and Experiences	Yes	$20,500.00	$20,249.00		

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	$2,210,627.00	$2,284,002.00		
1	1.12	Targeted Academic and Supplementary Support for Language Acquisition and Development	Yes	$2,595,752.00	$2,924,277.00		
1	1.13	Newcomer EL Services	Yes	$819,975.00	$830,777.00		
1	1.14	Achievement Monitoring and Targeted Support	Yes	$3,200,596.00	$3,498,238.00		
1	1.15	Targeted Support and Interventions to Remediate Credit and Learning Loss	Yes	$4,635,104.00	$4,740,912.00		
1	1.17	School Library Services and Access	Yes	$3,859,995.00	$4,034,467.00		
1	1.20	Targeted Progress Monitoring and Academic Support for FY and HY Students	Yes	$682,965.00	$673,764.00		
1	1.21	Fostering School Connectedness for EL, SED/LI, and FY Students	Yes	$17,697,230.00	$16,866,523.00		
2	2.2	Site-Based Specialized Teams and Committees for Targeted Educational Goals	Yes	$115,413.00	$89,744.00		
2	2.4	Targeted Professional Learning for Teachers of English Learners	Yes	$103,754.00	$76,498.00		
2	2.5	Targeted Professional Learning for Peer Mentors	Yes	$36,000.00	$2,500.00		
2	2.6	College-Going Mindset, Readiness, Success, and Access to Professional Learning	Yes	$31,300.00	$28,733.00		
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	Yes	$111,250.00	$102,258.00		
2	2.9	Math Curriculum Implementation and Professional Learning	Yes	$256,000.00	$119,218.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	CTE Pathway Development	Yes	$11,562.00	$25,272.00		
2	2.12	Instructional Coaches	Yes	$171,816.00	$172,012.00		
3	3.2	Home-to-School Transportation	Yes	$2,581,494.00	$2,503,798.00		
3	3.3	Fostering Student Success Through Targeted Equity and Inclusion Programs and Engagement	Yes	$113,662.00	$95,168.00		
3	3.5	Equity-Driven Support: Empowering Foster Youth and Low-Income Students for Success	Yes	$3,234,660.00	$3,404,775.00		
3	3.6	Mental Health Support: Tailored Services for Student Well-Being	Yes	$3,822,944.00	$4,031,060.00		
3	3.7	SEL, Trauma-Informed, and Restorative Justice Training for Safety Personnel	Yes	$40,876.00	$35,134.00		
3	3.9	Reducing Suspension and Expulsion Rates for FY and HY	Yes	$3,466,755.00	$3,218,067.00		
3	3.10	Maintaining Effective Classroom Communities	Yes	$4,726,449.00	$4,855,096.00		
3	3.11	Fostering Mental Health Communities	Yes	$529,552.00	$546,597.00		
4	4.2	District Tools for Bi-Directional Communication Between District and Educational Partners	Yes	$227,868.00	$234,959.00		
4	4.3	Expanding Communication with Educational Partners Through Translation Services	Yes	$111,712.00	$85,153.00		
4	4.4	Family and Community Engagement Team	Yes	$178,014.00	$186,090.00		
4	4.5	Professional Development and Family Workshops: Parent and Community Opportunities for Targeted	Yes	$164,650.00	$164,650.00		

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)
		Engagement and Collaborative Support					

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$268,673,571	$61,663,272.00	0.00	22.951%	$75,334,920.00	0.000%	28.040%	$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).

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