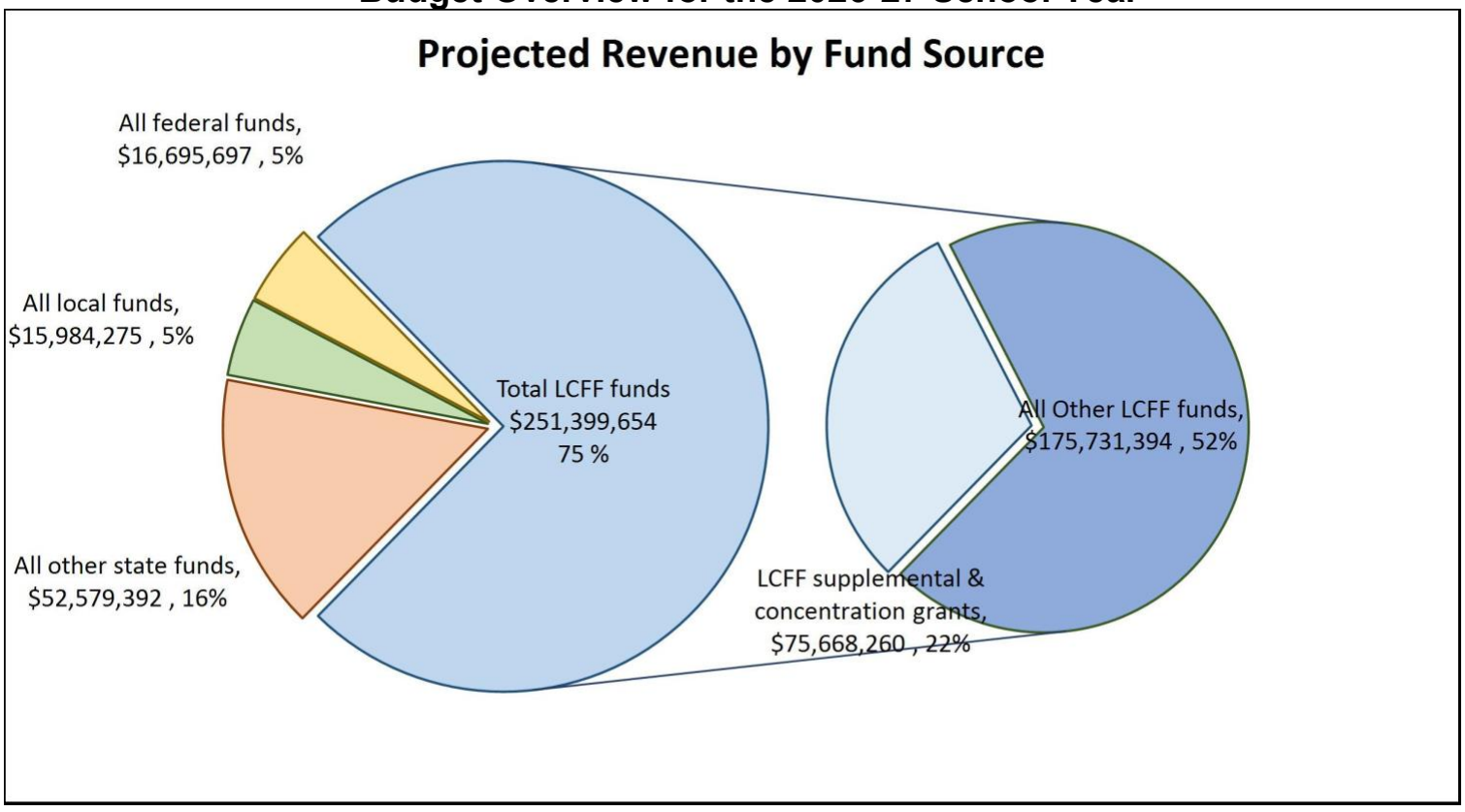
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coachella Valley Unified School District
CDS Code: 33-73676-0000000
School Year: 2026-27
LEA contact information:
Dr. Frances Esparza
Superintendent
frances.esparza@cvusd.us
760-399-5137

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

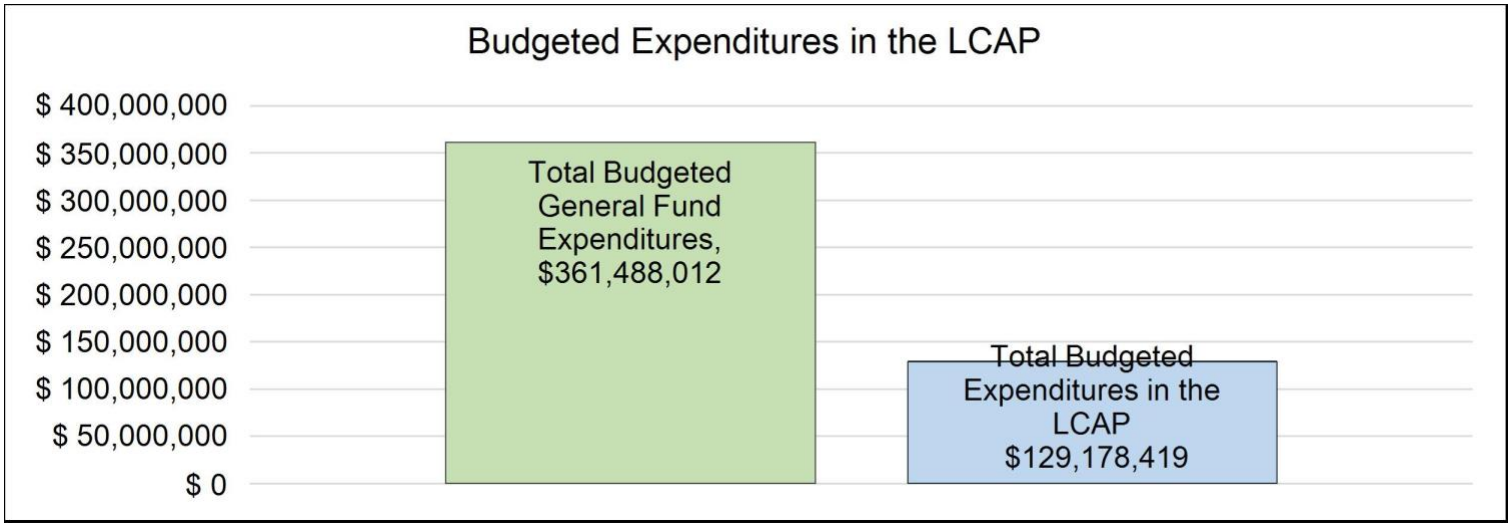


This chart shows the total general purpose revenue Coachella Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Coachella Valley Unified School District is $336,659,018, of which $251,399,654 is Local Control Funding Formula (LCFF), $52,579,392 is other state funds, $15,984,275 is local funds, and $16,695,697 is federal funds. Of the $251,399,654 in LCFF Funds, $75,668,260 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 Coachella Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Coachella Valley Unified School District plans to spend $361,488,012 for the 2026-27 school year. Of that amount, $129,178,419 is tied to actions/services in the LCAP and $232,309,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

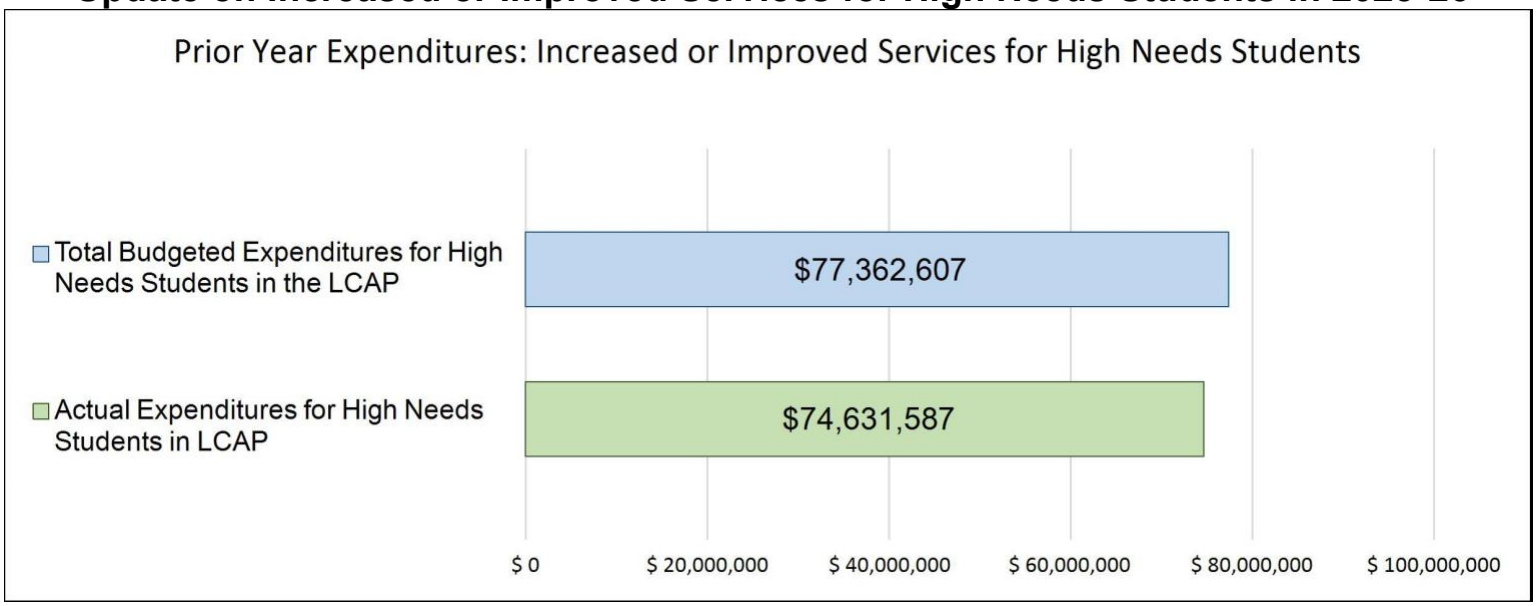
Coachella Valley Unified School District plans to spend $361,488,012 for the 2026-27 school year. Of that amount, $129,178,419 is tied to actions/services in the LCAP and $232,309,593 is not included in the LCAP. For the unrestricted general fund, expenditures not included in the LCAP include: Special Education expenses, "STRS on Behalf" expenses (contribution to the state teacher's retirement system), Ongoing Major Maintenance expenses, State funding. Local grants, and Federal funding.

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

In 2026-27, Coachella Valley Unified School District is projecting it will receive $75,668,260 based on the enrollment of Foster Youth, English learner, and low-income students. Coachella Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coachella Valley Unified School District plans to spend $75,668,260 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 Coachella Valley Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Coachella Valley Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Coachella Valley Unified School District's LCAP budgeted $77,362,607 for planned actions to increase or improve services for high needs students. Coachella Valley Unified School District actually spent $74,631,587 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,731,020 had the following impact on Coachella Valley Unified School District’s ability to increase or improve services for high needs students:

The district budgeted more LCFF funds than the required LCFF Supplemental/Concentration allocation for 2025-26. We fully utilized the LCFF Supplemental/Concentration allocation, but did not expend contributing LCFF base funds. There was a cost savings for some actions where actual costs were less than anticipated, several positions budgeted for went unfilled for a portion of the year or for some positions the entire year, and some expenses were covered with funds other than LCFF. Although LCFF expenditures were less than budgeted, current services for students were not reduced.

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
Coachella Valley Unified School District	Dr. Frances Esparza Superintendent	frances.esparza@cvusd.us 760-399-5137

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.

*Our Schools, Students, and District

The Coachella Valley Unified School District (CVUSD), located in Thermal, California, has proudly served students and families since the 1950–51 school year. The district includes schools with rich histories, such as Coachella Valley High School (established in 1916), as well as newer campuses like North Shore Elementary (opened in Fall 2025).

CVUSD serves 15,413 students across a geographically expansive region of approximately 1,200 square miles of rural farmland and desert spanning southeastern Riverside County and portions of Imperial County. The district operates 22 schools—including 15 elementary schools, 3 middle schools, 3 high schools, and 1 combined 7–12 school, with 20 schools in Riverside County and 2 in Imperial County. Schools serve students from the communities of Thermal, Coachella, Oasis, Mecca, North Shore, Desert Center, Salton City, Indio, and La Quinta.

The district's student population reflects both the strengths and needs of the community:
90.79% of students are from low-income households
38.45% are English Learners
94.43% are identified as unduplicated pupils, generating supplemental and concentration funding to support targeted services.
14.74% of students are students with disabilities
6.81% migrant
3.08% homeless

0.86 % foster youth

Due to CVUSD's large geographic footprint, equitable access to school is a critical priority. Approximately 25% of students rely on daily transportation, with the district transporting about 3,900 students each day across 86 bus routes, including general education, special education, and inter-district placements. In total, CVUSD buses travel more than 1.3 million miles annually to ensure safe, reliable, and timely access to educational opportunities.

CVUSD provides a continuum of learning opportunities from early childhood through adulthood. Head Start and State Preschool programs serve over 400 young children, building strong foundations in early literacy, mathematics, and social-emotional development through developmentally appropriate, play-based instruction. At the other end of the continuum, Coachella Valley Adult School, operating since 1952, serves approximately 3,000 adult learners annually, offering programs in English as a Second Language, Citizenship, High School Diploma and Equivalency (in English and Spanish), and Career Technical Education.

*Our Vision and District Focus

Guided by the vision that every CVUSD graduate will possess the skills and motivation needed to achieve their Personal Dream, the district remains committed to both academic excellence and whole-child development. For the 2026–27 LCAP, CVUSD will continue to prioritize strong instructional practices, literacy development in English Language Arts and Mathematics, implementation of the Science of Reading, and clear learning goals, while also supporting students' social-emotional well-being and access to high-quality educational opportunities.

*Equity Multiplier Funding: Supporting Students at La Familia High School

CVUSD has one school, La Familia High School, that qualifies for LCFF Equity Multiplier funding. This funding is provided by the state to support schools serving students with higher levels of need. La Familia High School qualifies because:

- 53.4% of students experienced school instability (changing schools)
- 90.38% of students are from low-income households

Based on these factors, La Familia High School is expected to receive over $370,000 in Equity Multiplier funds. These funds must be used for evidence-based programs and supports—meaning strategies that are proven through research and student data to help improve learning, engagement, attendance, and overall success.

Reflections: Annual Performance

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

A School Dashboard Acronym Key:
ELA - English Language Arts
CCI - College Career Indicator
CA - Chronic Absenteeism
ELPI - English Learner Progress Indicator
GR - Gradation Rate

SCI - Science
SUS - Suspension

Student Groups Acronym Key:
SED - Socioeconomically Disadvantaged
EL - English Learner
LTEL - Long Term English Learner
FOS - Foster Youth
HOM - Homeless
SWD - Students with Disabilities
AA - African American
AI - American Indian
AS: Asian
FI - Filipino
HI - Hispanic
MR - Multiple Races
PI - Pacific Islander
WH - White

SUCCESSES - Based on the 2025 CA School Dashboard:

Chronic Absenteeism
All Students - declined 3.4% to 33.6% (Yellow)
SED - declined 4.8% to 34.2% (Yellow)
EL - declined 3.8% to 32% (Yellow)
LTEL - declined 1% to 42.1% (Orange)
FOS - declined 3.2% to 43.1% (Orange)
HOM - declined 10.2% to 39.7% (Yellow)
SWD - declined 2.8% to 41% (Orange)
AS - declined 10.8% to 20% (No Performance Color - less than 30 students)
HI - declined 3.4% to 33.3% (Yellow)
WH - declined 9.3% to 36.1% (Orange)

Suspension
All Students - decreased 0.3% to 3.3% (Green)
SED - decreased 0.6% to 3.4% (Green)
EL - decreased 0.2% to 3.6% (Yellow)
SWD - decreased 1% to 4.4% (Green)
HI - decreased 0.3% to 3.2% (Green)

MR - decreased 3.6% to 5.6% (Yellow)

Graduation Rate
All Students - increased 4.8% to 89.8% (Green)
SED - increased 4.6% to 89.5% (Green)
EL - increased 8% to 85.3% (Green)
LTEL - increased 9.5% to 86.5% (Green)
HOM - increased 5.8% to 83.6% (Green)
SWD - increased 3.8% to 79.3% (Yellow)
HI - increased 4.7% to 89.9% (Green)

College/Career Indicator (CCI)
All Students - increased 8.3% to 45.5% (Green)
SED - increased 7.8% to 44.4% (Green)
EL - increased 6.1% to 20.6% (Yellow)
LTEL - increased 5.9% to 19.2% (Yellow)
FOS - increased 12.5% to 25% (Yellow)
HI - Increased 8% to 45.5% (Green)

English Learner Progress
All English Leaners - increased 5.3% to 48.1% (Green)
LTEL - increased 1.3% to 48.6% (Yellow)

ELA - Distance from Standard (DFS)
All Students - increased 4.0 points to -57.6 dfs (Yellow)
SED - increased 6.1 points to -60.8 dfs (Yellow)
EL - increased 6.5 points to -78.1 dfs (Orange)
FOS - increased 4.1 points to -93.8 dfs (Orange)
SWD - increased 5.7 points to -121.6 dfs (Orange)
AA - increased 14.3 points to -98.1 dfs (No Performance Color - less than 30 students)
AI - increased 0.1 points to -76.7 dfs (No Performance Color - less than 30 students)
HI - increased 4.4 points to -57.3 dfs (Yellow)

Math - Distance from Standard (DFS)
All Students - increased 8.1 points to -93.4 dfs (Yellow)
SED - increased 11.8 points to -96.5 dfs (Orange)
EL - increased 8.8 points to -107.1 dfs (Orange)
LTEL - increased 6.2 points to -178.3 dfs (Orange)
FOS - increased 23.5 points to -127.1 dfs (Orange)
HOM - increased 3.2 points to -121.4 dfs (Orange)

SWD - increased 6.4 points to -153.4 dfs (Orange)
AI - increased 13.1 points to -122.1 dfs (No Performance Color - less than 30 students)
HI - increased 8.5 points to -93.1 dfs (Yellow)

Successes Summary Based on the 2025 CA School Dashboard

The 2025 California School Dashboard demonstrates systemwide improvement across multiple LCFF priority areas, including student engagement, school climate, English learner progress, graduation outcomes, college and career readiness, and academic achievement. These results reflect the impact of targeted supports, equitable resource allocation, and continuous improvement efforts across the district.

Student engagement improved notably, as evidenced by declines in Chronic Absenteeism across nearly all reported student groups. All Students, Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, Homeless Youth, Foster Youth, Long-Term English Learners, and several racial/ethnic groups experienced reductions in chronic absence rates. While some groups remain in the Yellow or Orange performance categories, the consistent downward trends indicate strengthened attendance monitoring systems, increased family outreach, and targeted interventions to address barriers to regular school attendance.

School climate indicators also showed positive progress, with suspension rates decreasing for All Students and key subgroups. All Students, SED students, Students with Disabilities, Hispanic students, and Multiple Races students demonstrated reductions in suspension rates, with several groups achieving Green performance levels. These improvements suggest the effectiveness of restorative practices, positive behavior supports, and proactive student support strategies, contributing to safer and more inclusive learning environments.

English Learner outcomes improved across multiple measures. The English Learner Progress Indicator (ELPI) showed an increase in the percentage of English Learners making progress toward English language proficiency, with All English Learners reaching 48.1% (Green). Long-Term English Learners also improved, reflecting the impact of targeted ELD instruction, monitoring, and reclassification supports. In addition, graduation rates for English Learners and Long-Term English Learners increased significantly, both reaching Green performance levels, demonstrating improved access to coursework, credit recovery, and graduation pathway supports.

Graduation outcomes strengthened overall, with All Students achieving an 89.8% graduation rate (Green) and meaningful gains for Socioeconomically Disadvantaged students, English Learners, Long-Term English Learners, Homeless Youth, and Hispanic students. Students with Disabilities also showed improvement, though continued targeted supports remain a focus to close remaining gaps.

College and Career Indicator (CCI) results reflect expanding postsecondary readiness, with All Students, SED students, and Hispanic students reaching Green performance levels, and notable gains for English Learners, Long-Term English Learners, and Foster Youth. These outcomes point to increased access to CTE pathways, A–G coursework, and career exploration opportunities, while identifying areas for continued growth.

Academic achievement trends in ELA and Mathematics improved, as measured by Distance from Standard (DFS). All Students and multiple student groups demonstrated positive DFS gains in both subjects, including English Learners, Students with Disabilities, SED students, Foster Youth, Homeless Youth, and Hispanic students. Although many groups remain below standard, the upward movement indicates progress in curriculum alignment, instructional supports, and intervention strategies.

Overall, the 2025 Dashboard results show positive momentum and narrowing gaps for several historically underserved student groups. These outcomes will inform the Local Control and Accountability Plan (LCAP) by reinforcing effective practices and guiding targeted actions to accelerate learning, strengthen engagement, improve school climate, and sustain equitable outcomes for all students.

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CHALLENGES - Based on the 2025 CA School Dashboard:

Chronic Absenteeism
AA - increased 16.3% to 52% (No Performance Color - less than 30 students)
AI - increased 8.5% to 72.4% (No Performance Color - less than 30 students)
MR - increased 0.8% to 48.6% (Red)

Suspension
FOS - increased 1.7% to 6% (Orange)
HOM - increased 0.9% to 4.7% (Orange)
AA - increased 3.3% to 10.8% (Red)
AI - increased 2.2% to 10.4% (Red)
AS - increased 5.3% to 5.3% (No Performance Color - less than 30 students)
WH - increased 1.2% to 6.1% (Orange)

Graduation Rate
FOS - declined 14.6% to 66.7%

College/Career Indicator (CCI)
HOM - declined 0.8% to 23.3% (Orange)
SWD - declined 0.5% to 10.8% (Orange)

ELA - Distance from Standard (DFS)
LTEL -declined 2.3 points to -124.8 dfs (Red)
HOM - declined 12.1 points to -95.3 dfs (Red)
AS - declined 7.5 points to 12.5 dfs (No Performance Color - less than 30 students)
MR - declined 48.5 points to -117.9 dfs (No Performance Color - less than 30 students)
WH - declined 15.4 points to 66.5 dfs (Orange)

Math - Distance from Standard (DFS)
AA - declined 12.9 points to -181.1 dfs (No Performance Color - less than 30 students)
AS - declined 24.9 points to -27.9 dfs (No Performance Color - less than 30 students)

MR - declined 23.6 points to -152.8 dfs (No Performance Color - less than 30 students)
WH - declined 10.1 points to -92.1 dfs (No Performance Color - less than 30 students)

Challenges Summary Based on the 2025 CA School Dashboard

While the 2025 California School Dashboard shows areas of progress, the data also identify persistent and emerging challenges for specific student groups across student engagement, school climate, academic achievement, graduation outcomes, and college and career readiness. These findings underscore the need for targeted, differentiated supports and continued equity-driven interventions.

Student engagement remains a concern for several student groups, particularly in Chronic Absenteeism, where increases were observed. African American, American Indian, and Multiple Races students experienced rising chronic absenteeism rates, with the Multiple Races subgroup reaching Red performance status. Although some subgroups have small student counts, the elevated and increasing absenteeism rates suggest ongoing barriers related to attendance consistency, access to supports, and sustained student engagement.

School climate challenges emerged through increases in suspension rates for select student groups. African American and American Indian students reached Red performance levels, while Foster Youth, Homeless Youth, and White students experienced increases resulting in Orange performance levels. These trends highlight disproportionate disciplinary impacts for historically underserved students and signal a need to strengthen proactive behavior supports, restorative practices, and trauma-informed approaches, particularly for students experiencing foster care or housing instability.

Graduation outcomes present a significant concern for Foster Youth, whose graduation rate declined sharply to 66.7%, signaling substantial instability in secondary completion. This decline suggests a need for intensified case management, credit recovery, and cross-agency coordination to support Foster Youth persistence through graduation.

College and Career Indicator (CCI) results reveal continued gaps in postsecondary readiness, particularly for Homeless Youth and Students with Disabilities, both of which declined and remain in Orange performance levels. These outcomes indicate challenges with consistent access to A–G coursework, CTE pathways, work-based learning, and transition planning supports necessary for college and career preparedness.

Academic achievement trends show declining performance in ELA and Mathematics for specific student groups, raising concerns about access to grade-level learning and instructional rigor. In ELA, Long-Term English Learners and Homeless Youth experienced declines resulting in Red performance levels, while additional declines were observed for Multiple Races and White students. In Mathematics, declines were evident for African American, Multiple Races, Asian, and White students. Although several of these groups have smaller student populations, the downward trends highlight the need for intensified instructional support, targeted interventions, and monitoring of student progress, particularly in mathematics.

Overall, the 2025 Dashboard data point to ongoing disparities impacting Foster Youth, Homeless Youth, African American students, American Indian students, Long-Term English Learners, Students with Disabilities, and students experiencing intersectional barriers. Addressing these challenges will require a focused approach that strengthens attendance engagement, improves school climate, expands

academic and behavioral supports, and increases access to college and career pathways. These needs will directly inform LCAP goals, actions, and services to ensure resources are strategically aligned to improve outcomes for students most in need.

STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators: 2023 CA School Dashboard:

All ELA & Math
English Learner (EL): Graduation Rate, CCI, ELA & Math
Foster Youth (FY): Chronic Absenteeism, Suspension, Math

Homeless (HOM): Chronic Absenteeism, ELA
Socioeconomically Disadvantaged (SED): Graduation Rate, ELA & Math
Students with Disabilities (SWD): Graduation Rate, CCI (2)
African American: Suspension (1)
American Indian or Alaska Native: Chronic Absenteeism, ELA & Math
Hispanic: Graduation Rate, Math
Two or more Races: Chronic Absenteeism

2024 CA School Dashboard:
STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2024 CA School Dashboard:

Long Term English Learner (LTEL): Suspension, Math
Foster Youth (FY): ELA & Math, Chronic Absenteeism
Homeless (HOM): Math
American Indian or Alaska Native: Chronic Absenteeism
Multiple Races (MR): Suspension
White (WH): Suspension

STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard:

Long Term English Learner (LTEL): ELA, Suspension, Science
Foster Youth (FY): Graduation, Science
Homeless (HOM): ELA
Students with Disabilities (SWD): Science
African American: Suspension
American Indian or Alaska Native: Suspension
Multiple Races (MR): Chronic Absenteeism

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SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the CA School Dashboard: 2023 CA School Dashboard:

Elementary Schools:
Coral Mountain Academy: Chronic Absenteeism
Las Palmitas Elementary School: ELA & Math
Mecca Elementary School: ELA & Math
Oasis Elementary School: Chronic Absenteeism, ELA & Math
Palm View Elementary School: Suspension, ELPI, ELA & Math
Sea View Elementary School: ELA & Math
Westside Elementary School: Chronic Absenteeism, ELA

Middle Schools:
Bobby Duke Middle School: Chronic Absenteeism, Math
Toro Canyon Middle School: ELA & Math

High Schools:
Desert Mirage High School: ELA & Math
La Familia High School: Graduation Rate, College Career Indicator

SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the 2024 CA School Dashboard:
Elementary Schools:
Las Palmitas Elementary School: ELPI
Westside Elementary School: ELPI
Oasis Elementary School: ELA & Math
Valle Del Sol: ELPI
Sea View Elementary School: ELA & Math, Suspension
Westside Elementary School: Chronic Absenteeism, ELA

Middle Schools:
Bobby Duke Middle School: ELPI
Toro Canyon Middle School: ELA & Math, Chronic Absenteeism

High Schools:
La Familia High School: Graduation Rate, College Career Indicator
West Shores High School: ELA

SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the 2025 CA School Dashboard:

Elementary Schools:
Sea View Elementary School: ELA
Westside Elementary: Chronic Absenteeism

Middle Schools:
Bobby Duke Middle School: Math, Chronic Absenteeism
Toro Canyon Middle School: ELA, Math

High Schools:
La Familia High School, ELPI, Suspension, Graduation
West Shores High School: ELA, Math, ELPI, Chronic Absenteeism, Suspension

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STUDENT GROUPS WITHIN A SCHOOL in CVUSD that received the lowest performance level on one or more state indicators on the 2023 CA School Dashboard:
2023 ELEMENTARY SCHOOLS in CVUSD:

Cesar Chavez:
Suspension: SWD

Coral Mountain Academy:
Chronic Absenteeism: All, SED, SWD, Hispanic (HI)
ELA: SWD
Math: SWD

John Kelley Elementary School:
Chronic Absenteeism: EL, SWD
ELA: EL, SWD
Math: SWD

Las Palmitas Elementary School:
ELA: All, EL, SED, HI
Math: All, EL, SED, SWD, HI
Suspension: EL

Mecca Elementary School:

ELA: All, EL, SED, SWD, HI
Math: All, EL, SED, SWD, HI

Oasis Elementary School:
Chronic Absenteeism: All, EL, SED, SWD, HI
ELA: All, EL, SED, HI
Math: All, EL, SED, HI

Palm View Elementary School:
Chronic Absenteeism: SED, SWD
ELA: All, EL, SED, SWD, HI
Math: All, EL, SED, SWD, HI ELPI: EL
Suspension: All, EL, SED, HI

Saul Martinez Elementary School:
ELA: EL, SWD
Math: SWD
Suspension: SWD

Sea View Elementary School:
Chronic Absenteeism: SWD, WH
ELA: All, EL, SED, HI
Math: All, EL, SED, HI
Suspension: SWD

Valley View Elementary School:
Chronic Absenteeism: SWD

Westside Elementary School:
Chronic Absenteeism: All, EL, SED, HI
ELA: All, EL, SED, HI
Math: All, EL

2023 MIDDLE SCHOOLS in CVUSD:

Bobby Duke Middle School:
Chronic Absenteeism: All, SED, SWD, Hispanic (HI)
ELA: EL
Math: All, EL, SED, HI

Cahuilla Desert Academy:
Chronic Absenteeism: EL
ELA: EL
Math: SED
ELPI: EL

Toro Canyon MIddle School:
ELA: All, EL, SED, HI
Math: All, EL, SED, SWD, HI

2023 HIGH SCHOOLS in CVUSD:

Coachella Valley HS:
CCI: EL, SWD
Graduation Rate: SED, SWD

Desert Mirage HS:
ELA: All, SED, EL, HI
Math: All, SED, EL, HI
CCI: EL, SWD

La Familia HS:
CCI: All, SED, EL, HI
Graduation Rate: All, SED, HI

2024 CA School Dashboard
STUDENT GROUPS WITHIN A SCHOOL in CVUSD that received the lowest performance level on one or more state indicators on the 2024 CA School Dashboard:

2024 Elementary Schools in CVUSD:

Cesar Chavez:
ELA: SED, EL, SWD
Suspension: SED, SWD

John Kelley Elementary School: ELA: SWD
Math: SWD

Las Palmitas Elementary School:

ELPI: EL
CA: SWD

Mecca Elementary School:
Math: SED, EL, SWD
CA: SWD
SUS: SWD

Mountain Vista Elementary School:
ELA: SWD
Math: SWD

Oasis Elementary School:
ELA: SED, EL, HI
Math: SED, EL, HI

Saul Martinez Elementary School: ELA: EL
CA: SWD

Sea View Elementary School:
ELA: SED, EL, SWD
Math: SED, SWD
CA: SWD
SUS: SED, EL, SWD, HI, WH

Valle Del Sol:
ELA: SWD
Math: SWD
ELPI: EL
CA: SWD

Valley View Elementary School:
ELA: SED, EL, SWD
Math: SWD

2024 Middle Schools in CVUSD:

Bobby Duke Middle School:
Math: SWD
ELPI: EL, LTEL

SUS: LTEL, SWD

Cahuilla Desert Academy:
ELA: LTEL, SWD
CA: SED

Toro Canyon Middle School:
ELA: SED, SWD, HI
Math: SED, LTEL, HI
CA: SED, EL, LTEL, HI
SUS: SED, EL, LTEL

2024 High Schools in CVUSD:

Coachella Valley High School:
ELA: SWD
Math: SWD

La Familia High School:
CSI: Graduation Rate
CCI: SED, EL, LTEL, HI
Grad Rate: SED, EL, LTEL, HI

West Shores High School:
ELA: SED, EL, LTEL, HI
Math: SED, EL, LTEL, HI
ELPI: EL
CA: SED, EL, LTEL

2025 CA School Dashboard
STUDENT GROUPS WITHIN A SCHOOL in CVUSD that received the lowest performance level on one or more state indicators on the 2025 CA School Dashboard:

2025 Elementary Schools in CVUSD:

Cesar Chavez:
CA: EL

Coral Mountain:

ELA: SWD
Math: SWD

Mecca Elementary School:
ELA: SWD
Math: SWD

Mountain Vista Elementary School:
ELA: EL, SWD

Oasis Elementary School:
Science: EL
CA: SWD

Palm View
ELA: EL, SWD
Math: SWD

Peter Pendleton
CA: SWD

Sea View Elementary School:
ELA: EL, SED, SWD, HI
SUS: White
SCI: EL

Valle Del Sol:
ELA: SWD
Math: SWD

Westside:
ELA: SWD
SUS: SWD
CA: SWD, HI

-2025 Middle Schools in CVUSD:

Bobby Duke Middle School:
ELA: LTEL, SWD
Math: SED, SWD, HI

CA: EL, LTEL, SWD, HI
SCI: LTEL, SWD

Toro Canyon Middle School:
ELA: EL, LTEL, SED, SWD, HI
Math: SWD
CA: SWD, HI
SCI: LTEL

-2025 High Schools in CVUSD:

Coachella Valley High School:
ELA: LTEL, SWD
Math: LTEL
SCI: LTEL

Desert Mirage High School:
ELA: EL, LTEL
CCI: SWD
SCI: EL, LTEL, SWD

La Familia High School:
ELPI: EL, LTEL
SUS: EL, LTEL, SED, HI
GRAD: EL, LTEL, SED, HI
CCI: EL, LTEL

West Shores High School:
ELPI: EL, LTEL
ELA: EL, LTEL, SED, HI
MATH: EL, LTEL, SED, HI
SUS: EL, LTEL, SED, HI, SWD
CA: EL, LTEL, SED, HI
SCI: EL, LTEL

Based on the Learning Recovery Emergency Block Grant (LREBG) Needs Assessment - the following areas of need were identified.

Schools In Greatest Need of Learning Recovery Supports in ELA & MATH:
ELA
The following schools were identified as having a very Low performance level on the ELA Indicator, on the 2025 CA School Dashboard :

- La Familia High School
- Oasis Elementary
- Sea View Elementary
- Toro Canyon Middle School
- West Shores High School

All other schools have a "Low" Performance level in ELA.

MATH
The following schools were identified as having a Very Low performance level on the MATH Indicator, on the 2025 CA School Dashboard :
- Bobby Duke
- Coachella Valley High School
- Desert MIrage High School
- La Familia High School
- Oasis Elementary
- Sea View Elementary
- Toro Canyon Middle School
- West Shores High School

Schools with a "Low" Status Level in Math - (all other schools except for Peter Pendleton and Westside Elementary)
- Cahuilla Desert Academy
- Cesar Chavez
- Coral Mountain Academy
- John Kelley
- Las Palmitas
- Mecca
- Mountain Vista
- Palm View
- Saul Martinez
- Valle Del Sol
- Valley View

Student Groups In Greatest Need of Learning Recovery Supports for ELA:
ELA
Student Groups with Very Low Status Level:
- Long Term English Learners
- Homeless
- African American
- American Indian
- Two or More Races

Student Groups with Low Status Level:
- All Students
- English Learners
- Foster Youth
- Students With Disabilities
- White

MATH
Student Groups with Very Low Status Level:
- Long Term English Learners
- English Learners
- Foster Youth
- Students With Disabilities
- Homeless
- African American
- American Indian
- Two or More Races

Student Groups with Low Status Level:
- All Students
- White

Schools In Greatest Need of Learning Recovery Supports for Chronic Absenteeism

The following schools were identified as having a VERY HIGH or HIGH performance level on the Chronic Absenteeism Indicator, on the 2025 CA School Dashboard:
All Schools have a Very High Chronic Absenteeism Rate

The following student groups were identified as having a VERY HIGH or HIGH performance level on the Chronic Absenteeism Indicator, on the 2025 CA School Dashboard:
All Student Groups have a Very High Chronic Absenteeism Rate

There were no LREBG funds expended in the 2025-26 LCAP and school year.
In the 2026-27 school year, $749,751 in LREBG funds will be expended in LCAP Actions 1.4 ($428,371), 4.2 ($107,390) and 4.5 ($213,990).

In LCAP Action 1.4, LREBG funds will be used to support two MTSS Data Coaching Coordinators that provide Curriculum, Instruction & Assessment support for all sites. The MTSS Data Coaching Coordinators will work closely with academic coaches, gathering key data, and supporting the implementation of the CVUSD Instructional Framework at all school sites. These coordinators help ensure that the right

interventions and supports are in place for students, contributing to overall academic success. The action is intended to increase student academic performance in ELA & Math. The MTSS Coaching Coordinators work closely with Literacy and Math Coaches at each elementary school and MTSS Coaches at each secondary school. This work impacts instructional quality and services.

Action 1.4 - MTSS Data Coaching Coordinators is aligned to and an allowable use of funds for LREBG based on the following criteria:

B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
VI. Providing professional development and coaching on either or both of the following:

- The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
- The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

E. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning

In LCAP Action 4.2 Learning Recovery Emergency Block Grant (LREBG) funds will be used to provide professional development and coaching for school and department staff on evidence-based instructional practices, intervention strategies, and social-emotional supports designed to accelerate learning recovery. These trainings will build staff capacity to address learning loss, close achievement gaps, and support the academic and social-emotional well-being of students impacted by interrupted learning. Professional development activities will prioritize strategies that improve outcomes for students in greatest need, including unduplicated pupil groups such as English learners, foster youth, and low-income students.

Action 4.2 - Professional Development is aligned to and an allowable use of funds for LREBG based on the following criteria:

B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
VI. Providing professional development and coaching on either or both of the following:

- The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
- The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

In Action 4.5, LREBG funds will be used to support 1 CTI PAR-Induction Teacher on Special Assignment. This position works with newly credentialed teachers. The induction coach provides 1:1 support to mentees, guidance on the completion of the clear credential program, and Saturday workshops on topics selected by their candidates.

CTI PAR-Induction Teacher on Special Assignment is aligned to and an allowable use of funds for LREBG based on the following criteria:

B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
VI. Providing professional development and coaching on either or both of the following:

- The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
- The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

C. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

The Induction Coach works with mentee teachers to provide support in the implementation of districtwide professional development in Social Emotional Wellness, Restorative Justice and Positive Behavior and Intervention Systems (PBIS). The action is intended to increase student academic performance in ELA & Math, and Chronic Absenteeism. The Induction Coach works closely with new teachers to ensure that students are receiving high quality instruction, impacting student achievement an in all academic and social-emotional areas.

Reflections: Technical Assistance

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

Based on the performance of the following student groups' very low performance levels on the 2023 CA School Dashboard, CVUSD is eligible for Differentiated Assistance, which it receives through collaboration with Riverside County Office of Education (RCOE):

2023 CA School Dashboard - Differentiated Assistance Eligibility:
Student Group Dashboard Indicators with the lowest performance level:

Students with Disability* Graduation Rate, College Career Indicator (CCI)
American Indian*: English Language Arts (ELA), Math, Chronic Absenteeism
Homeless Students*: English Language Arts (ELA), Chronic Absenteeism
English Learner (EL)*: English Language Arts (ELA), Math, CCI, Graduation Rate
Foster Youth*: Math, Chronic Absenteeism, Suspension
SED: English Language Arts (ELA), Math, Graduation Rate
Hispanic: Math, Graduation Rate

*Based on the 2023 CA School Dashboard, the following five student groups (Students with Disabilities (SWD), American Indian (AI), Homeless (HOM), English Learners (EL), and Foster Youth (FY)) have been performing at the lowest performance levels, on the CA School Dashboard Indicators, for 3 out of the last 4 consecutive years. As such, the California Collaborative for Educational Excellence (CCEE) and Riverside County Office of Education (RCOE) collaborated with

CVUSD met with RCOE and CCEE in May 2024 to determine if assistance from the CCEE is necessary, giving primary consideration to the needs of our students.
Based on the low performance levels of 3+ student groups, for 3 out of 4 consecutive years, CVUSD continues to be eligible for Level 3 Assistance (Direct Technical Assistance from the CA Collaborative for Excellence in Education), which it receives through collaboration with Riverside County Office of Education (RCOE):

American Indian: Chronic Absenteeism
Homeless Students Math
Long Term English Learner (LTEL): Math, Suspension
Foster Youth: English Language Arts (ELA), Math
White: Suspension
Multiple Races (MR): Suspension

In comparing 2023 and 2024 Dashboard Data, the number of Dashboard Indicators measuring State Priorities that student groups are performing very low in, has decreased substantially. Students with Disabilities, Socioeconomically Disadvantaged (SED), English Learner, and Hispanic student groups are no longer performing at the lowest level on any of the Dashboard Indicators. Two student groups, Long Term English Learners and White Students are among the student groups performing at the lowest performance level on the 2024 CA School Dashboard. However, overall we can see many areas of success.

We attribute the success to the collaborative work that CVUSD had engaged in with the CA Statewide System of Support, and the CCEE, who have provided varying levels of targeted support through Direct Technical Assistance (DTA). DTA has included consultancy, collaborative planning, cooperative facilitation, and/or a systemic instructional review. During the 2024-25 school year, Ed Services Directors and Coordinators met with CCEE and RCOE in collaborative meetings in December 2024 and April 2025.

2024 Differentiated Assistance (DA) Eligibility:
Based on the 2024 CA School Dashboard, CVUSD is eligible for one student group, Long Term English Learners (LTELs), who met the criteria in Priority 4 (Academics - CAASPP Math) and Priority 6 (Suspension).
Additionally, CVUSD is eligible for DA based on the CALPADS failure to certify by the FALL 1 deadline.

2025 Differentiated Assistance (DA) Eligibility:
Based on the 2025 CA School Dashboard, CVUSD was in Year 2 of eligibility for one student group, Long Term English Learners (LTELs), who met the criteria in Priority 4 (Academics - CAASPP ELA) and Priority 6 (Suspension).
Additionally, CVUSD is eligible for DA based on the CALPADS failure to certify by the FALL 1 deadline.

CVUSD SUCCESSES:
The following represents what's working well with the Differentiated Assistance support that CVUSD has received.

At the November 5, 2025 Fall Check-in Meeting with members from CCEE (California Collaborative or Educational Excellence) and RCOE, we collaborated and communicated on what has worked well with the Differentiated Assistance support that CVUSD has engaged in with both entities to support our area(s) of focus.
It was noted that Coachella Valley USD had demonstrated strong progress in its differentiated assistance work through a clearly aligned approach that integrates instructional leadership, systemic supports, and student-centered practices. Participation in the CCEE Data Literacy and Leadership Academy has further strengthened the district’s capacity to use data to inform decision-making and drive continuous improvement. Under the leadership of Superintendent Dr. Esparza, who began in July 2024, the district had implemented a unified instructional framework anchored in clear expectations for teaching and learning. This framework is being consistently applied across all schools, supported by site-based coaching, feedback cycles, and principal-led professional learning that are driving measurable

improvements in instruction. The MTSS vision is gaining momentum, and internal restructuring has resulted in clearer lines of communication, defined roles and responsibilities, and greater coherence across the system. Staff now collaborate more openly and frequently—conversations that once didn't happen are now a natural part of the district's culture. Additionally, the district has made significant strides in student engagement through the expansion of wellness centers, implementation of restorative practices, and alignment of college and career readiness efforts. Leaders feel empowered, communication is stronger, and the partnership with RCOE continues to support the development of sustainable systems focused on both academic and social-emotional outcomes.

What measure demonstrates that the system implemented at CVUSD is effectively achieving these outcomes?
Several measurable indicators demonstrate that Coachella Valley Unified School District's system is effectively achieving its intended outcomes under differentiated assistance. Most notably, the 2025 California School Dashboard reflects meaningful progress: the Graduation Rate Indicator improved from 85% (2024) to 89.8% (2025), with notable gains among English Learners (85.3% up 8.0%), Long Term English Learners (86.5% up 9.5%), Homeless (83.6% up 5.8%) and Students with Disabilities (79.3% up 3.8%). The College/Career Indicator also improved to 45.5% with an 8.3% increase in students identified as prepared. Internal systems further reflect growth, with consistent use of i-Ready, FIABs, IABs, science benchmarks, and CERS tools, along with pacing guides and real-time data chats across schools. Principals monitor classroom instruction and share ELA, Math, and attendance data in regular leadership meetings. Special education teachers and support staff receive the same training as general education teachers, with additional support in differentiating instruction and using evidence-based practices. Students with disabilities have also benefited from the district's commitment to wellness centers, SEL integration, and restorative practices, which have contributed to a notable drop in suspension rates (decreased 1.0% in 2025 to 4.4% for SWD) and an 3.8 percentage point increase in graduation rate, according to the 2025 CA Dashboard. The CiM process is showing marked gains for SWD. A powerful indicator of systemwide growth has been the development of collective efficacy—fueled by strong coaching support, consistent leadership from Superintendent Dr. Esparza, and a culture of shared responsibility. This collective mindset is taking root among teachers, site leaders, and district staff, reinforcing the belief that they have the skills, support, and systems to ensure every student succeeds. The continued decline in chronic absenteeism by 3.4% to 33.6% in 2025, improved instructional coherence through the new instructional framework, and expansion of Dual Enrollment and STEAM pathways also serve as key indicators of system effectiveness. These data points collectively demonstrate a data-driven, student-centered improvement system.

What is working well with DA support and to what does the district attribute positive outcomes?
Qualitatively (I cause learning) and Quantitatively (iReady) monitoring progress:

- Training principals to be instructional leaders at their sites
- Data analysis with RCOE
- Root Cause Analysis of non-graduates
- Working on the portrait of a non-graduate and a graduate

We continued the work this year on implementing an instructional framework with gradual release, teacher clarity, and fidelity to the framework

- We have math, literacy and MTSS coaches

Supporting site leadership on being the instructional leader

- Having principals understand what best first instruction looks like in the classroom and providing timely feedback to teachers - MTSS Directors have worked with principals in calibrating feedback

What challenges has the team encountered during this time?
Coachella Valley Unified School District has navigated several adaptive challenges as it implemented systemwide improvement efforts. While the district has made significant strides in alignment and instructional coherence, it continues to work through the realities of staff turnover and budget constraints, which can impact momentum and sustainability. Efforts to build collective responsibility for student success have surfaced fixed mindsets in some areas, particularly around roles in addressing behavior and implementing instructional shifts.
The district's increased visibility at school sites and unified expectations under the new instructional framework represent a cultural shift that is still taking hold. Additionally, the district is working through some initial union tensions related to changes in roles and coaching structures, with a continued commitment to collaboration and trust-building. Despite these challenges, CVUSD remains focused on staying unified in direction, supporting staff through professional learning, and meeting student needs with compassion, coherence, and a shared sense of purpose.

What next actions will get CVUSD where we want to go?
To build on current momentum and deepen impact, Coachella Valley Unified School District is prioritizing several strategic next actions. Ensuring CALPADS data integrity, with support from RCOE remains essential to maintaining accurate reporting and sustaining access to targeted supports. A continued emphasis on MTSS and full implementation of the district's instructional framework are top priorities, aimed at fostering coherence, clarity, and high expectations systemwide. The district is committed to ensuring that all students graduate college and career ready, with a targeted focus on backwards mapping student pathways to identify where learners may become disengaged or lost in the system. These efforts are reinforced through the strategic use of the LCAP as a driver of district goals, ensuring alignment of resources, actions, and outcomes. Executive leadership meets weekly to monitor data and review progress, using real-time insights to inform decisions and provide timely support. Together, these actions underscore CVUSD's commitment to equity, continuous improvement, and building a system where every student is supported to succeed.

Ongoing work at CVUSD:
2 CVUSD High Schools have contracted with the RCOE counseling team (CCR) to engage in:

- Progress monitoring, disaggregating students and student groups - bringing in leads that work directly with students (e.g., chronically absent students got home visits) - Have implemented a system at the secondary level, but want to extend it to the elementary level.
- Setting systems at school sites
- Secondary team has a graduation tracker - goal is to reach 90% grad rate
- Tracker built by CVUSD data team (filtering from AERIES) for series

- Gathered input from sites to develop sense of ownership
- Tailored to fit needs of counselors and site admin
- Three tiered system (Tier 3 = intensive; work with counselors to identify additional support)
- District tracker is focused on seniors but sites are also looking at other grades to be proactive
- Students moved to La Familia were reviewed at semester to see if they could return to comprehensive sites

Migrant outreach teacher (600 migrant HS students)

- Grad rate is higher than state rate for migrant students

- Credit recovery
- Collaborates with counselors and other staff to ensure migrant students graduate
- Meet with freshmen 4x/year to make sure they don't get behind

Chronic Absenteeism:
- Differentiating between attendance rate and chronic absenteeism (Aeries displays attendance rate)
- Tiered support system based on needs
- Two additional staff in Student Support Services (home visits, additional SARB dates) has made a big impact
- Targeting all student groups, the migrant teacher engages in outreach to migrant students (1x/month parent meetings)

Instructional Framework
- Implementation - focused particularly on Lesson Clarity, Lesson Delivery (e.g., gradual release model of instruction), Foundational skills (literacy and numeracy), Close Reading/Annotation, Conceptual Understanding/Knowledge in Mathematics
- Focused on best practices
- All students have goals in reading and math (lexile; quantile)
- Directors are at sites regularly working with principals - coaching, calibrating feedback, etc.
- Instructional coaches and site administrators receive training
- Revamped assessments - Worked with CCEE with Balanced Assessment System
- Supporting teachers to see the progress in the data

Instructional Coaches
- Worked to build teachers' capacity to ensure effective classroom implementation of literacy practices and or math practices
- Provided ongoing academic classroom-based modeling, coaching and mentoring
- Planned, implemented, and delivered high quality Professional Development
- Supported PLC (Professional Learning Communities), Grade level or content level teams in inquiry, collaboration, and data analysis
- Ensured that MTSS aligns all systems of high-quality first instruction
- Attended professional development opportunities that align to the school site's identified needs

Expanded Learning Programs (EXLP) / Expanded Learning Opportunities Program (ELOP) - academic support and enrichment activities
- After School Sound Detectives - 1 hour 2x a week for targeted students; after the 1 hour, these students join EXLP
- Migrant students receive additional support outside of school and receive transportation - working on providing transportation to student participating in Sound Detectives as well "so we are a unified school district providing intervention and transportation to our students and not individual silos"

Wellness Program
- Full time therapists at every site
- Wellness centers at every secondary site (7 total)
- Additional services available on a walk-in basis
- Designated SEL instructional time (Elementary)

College Career

- CCI indicator has increased due to Seal of Biliteracy, Dual Enrollment
- CVUSD moved to a seven period day to give students more access to programs
- K-16 alignment - 11 elementary schools are STEAM/STEM schools and working with RCOE IS unit (“awareness”); Kid Wind was previously only at MS/HS but now down to elementary schools
- Middle School feeder programs have been developed so that students will have exposure to what they will see at the high school level

How are we measuring success?

- La Familia - Tracking credit recovery by student group
- Secondary data chats at Middle Schools and High Schools
- Focusing on data cycle and building data culture; interim assessments with alignment to CAASPP; Eye-opening for teachers based on the rigor of the assessment items
- Collective focus on CAST scores (part of county Community of Practice (COP); Science benchmarks
- Working with sites on understand CERS and how to pull data; emphasizing that CAASPP is a system and the annual assessments are only one part of a bigger system
- Qualitative Data - Administrator walk-through forms
- “Inspect what we expect”
- Principals also analyze attendance data; Principals prepare data for various metrics and present in a principal cohort to come up with an action plan

Support for English Learners (EL) and Long Term English Learners (LTELs): EL Mentors

- EL mentors at each school site work with 30 students each. They work with students to set goals to pass the ELPAC. Students who have been a “3” for more than 3 years, but can’t get to a “4”. Review current grades with them and offer support when and where needed.
- Data Specialist and MTSS Coordinator are conducting Data Chats with departments (ELA and Math) at each high school.

Dual Language Program

- Refining the program and how it is supporting our ELs and building staff capacity
- DL Coordinator Conducts Classroom walkthroughs to obtain baseline on instructional practices
- ELevation:

This platform helps us track students towards EL proficiency and reclassification. EL mentors will be able to archive the work they do with each student on the ELevation platform, so the next EL Mentor will know the work that was done with each student and the student’s goals.

Foundational Routines:

- Sound spelling cards, phonemic awareness, phonics, number talks, foundational circles. Coaches are supporting teachers and modeling routines in classrooms

Differentiated Assistance - Year 1 - CALPADS Reporting

- CVUSD is In D.A. because of the Failure to submit by Fall 1 Deadline
- CVUSD had to de-certify and recertify - a time-span of 12 minutes - which caused the deadline to be missed.

January 21, 2026
The first of two check-in meetings with the RIverside County Office of Education (RCOE) was on January 21, 2026.
The meeting was facilitated by RCOE Assessment, Accountability, and Continuous Improvement (AACI) team members and included Coordinators and Directors from CVUSD's Departments: Ed Services, Fiscal Services, Multilingual Department, Special Ed, Student Support, Technology, and State and Federal.

The success criteria for the meeting included:
Identifying requirements for DA eligibility
Accessing and reviewing departments' assigned Fall 1 reports
Completing the full review process for each report
Documenting trends, discrepancies, and risks
Identifying owners and timelines for any required corrections
Determining certification readiness and next steps ahead of January 23

As part of being identified for DA - the following requirements needed to be met:
A review of the school district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the department pursuant to Section 60900.

During the work session on January 21, 2026 - each department reviewed CALPADS reports that were assigned to them, completed a Process Verification Guide and updated a Guiding Document showing their teams' preferred process. Each department shared a summary with the larger group.
February 27, 2026
RCOE and CVUSD Ed Services Team met for the second time on February 27, 2026 for a CALPADS Differentiated Assistance Meeting. To conduct a CSIS (California School Information Services) data Management Assessment. Each department conducted a Needs Assessment to determine a measure of local data management maturity - then the department as a whole calibrated an overall level of local data management maturity.

The next steps were to:
Discuss results within each district department between February 27th and the end of April and determine if there were opportunities for improvement within each department based on department ratings.
At the next CALPADS DA session (April 29th) teams should be prepared to share any outcomes of department discussions.
Overall results would be discussed to determine the most pressing opportunities for districtwide improvement.

April 29, 2026
The CALPADS Differentiated Assistance Meeting with RCOE included the following objectives:
Review Differentiated Assistance (DA) support.
Review Data Governance Academy Session 2 (meeting on February 27, 2026).
Review department discussions and agreements.
Review overall district results, select an improvement focus, and establish an aim.
California Longitudinal Pupil Achievement Data System (CALPADS) end-of-year submission review.

Overall results from the Data Needs Assessment were discussed to determine the most pressing opportunities for districtwide improvement. The team worked together to create a problem statement, draft a theory of action and write an AIM Statement.
AIM Statement: By June 2027, all CVUSD departments will improve red ratings by 20% in Data Governance (Indicators 1.3 and 1.5) and Continuous Improvement & Feedback (Indicator 9.2) by strengthening defined roles and responsibilities, codifying data management processes, and implementing formal mechanisms for collecting and responding to user feedback.
The next steps were to:
Discuss results within each district department between before the end of May. Discuss the following:
Based on the district's aim statement, how can your department support the district growth in the selected category?
Which actions will need to take place in your department to make that happen?
Who (position not person) will be responsible to make that happen?

May 20, 2026
CVUSD participated in the last CALPADS Differentiated Assistance Meeting with RCOE for the 2025-26 school year on May 20, 2026.

The CALPADS Differentiated Assistance Meeting with RCOE included the following objectives:
- Review AIM and Department Feedback
- Review End-of-Year CALPADS timelines and required data submissions and report review

Overall results from the Data Needs Assessment were discussed to determine the most pressing opportunities for districtwide improvement. The team worked together to refine the AIM Statement.

AIM Statement: By June 2027, all CVUSD departments will improve red ratings by 20% in Data Governance (Indicators 1.3 and 1.5) and Continuous Improvement & Feedback (Indicator 9.2) by strengthening defined roles and responsibilities, codifying data management processes, and implementing formal mechanisms for collecting and responding to user feedback.

Next steps in the workshop included:
- An Overview of Implementation Science and why it matters
- Active Implementation
- Implementation Stages - with a Planning Tool
- A Review of CALPADS End-of-Year (EOY) Reporting - by department
- Usage of EOY Data

Each department:
- Reviewed their CALPADS Reports
- Completed a Process Verification Guide
- Updated Guiding documents based on the department's preferred process

The work of reviewing and verifying CALPADS data and strengthening CVUSD's Data Management practices will continue into the 26-27 school year.

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.

The Every Student Succeeds Act (ESSA) requires states to identify multiple categories of schools for different types of support (with associated planning requirements).
* Lowest performing 5 percent of Title I schools:
* Schools with all indicators at the lowest status:
* Schools with all indicators at the lowest status, but one indicator of any other status
* Low Graduation Rate - high schools that have a 3-year graduation rate (the combined four-and-five year graduation rate) that is below 68%

Based on the 2025 CA School Dashboard, the following school was identified and is eligible for Comprehensive Support and Improvement (CSI) :

La Familia High School - is eligible for CSI based on a low graduation rate of 61.9% on the 2025 CA School Dashboard (which was a 7.1% increase) and a 3 year average graduation rate below 68%. In addition to the low graduation rate at La Familia High School, all of the 2025 CA School Dashboard Indicators were red or orange. Red Indicators included: ELPI, Suspension Rate and graduation rate. Orange Indicators included: ELA, Math, CCI, and Science.

Also, based on the 2025 CA School Dashboard, West Shores High school was identified as a TSI (Targeted Support and Improvement) School based on the Long Term English Learner (LTEL) student group having all RED Indicators (ELPI, ELA, Math, Suspension, Chronic Absenteeism, and and Science). The 2025 Dashboard Indicators reflect that West Shores High School would have been designated as a CSI or ATSI school, if the designation was made that year. ATSI and CSI schools designations are on a 3-year cycle and schools will not be identified as such until the 2026 CA School Dashboard is released. On the 2025 Dashboard, the following Indicators were RED for all student groups: ELPI, ELA, Math, Suspension Rate, and Chronic Absenteeism. For the "All" student group, the majority of indicators (5 out of 8) were RED (ELPI, ELA, Math, Suspension Rate, and Chronic Absenteeism).

Based on the 2024 CA School Dashboard, the following school was identified and is eligible for Comprehensive Support and Improvement (CSI) :

La Familia High School - is eligible for CSI based on a low graduation rate of 54.8%, a decline of -0.8% from the previous year.

Also, based on the 2024 CA School Dashboard, two schools that were identified for CSI on the 2023 CA School Dashboard were able to exit CSI. The two schools are Oasis Elementary and Palm View Elementary.

Oasis Elementary school was able to move student groups out of Red and into Yellow and Orange on the Chronic Absenteeism Indicator. This enabled them to exit CSI as they no longer had the majority of the Dashboard Indicators in Red; the ELA and Math Indicators remained in RED.

In 2023, Palm View Elementary had the majority of its Dashboard Indicators in RED (4 out of the 5 indicators). They were able to exit CSI with the 2024 Dashboard, because none of the Indicators were in RED, for any student groups. They have several green and one blue indicator.

Based on the 2023 California School Dashboard, in January 2024, three CVUSD schools, were identified to receive Comprehensive Support and Improvement (CSI) based on the following criteria
* Lowest performing 5 percent of Title I schools:
* Schools with all indicators at the lowest status:
* Schools with all indicators at the lowest status, but one indicator of any other status
* Low Graduation Rate - high schools that have a 3-year graduation rate (the combined four-and-five year graduation rate) that is below 68%

* La Familia High School - was eligible for CSI based on a low graduation rate of 55.7%
* Oasis Elementary School was identified for CSI based on low performance with the majority of the 2023 Dashboard Indicators being red or orange. The Chronic Absenteeism, CAASPP ELA, and CAASPP Math indicators were Red indicating the lowest performance levels for these indicators. The Suspension rate was orange, indicating low performance.
* Palm View Elementary School was identified for CSI based on all of the 2023 Dashboard Indicators being red or orange. The following indicators were Red on the 2023 Dashboard: Suspension Rate, English Learner Progress, English Language Arts and Mathematics. The Chronic Absenteeism Indicator was orange on the 2023 Dashboard.

Support for Identified Schools

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

The district collaborated with school administrators and Instructional Leadership Teams to support the ongoing process of conducting needs assessments, identifying the greatest needs, and researching evidence-based interventions aligned with each school’s requirements and each student group's needs. Additionally, schools have received support in data collection and analysis to thoroughly disaggregate the needs of each student group based on their performance on the CA School Dashboard and local assessments. During the data evaluation process, sites were supported in analyzing the Resource Inequities that exist between the all student group and the other student groups. The district held several SPSA Workshops throughout the year, and District Leadership Team (DLT) meetings to analyze data as it became available, to identify areas of need for different student groups. Site Instructional Team meetings were held 4 times in 2025-26, and included the site administrator, district administrators, and grade levels representatives.

La Familia High School:
Resource Inequities - as a Continuation High School, where students are primarily enrolled to recover credits to get back on track for graduation, there is little discrepancy between the performance levels of various student groups on the CA School Dashboard. All student groups (EL, LTEL, Foster, Homeless, and SED) had either a RED or ORANGE performance level for all of the Dashboard Indicators. The Students with Disabilities student group didn't have any performance colors on the Dashboard, because there were less than 30 students.

However, resource inequities are apparent when compared to other high schools who have more robust after school programs and opportunities to participate in a CTE pathway. La Familia will continue to build an engaging after school enrichment program with LCFF Equity Multiplier funds and provide more learning opportunities with CSI funding for the 2026-27 school year.

Comprehensive Support and Improvement (CSI) schools are supported during the development of the School Plan for Student Achievement (SPSA) and throughout the school year to ensure that actions and services are monitored for implementation and progress. If necessary, the school plan is amended when actions are not implemented as planned or are proven ineffective.

Monitoring and Evaluating Effectiveness

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

Throughout the school year, The LEA supports CSI schools through meetings, workshops, and one-on-one site support to assist schools in:

* Building Capacity
* Partnering with Educational Partner groups
* Conducting Needs Assessments
* Developing, implementing, monitoring, and evaluating improvement efforts
* Reviewing/Identifying resource inequities

The district will monitor and evaluate the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan to support student and school improvement through both formal and informal methods.

Formal monitoring will include:

- Implementing the School Plan for Student Achievement (SPSA)
- Data analysis (California School Dashboard, Interim Assessment Blocks, writing performance tasks, iReady Assessments)
- Budget monitoring
- Program effectiveness evaluation

Informal monitoring will occur through:

- Classroom and school walkthroughs
- Reviewing documentation for professional development
- Instructional collaboration and planning
- Meetings and workshops
- Parent activities

- Surveys
- Additional relevant activities

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	District English Learner Advisory Committee (DELAC) CVUSD met with our DELAC committee five times over the 2025/2026 school year. Over the course of the year, DELAC members had an opportunity to learn more about English Learner services and provided feedback with the goal to improve the learning opportunities for English Learners. DELAC members had the opportunity to learn about EL platforms such as Ellevation, Reclassification criteria, ELPAC scores, and State Seal of Biliteracy. Additionally, DELAC members had an overview of what the LCAP is, current and future goals, and an opportunity to provide input. After the 2026/2027 LCAP review on April 15, 2026, our DELAC members agreed that they have a better understanding of the LCAP goals and actions, and district funding. The DELAC committee commended CVUSD for tightening the budget without impacting our English Learner programs and services.
Site Level Parent Advisory Committees	* English Learner Advisory Committee (ELAC) * School Site Council (SSC) * Review school plans and approve the use of LCFF and Title I Funds to support LCAP goals at the school level

Educational Partner(s)	Process for Engagement
Riverside County Special Education Local Plan Area Administrator (SELPA)	CVUSD has actively partnered with and consulted with the Riverside County SELPA and the Riverside County Office of Education (RCOE), through the Continuous Improvement Monitoring (CIM) process during the 2025-26 school year, to strengthen services and supports for students with disabilities, inclusive of actions included in the LCAP. This includes technical assistance, compliance alignment, and shared professional learning to improve IEP implementation and instructional access. As part of the Continuous Improvement Monitoring (CIM) process, the Coachella Valley Unified School District CIM team engaged in a comprehensive review and consolidation of qualitative and quantitative data collected through multiple activities: the Parent Input survey (SEEDS), the BASICS Infrastructure Analysis, the Education Benefit Review (EBR), the Data Drill Down, and the Student Record Review. Through these activities, both strengths and areas of need were identified, supported by qualitative and quantitative data. The CIM team convened multiple times throughout the 2025-26 school year, to conduct the required activities and synthesize the findings. Meetings were facilitated with a focus on equitable participation and productive discussion. A combination ofindependent reflection, small group analysis, and whole-group discussion to identify key trends in the data. Data sources included the California SPPI Dashboard, the LEA Data Drilldown in the Improvement Data Center, Dataquest, the California School Dashboard, and parent surveys. Narrative comments from parent surveys and the Education Benefit Review were analyzed thematically. After all reviews were completed, findings were synthesized into key themes. Internally, CVUSD special education teachers were engaged in districtwide Instructional Framework work, with a focus on Best First Instruction (LCAP Actions 4.1, 4.2). To support this effort: Special education instructional coaches attended all general education PDs to ensure alignment and inclusive practices. Coaches have developed and modeled “I Do, We Do, You Do” lessons tailored for special education classrooms, bridging best

Educational Partner(s)	Process for Engagement
	practices with differentiated strategies. Monthly Special Education PLCs offer ongoing collaboration, lesson study, and data reflection aligned with the district's instructional priorities. Measuring Progress Through the CIM Process - As part of the Continuous Improvement Model (CIM), CVUSD uses multiple data sources to monitor student progress and instructional impact, including: • IEP goal progress monitoring data • State and district assessment results • Classroom-based formative assessments • Behavioral and engagement metrics
District Migrant Parent Advisory Committee (MPAC)	CVUSD convened five Migrant Parent Advisory Council (MPAC) meetings annually; during the 2025–2026 school year, all five meetings were held in person. These meetings provided parent training opportunities in collaboration with the School Site Council (SSC) and the District English Learner Advisory Committee (DELAC). MPAC representatives actively participated in the planning and development of the District Service Agreement (DSA) and regularly contributed to the selection of meeting topics. Participants reviewed needs assessment and student data to inform program decisions. In addition, migrant parents provided recommendations regarding Migrant Education Program (MEP) services and activities and participated in the review of DSA expenditures, revisions, and amendments. CVUSD also partnered with community-based organizations and service providers to offer resources to attendees, including FIND Food Bank, Borrego Health Services, Mecca Resource Center, and Desert Healthcare District & Foundation. Math Literacy Family Night CVUSD Migrant Program implemented Math Literacy Family Nights as a supplemental service, hosting two in-person events in March and April 2026 at the district office. These events served approximately 200 students and their families (about 100 per event), prioritizing

Educational Partner(s)	Process for Engagement
	Priority for Service (PFS) and migratory students performing below standard. The first event targeted families from eastern district schools, and the second served the Coachella area, with middle school students invited based on geographic location. The focus was on the California Common Core State Standards for Mathematics, specifically Claims 1 and 2, as well as the Standards for Mathematical Practice. Each event included a brief bilingual (Spanish/English) presentation addressing key concepts contributing to achievement gaps, followed by interactive, hands-on learning through three rotating stations. Activities were differentiated by grade span (TK–2, 3–5, and 6–8) and emphasized foundational and applied math skills such as number sense, operations, fractions, and introductory algebraic concepts. To support participation, dinner was provided, and non-school-age children were welcomed. All participating families received take-home materials, including math manipulatives, games, resource sheets (e.g., addition, multiplication, and fraction practice), and a copy of the state math standards to reinforce learning at home. CVUSD coordinates with non-profit organizations and service organizations to provide offerings for families, such as Find Food Bank, Borrego Health Services, Mecca Resource Center, Desert Healthcare District & Foundation, etc.
Foster Students and Parents	Foster Students and Parents - Individual meetings were held with students and families throughout the year. The Foster/Homeless Liaison worked in collaboration with school site administrators, counselors and public agencies to ensure students and families are aware of their rights, and to offer supports and access to resourcesrts and access to resources.
Head Start Policy Council	At Head Start Parent Policy Council meetings, parents continue to play an active and meaningful role in program governance. During these meetings, program staff provide regular updates, including current enrollment and attendance data, staffing changes, family engagement efforts, and progress toward school readiness goals. Financial updates are also shared, including budget status, grant applications, expenditure reports, and proposed purchases. In addition, the Council reviews and provides input on key program plans and policies related to health, nutrition, safety, education, and

Educational Partner(s)	Process for Engagement
	family services. Updates on the community needs assessment, self-assessment results, and progress toward strategic goals are presented to ensure transparency and continuous improvement. The Council maintains its responsibility for reviewing and approving grant applications, budget proposals, and any significant funding revisions. The Council also continues to participate in decisions regarding program design, including the structure of services (e.g., part-day or full-day options), and approves the criteria used for enrolling children and families. Members review and vote on policies that directly impact families, including those related to parent involvement, health and safety, and discipline practices. Additionally, the Council plays a critical role in approving annual program planning documents, including strategic goals and improvement plans developed through the self-assessment process, ensuring alignment with program priorities for the 2026–2027 LCAP cycle.
Parent Community Liaisons	Parent Community Liaisons 2025/2026 School Year For the 2026/2026 school year, due to district budgeting constraints, only three liaisons were hired to support 22 school sites. The Parent Community Liaisons supported our families and students at the District Hub (an open space that was created for families and community to visit). The liaisons assisted parents with enrolling students, updating information on the district's student information system, and creating & posting flyers on parent square. They also collaborated alongside school staff to assist with interpretation & translation. They assisted administrators with school committees and events. This year the Parent Community Liaisons supported with the following events: Coffee with the Principal (various sites) Paint Nights (various sites) School Celebrations Family Math Nights LCAP Workshops District Strategic Planning Meetings Community Resource Fairs Parent Workshops

Educational Partner(s)	Process for Engagement
	Community Events Community Partnership Events This year the Parent Community Liaisons supported with the following: Inputting and Promoting LCAP Parent Surveys Inputting and Promoting Summer School Applications AERIES (Student Information System) Missing Authorizations Data Input of School Events Volunteer Processing for all School Sites Providing Community Resources for Parents Organizing and Distributing Do The Right Thing Envelopes / Recognitions
Coachella Valley Teachers Association (CVTA)	Coachella Valley Teachers Association (CVTA) – LCAP Survey Feedback reflects a mix of strengths and areas for growth across schools and the district. Respondents recognize the dedication of staff and existing supports, while also identifying challenges related to workload, communication, resource availability, and consistency in practices. Overall, there is a shared interest in strengthening systems that support teaching and learning, improving alignment and transparency in decision-making, and fostering safe, inclusive environments where both students and staff can succeed. 4 Key Categories Include: 1. Teacher and Student Support Respondents acknowledged the commitment to supporting students and staff, while also noting challenges such as workload demands, limited planning time, and the need for more targeted professional development. There is interest in improving alignment between curriculum and assessments, increasing teacher input in decisions, and strengthening supports for student behavior and learning needs. 2. Administration and Leadership Feedback on leadership was varied. Some respondents expressed appreciation for supportive administrators, while others raised concerns about consistency, communication, and decision-making processes. There is a common interest in strong, stable leadership

Educational Partner(s)	Process for Engagement
	that is responsive to school needs and fosters trust through clear and inclusive practices. 3. Curriculum and Resources Participants highlighted both the importance of existing instructional programs and the need to update and enhance curriculum materials. There is a desire for greater teacher involvement in selecting and implementing programs, improved access to resources (especially in special education), and stronger alignment with standards and assessments to support effective instruction. 4. School Culture and Environment Responses reflected a range of experiences with school climate. While some noted positive and supportive environments, others expressed concerns related to safety, discipline, and consistency in expectations. There is broad agreement on the importance of maintaining safe, inclusive schools, strengthening community connections, and engaging families to support student success. Responses to the LCAP Survey - favorability by survey question: The following represents responses based on the 2026 LCAP Survey. Favorability percentage: 84% - Our school sets high expectations for student achievement (change from 2025 = -2%) 83% - Students' diverse learning needs are addressed by staff (change from 2025 = -2%) 80% - Students are provided hands-on learning activities or lessons that have real-world applications (no change from 2025) 90% - Staff engages students in discussions about their academic progress (no change from 2025) 70% - Students have access to all programs of study (change from 2025 = -4%) 20% - Students are performing at grade level in math (change from 2025 = +5%) 21% - Students are performing at grade level in reading (change from 2025 = +5%) 80% - Students are improving in English language development, (for students classified as English Learners): (change from 2025 = +4%)

Educational Partner(s)	Process for Engagement
	30% - Students are performing at grade level in science (change from 2025 = +5%) 35% - Students are performing at grade level in history/social studies (change from 2025 = +7%) 65% - Students are aware of career opportunities and how they relate to academic subjects (change from 2025 = +5%) 93% - Students are respected, accepted, and welcomed by staff (change from 2025 = -1%) 88% - Students' culture, talents, opinions, and input are valued (no change from 2025) I would like training on the following topics: 28% - Academic standards and Instructional Materials (change from 2025 = -5%) 38% - Technology (change from 2025 = -2%) 51% - Supporting the learning needs and challenges of students (change from 2025 = -2%) 40% - Managing student behaviors (change from 2025 = -1%) 30% - Teaching strategies (change from 2025 = -9%) 17% - Other (change from 2025 = -1%) Other areas that CVTA members stated they would like to receive training in include: Multilingual Learners & Language Development Core Instruction, Curriculum & Content Areas Special Education, Inclusion & Student Support Instructional Practices & Student Engagement Assessment, Data, & Educational Technology Systems, Culture, & Professional Capacity 87% - Students are aware of the school expectations (change from 2025 = -2%) 77% - Students participate in community and school events (change from 2025 = -1%) 73% - I am provided the training and resources needed to do my job (change from 2025 = -1%)

Educational Partner(s)	Process for Engagement
	72% The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job (change from 2025 = -2%) 57% - The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my j of staff ob (change from 2025 = -4%) 76% - Staff communicates feeling safe at school. (change from 2025 = -2%) 74% - The culture, talent, opinions, and input of staff are valued. (change from 2025 = -5%) 83% - Staff are respected, accepted and welcomed at the school. (change from 2025 = -4%) 80% - Students communicate feeling safe at school. (change from 2025 = -1%)
California School Employees Association CSEA)	The Spring 2026 LCAP Survey received 675 classified staff responses (an increase from 487 in 2025). Feedback highlights both strengths and areas for improvement across key operational and instructional supports. Respondents value the efforts being made to support staff and students, while also identifying challenges related to training relevance, facility conditions, communication, staffing levels, and student behavior systems. Overall, there is a shared interest in strengthening structures, improving consistency, and ensuring that schools are well-equipped to provide safe, effective learning environments. 1. Training & Professional Development Respondents recognized the importance of ongoing training and expressed interest in more targeted and role-specific professional development. While some opportunities exist, there is a desire for training that is more relevant, timely, and accessible, particularly in areas such as safety, administration, and special education. 2. Facilities & Resources Participants noted that while schools are functioning, there are concerns about the adequacy and condition of facilities and resources. Areas such as restroom access, meeting spaces, and campus security were highlighted as needing attention. Improving and

Educational Partner(s)	Process for Engagement
	maintaining facilities is seen as an important step toward supporting a safe and effective learning environment. 3. Communication & Organizational Support Feedback indicates that communication practices are an area of both strength and opportunity. Some respondents experience supportive communication, while others noted a need for clearer, more consistent information regarding policies and decisions. There is also interest in increasing opportunities for staff input and ensuring that support systems are in place to help staff manage responsibilities effectively. 4. Staffing & Workforce Capacity Respondents shared concerns about staffing levels and workload distribution. While staff remain committed to supporting students, understaffing can create challenges in meeting student needs and maintaining safe environments. There is interest in ensuring staffing decisions are equitable, strategic, and aligned with school needs. 5. Student Behavior & Discipline Systems Participants expressed a range of perspectives on current discipline practices. While efforts are being made to support positive behavior, some respondents noted inconsistencies in expectations and consequences. There is a shared interest in strengthening behavior systems to promote safe, respectful, and productive learning environments for all students. Responses to the 2026 LCAP Survey - favorability by survey question: Favorability percentage: 74%- Our school or department sets expectations to support staff achievement. (Change from 2025 = +6%) 67% - Employees' diverse learning needs are addressed and/or met. (Change from 2025 = -2%) 71% - Employees are engaged in discussions about their work progress. (Change from 2025 = +3%) 64% - I feel all professional development is relevant to my profession. (Change from 2024 = -10%)

Educational Partner(s)	Process for Engagement
	69% - Employees have access to all tools/ equipment needed for employment and or profession. (Change from 2025 = -4%) 70% - Employees are aware of training opportunities and how it relates to employee success. (Change from 2025 = +1%) 64% - The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. (Change from 2025 = +2%) 76% - I feel respected, accepted and welcome within the district as a whole. (Change from 2025 = +2%) 73% - I feel my culture, talents, opinions, and input are valued. (Change from 2025 = +2%) 81% - I feel safe at my work site or department. (Change from 2025 = -2%) 66% - I receive adequate and timely resources and information about trainings or programs. (no change from 2025) 78% - My work site and/or department has adequate safety protocols in place and are followed. (Change from 2025 = -1%) 82% - My work site and/or department equipment is safe for everyday use (no change from 2025) 90% - I am aware of the impact my profession has on student achievement (Change from 2025 = -4%) I would like training on the following topics: 45% - Stress management (change from 2025 = -7%) 40% - Safety (change from 2025 = -1%) 34% - Employee emotional needs (change from 2025 = -6%) 36% - Conflict Management (change from 2025 = -3%) 34% - De-escalation tactics (change from 2025 = +1%) Other areas that CSEA would to receive training in include: 1. Special Education, Inclusion & Student Behavior 2. Instruction, Curriculum & Academic Interventions 3. Student Well-Being & Social-Emotional Support 4. Job-Specific Skills, Systems & Professional Growth 5. Communication, Customer Service & Workplace Culture 6. Safety, Technology & Operations

Educational Partner(s)	Process for Engagement
CVUSD Students - Grades 4-12	CVUSD Students - Grades 4-12 The Spring 2026 LCAP Survey received responses from 6,933 students, voicing numerous suggestions and concerns encompassing various aspects of their educational experience. The survey results indicate a generally positive sentiment among students regarding their schools and academic experiences. A significant majority of students feel that their schools set high expectations for academic achievement, with 67% agreeing and 22% strongly agreeing. Similarly, 65% agree and 20% strongly agree that their teachers understand their learning needs. However, there are areas for improvement, such as access to a variety of high school courses, where 42% agree and 31% find it not applicable. Students also express a desire for more hands-on learning activities, better food options, and improved facilities. The qualitative responses highlight a need for more engaging activities, better communication regarding academic progress, and improvements in school infrastructure. The responses fell into five primary categories: Academic Expectations and Support: Students generally perceive their schools as setting high academic expectations, with 67% agreeing and 22% strongly agreeing. Teachers are seen as understanding and addressing learning needs, with 65% agreeing and 20% strongly agreeing. However, some students feel that more hands-on learning activities and real-world connections are needed, as 58% agree and 15% strongly agree with the current offerings. School Environment and Safety: The majority of students feel respected and valued at school, with 58% agreeing and 24% strongly agreeing. Safety is a concern for some, as 55% agree and 18% strongly agree that they feel safe, while 14% disagree and 8% strongly disagree. Access to a safe place at school is affirmed by 60% agreeing and 19% strongly agreeing. Course Variety and Extracurricular Activities: Access to a variety of high school courses is a mixed area, with 42% agreeing and 31%

Educational Partner(s)	Process for Engagement
	finding it not applicable. Students express a desire for more extracurricular activities and field trips, as well as better gym equipment and sports facilities. Communication and Engagement: Students appreciate when teachers discuss academic progress, with 58% agreeing and 23% strongly agreeing. However, there is room for improvement in communication about events and opportunities, as 62% agree and 23% strongly agree they are informed. Facilities and Resources: There is a call for better food options, cleaner restrooms, and improved technology resources. Students express dissatisfaction with current lunch offerings and request more engaging and healthier options. Responses to the LCAP Survey - favorability by survey question: The following represents responses based on the LCAP Survey. Favorability percentage: 89% - My school sets high expectations for my academic achievement. (no change from 2025) 85% - My teachers understand my learning needs and work to address them. (change from 2025 = +1%) 73% - I regularly participate in hands-on learning activities or lessons that connect to the real-world. (change from 2025 = +1%) 81% - My teachers talk to me about my academic progress. (change from 2025 = +1%) 54% - I have access to choose from a variety of high school courses. (change from 2025 = +6%) 65% - I am performing well in math (at or above grade level based on report card or District/State testing). (no change from 2025) 80% - I am performing well in reading/ELA (at or above grade level based on report card or District/State testing). (change from 2025 = +1%) 67% - I am performing well in science (at or above grade level based on report card or District/State testing). (change from 2025 = -1%)

Educational Partner(s)	Process for Engagement
	73% - I am performing well in history/social studies (at or above grade level based on report card or District/State testing). (change from 2025 = +3%) 63% - I am aware of career opportunities and how it relates to academic subjects. (change from 2025 = -21%) 63% - For students classified as English Learners: I am improving in English Language Development (ELD). (change from 2025 = +1%) 77% - I learn better when my teacher uses technology to engage me in my learning. (change from 2025 = +1%) 82% - I feel respected, accepted and welcomed at school. (change from 2025 = +4%) 76% - I feel I am valued at school. (change from 2025 = +4%) 73% - I feel safe at school. (change from 2025 = +4%) 80% - I have access to a safe place at school. (change from 2025 = +3%) 82% - My teachers can help students with behavior/social emotional concerns. (change from 2025 = +1%) 85% - I am informed about events, programs, and opportunities at school. (no change from 2025) 93% - I am aware of the school expectations. (change from 2025 = +1%) 65% - I participate/are involved in school or community events. (change from 2025 = +2%) In an open-ended question, students were asked if there was any other information students would like to share with the school or district to inform our planning. The Student feedback reflects both appreciation for their school experience and clear areas where improvements could enhance daily life on campus. While students are engaged and invested in their environment, they identified needs related to facility upkeep, food quality, safety, learning opportunities, and access to updated resources. Overall, there is a shared interest in creating a cleaner, safer, and more supportive school experience that better meets student needs. 5 Key Categories

Educational Partner(s)	Process for Engagement
	1. Facilities & Maintenance Students value a clean and well-maintained campus, though some reported concerns about the condition of restrooms, water fountains, and outdoor areas. While facilities are functional, there is interest in more consistent maintenance and timely repairs to improve comfort and safety for everyone. 2. Food Quality Feedback on school meals varied, with some students expressing a desire for improvements in taste, freshness, and variety. There is interest in providing food options that are both nutritious and appealing, helping ensure students feel satisfied and ready to learn throughout the day. 3. Safety & Bullying Students shared a range of experiences regarding safety. While some feel supported, others expressed concerns about bullying and consistency in how behavior is addressed. There is a common interest in strengthening systems that promote a safe, respectful, and inclusive environment for all students. 4. Curriculum & Learning Students are engaged in their learning but expressed a desire for additional academic support and more diverse course offerings. Expanding electives and ensuring instruction meets a variety of learning needs could further enhance student engagement and preparation for future goals. 5. Technology & Resources Students appreciate having access to learning tools, while also noting that some technology and resources could be updated or expanded. Improving access to devices and extracurricular resources would support both academic success and student involvement in school activities.
Community Organizations	Throughout the 2025-26 school year, CVUSD continued to prioritize collaboration and meaningful engagement with educational partners.

Educational Partner(s)	Process for Engagement
	The district's efforts included actively gathering feedback through the Spring 2026 Community LCAP Survey, which was completed by 12 of the community organizations that CVUSD partners with. The collaboration between various organizations and the Coachella Valley Unified School District (CVUSD) is generally perceived as effective, with 60% of respondents indicating effective collaboration and 20% rating it as excellent. However, there are areas identified for improvement, such as increasing student engagement and enhancing communication. Participants highlighted the positive impact of their programs on student achievement and social-emotional health, with some organizations receiving recognition for their contributions. Despite the overall positive sentiment, challenges such as political situations affecting participation and the need for better support from the district were noted. Categories/Themes that were reflective of the overall survey include: Collaboration and Communication: The majority of participants view the collaboration with CVUSD positively, with 60% describing it as effective and 20% as excellent. Effective communication and partnerships with key individuals such as the Community Engagement Manager are seen as strengths. However, there is room for improvement in engaging with community events and networking, as some participants have noted a lack of district staff presence at such meetings. Impact on Student Achievement and Social-Emotional Health: Programs are perceived to have a significant impact on student achievement and social-emotional health. Initiatives like DO THE RIGHT THING have been successful in recognizing and rewarding positive student behavior, while other organizations focus on mental health and wellness activities. Participants express a desire to expand these programs and deepen their impact, aligning with the district's evolving needs. Challenges and Support Needs: Participants face challenges such as political situations affecting program participation and difficulties in connecting parents with the

Educational Partner(s)	Process for Engagement
	right staff. There is a call for more support from the district, including better access to school facilities for community health promoters and enhanced communication channels. The need for resources to support early childhood services and parenting education is also highlighted. Q2: Survey Question: What do you feel are the strengths of the partnership between your organization and the school district? Summary: The partnership with the school district is strengthened by effective communication with key community leaders and constant emails providing valuable information. Collaboration with the Center for Employment Training and Career Counselors enhances career support. The partnership with CVUSD allows for the recognition and rewarding of students' positive behavior, benefiting both students and the district. Anna Garcia and her parent liaisons are responsive allies, dedicated to bringing resources to parents and students. Specific comments include: • The school district is making sure to communicate with key community leaders who have effectively shared the information • The Center for Employment Training works closely with Career Councilors. • Our partnership with the CVUSD allows us to recognize and reward hundreds of students monthly for their positive behavior and attitude. This benefits the students as well as the school district. • Anna Garcia and her parent liaisons were our greatest allies to partner with and collaborate for the benefit of the parents and students. They are very responsive individuals who truly care about bringing resources to their sites. • Constant emails with valuable information Q3: Survey Question: In what areas do you believe there is room for improvement or growth in your collaborative efforts with the Coachella Valley Unified School District?

Educational Partner(s)	Process for Engagement
	Summary: The responses highlight several areas for improvement in collaboration with the school district. Suggestions include increased engagement in networking and community meetings, more frequent student tours and presentations at CET, and better outreach for programs like DO THE RIGHT THING, which supports students in crisis. Additionally, a virtual suggestion box is proposed to address parental concerns more effectively. There is also a call for more cultural and community events. Specific comments include: • The school district should not only share event information, but also engage with networking and community meets ... I have never seen a staff member at a network or collaborative meeting • More frequent student tours at CTE. More CTE presentations at the school to seniors. • DO THE RIGHT THING (DTRT) is currently recognizing CVUSD students in our monthly award program as well as providing scholarships to graduating high school seniors. We have been extremely successful in reaching almost 2,000 students in less than 2 years. DTRT also has a "student assistance" program which provides grants of $500 - $1000 for students experiencing crisis/emergency situations (such as food or clothing insecurity). • We have resources available to assist many more students than we receive requests for and would like to more effectively reach CVUSD students in need. • Maybe a virtual suggestion box that is checked every day, can help improve some of the concerns parents bring to our attention. They have a hard time getting connected to the right staff. • More cultural and community events Q4: How do you perceive the impact of your organization's programs

Educational Partner(s)	Process for Engagement
	or initiatives on student achievement within the Coachella Valley Unified School District? Summary: The responses highlight various impacts of the organization's programs on student achievement within the Coachella Valley Unified School District. Ensuring student vaccinations is emphasized as crucial for school attendance. Alignment of goals is noted, and recognizing DTRT nominees is seen as a way to enhance impact. Parent liaisons are valued for their firsthand experience and influence among other parents. Additionally, connecting families to local resources and providing support and referrals are mentioned as beneficial initiatives Specific comments include: • We want to make sure that students obtain their vaccinations so that they can continue and start school • Our goals closely align. • Highly effective! And the impact can be increased by individual schools recognizing the monthly DTRT nominees/winners within the classroom/school setting. • When the liaisons were there it was impactful because they as parents experienced it first and were able to recommend it to other parents in their school. It makes a difference when it comes from another parent then when it comes from staff. • Connecting families to local resources, providing support and referrals. Q5: How do you perceive the impact of your organization's programs or initiatives on student's social-emotional health and wellness within the Coachella Valley Unified School District? Summary: The responses indicate varied perceptions of the impact on students' social-emotional health and wellness. Some view the programs as highly impactful, enhancing emotional awareness, coping skills, and support. Others express uncertainty about the outcomes, while one response suggests collaboration to enhance health goals.

Educational Partner(s)	Process for Engagement
	Specific comments include: • We can work together to enhance the health goals • Highly impactful! • We would hope for a positive outcome but it's hard to say. • Our organization's programs have positively influenced students' social-emotional health by helping them build emotional awareness, strengthen coping skills, and feel more supported and connected Q6: What challenges, if any, have you encountered in working with the school district, and how have you addressed or overcome them? Summary: Several respondents reported no challenges, with one attributing this to the effective liaison work of Anna Garcia, who motivated teacher participation in the DTRT program. Others noted that parents often seek answers, but administration requires in-person visits for assistance. Additionally, the political situation has caused fear and distress among families, leading to decreased participation in some programs. Specific comments include: • No challenges as the superintendent assigned us a highly effective liaison, Anna Garcia, who has done an amazing job of motivating teachers to participate in the DTRT program monthly. • Parents reach out to get answers and we try to help when they ask, admin has told us that they need to come in to talk to someone. • The political situation has definitely generated fear and distress among families, resulting in lower participation in certain programs. Q7: How do you think the school district could better support or facilitate the work of community-based organizations like yours?

Educational Partner(s)	Process for Engagement
	Summary: There is a request for community health promotors to gain access to school parent centers to conduct workshops and activities focused on mental and emotional health, aiming to address issues of isolation and loneliness. Q8: What specific resources or support do you feel would enhance your ability to contribute effectively to the educational goals of the Coachella Valley Unified School District? Summary: Responses highlight the need for enhanced support in various areas to contribute effectively to the educational goals of the Coachella Valley Unified School District. Suggestions include offering presentations on student health services provided by IEHP, expanding early childhood programs to prepare children for school, and providing parenting support. Additionally, outreach efforts through school parent centers, utilizing flyers and calls to promote workshops and wellness activities, are emphasized. Financial backing from sponsors and donors is noted as a significant resource for program funding. Specific comments include: • If we can support students' health, please let us know; we can provide a presentation to better understand the services and support IEHP offers to community members • DTRT enjoys tremendous financial resources from sponsoring organizations, foundations, city governments, and private donors, fully funding our program. • Programs for younger children that are almost at school age. Providing early childhood services would allow for parents to seek support prior to entering school and have children be ready for when they do. Parenting support is essential. • Once the promoters were able to gain access to the schools' parent centers, they conducted outreach through physical and electronic flyers, as well as reminder calls regarding workshops, support groups, and/or wellness activities—such as arts and crafts, book readings, and the like.

Educational Partner(s)	Process for Engagement
	Q9: Looking ahead, what are your hopes and aspirations for the future of your partnership with the Coachella Valley Unified School District, and how do you envision it evolving? Summary: The responses express a desire for continued collaboration with the Coachella Valley Unified School District, emphasizing ongoing participation in award and scholarship programs, and active involvement in student assistance initiatives. There is hope for increased presentations to parents and direct connections with every school site, similar to existing partnerships. The aim is to expand the reach and deepen the impact of mental health programs, fostering a more integrated and responsive collaboration that aligns with the district's evolving needs, ultimately supporting students and families more effectively.
Special Education Parent Advisory Committee (SEPAC)	The CVUSD Special Education Parent Advisory Committee (SEPAC) comprises parents, community members, teachers, and staff collaborating to enhance educational outcomes for students with disabilities. SEPAC's objective is to foster active family participation and empower them to be informed and effective educational partners in crafting and executing learning opportunities for these students. Operating within the Riverside County SELPA Community Advisory Committee (CAC), composed of parents and stakeholders invested in ensuring appropriate services for students with disabilities, SEPAC aligns its efforts. SEPAC convenes quarterly to address student, parent, and community needs across the District. Moreover, it conducts monthly parent training sessions covering a spectrum of topics such as: IEP and services overview; Mental Health and Social Emotional Learning; Positive Behavior Intervention; Transition Planning; and Post-Secondary Transition Planning. These topics are curated by the SEPAC planning committee and through community outreach efforts. Additionally, SEPAC engages in

Educational Partner(s)	Process for Engagement
	community outreach events to disseminate information about programs and services available to students with disabilities within CVUSD.
CVUSD LCAP Advisory Committee	During the 2025-26 school year, CVUSD staff facilitated four meetings with the LCAP Advisory Committee, in addition to ten Regional LCAP Meetings at schools throughout the district. The LCAP Advisory Committee included district staff, site administrators, teachers, other certificated employees, classified employees, CVTA and CSEA Executive Board members, parents, students, and community members. Feedback from the LCAP Advisory Committee members throughout the year generally fell into the following areas: 1. Communication, Transparency, and Stakeholder Trust • A dominant theme throughout the feedback is the desire for clearer, more transparent, and more consistent communication between the district, schools, and families. 2. Mental Health and Student Wellness • Mental health emerged as one of the strongest and most consistent priorities. • Stakeholders view mental health as essential to both academic success and overall student well-being. 3. Equity and Support for Vulnerable Student Groups Key Concerns • High suspension rates among: foster youth, homeless students, Black/African American students, American Indian students • Chronic absenteeism among students with disabilities • Protecting multilingual education and English learner services • Ensuring equitable access to college and career opportunities • Requests for interventions and incentives • Calls for deeper understanding of root causes 4. Academic Achievement and Student Success

Educational Partner(s)	Process for Engagement
	• Academic outcomes remain a central focus, particularly interventions and supports that directly improve student achievement. • Academic Intervention ranked #1 in impact on achievement • Strong support for college and career readiness programs • Questions about workforce preparation and certifications 5. Parent and Family Engagement • Families want stronger partnerships with schools and more meaningful opportunities to participate. Improved two-way communication • Retaining parent liaisons • Flexible participation options (e.g., hybrid meetings) At the Regional LCAP Meetings in October, 2025 participants expressed expressed interest in a range of topics for future LCAP Meetings, summarized in the following 5 areas: Meeting Communication Participants emphasized the need for improved communication regarding meeting schedules. They suggested that better notifications and advanced notice could enhance attendance and engagement. The perception is that current communication methods may not be effectively reaching all participants. LCAP Transparency There is a strong interest in understanding the effectiveness and accountability of LCAP fund usage. Participants want detailed insights into how funds are managed and the impact on educational outcomes. The perception is that increased transparency in this area is necessary. Educational Workshops Participants expressed a desire for more workshops targeting both parents and students. They believe these workshops could support academic improvement and positive behavior. The perception is that such initiatives would be beneficial and are currently underrepresented.

Educational Partner(s)	Process for Engagement
	Mental Health Initiatives The importance of mental health awareness was highlighted, with suggestions for campaigns on suicide prevention and mental health education. Participants perceive this as a critical area needing more focus in schools. The perception is that addressing mental health could have a significant positive impact on students. Parent Engagement Increasing parent involvement and motivation to attend meetings is a recurring theme. Participants suggested creative approaches, such as raffles, to boost participation. The perception is that current levels of parent engagement could be improved with more innovative strategies. A communication survey was given to participants, aimed at helping CVUSD improve school to home and district to home communication. The results are shown below. Q - How would you rate communication from your child's school? Excellent = 47% Good = 32% Q - How satisfied are you with engagement and two-way communication at your school? Very Satisfied = 37% Satisfied = 47% Q- How would you rate communication from the District Office? Excellent = 32% Good = 53% Q - How satisfied are you with engagement and two-way communication with the District Office? Very Satisfied = 32% Satisfied = 47% Q - How would you rate communication during a crisis or serious

Educational Partner(s)	Process for Engagement
	situations? Excellent = 26% Good = 47% Q - Which areas would you like to receive more communication about? (Select all that apply) Student Success and Achievement 63% How the District supports student learning 58% Changes in District Policies or Programs 58% District and Community Events 47% School Safety & Emergency Updates 63% Opportunities for Parent Involvement 63% Other 21% Other topics: • How is the school district connecting our students to the local economy while helping our students get access to special programs and certification that make them marketable in employment? • More opportunities for parents. More communication. We need parent liaisons at the schools. They provided us with a lot of information. • Notify parents of everything related to their children. • Effectiveness of EXLP LCAP Advisory Committee Meeting - December 16, 2025 Data from the 2025 CA School Dashboard, reflecting the effectiveness of actions and services in the LCAP, was shared at the December 16, 2025 meeting. The engagement primarily focused on chronic absenteeism, suspension rates, math performance, graduation rates, and English Language Arts. Participants expressed concerns about chronic absenteeism, particularly among students with disabilities, and noted an increase in suspension rates among specific student groups, including foster youth, homeless, Black, African American, and American Indian students. There was a call for more support and incentives to address these issues. The sentiment suggests a need for targeted interventions and a deeper

Educational Partner(s)	Process for Engagement
	understanding of the underlying causes of absenteeism and suspension. 5 Key Areas of Focus included: Chronic Absenteeism: Participants are concerned about the increase in chronic absenteeism, especially among students with disabilities. The perception is that absenteeism has remained constant, but there is a need for creative solutions, such as fun work and movie incentives, to engage students and reduce absenteeism. Suspension Rates: The suspension rates are notably high among foster youth, homeless, Black, African American, and American Indian students. Participants notice these trends and wonder about the support systems in place for these groups. The perception is that these rates are increasing, indicating a need for more targeted support and interventions to address the underlying issues leading to suspensions. Math Performance: Although not explicitly detailed in the participant responses, math performance is a key area of focus. Participants noticed trends and wondered about the factors affecting math achievement. The perception may be that math performance requires attention and strategic steps to improve outcomes. Graduation Rates: Graduation rates are another area of interest, with participants noticing trends and wondering about the factors influencing graduation outcomes. The perception is that graduation rates need to be monitored and improved through strategic next steps. English Language Arts: English Language Arts performance is a focus area, with participants noticing trends and wondering about the factors affecting achievement. The perception is that there is room for improvement, and strategic steps are needed to enhance outcomes in this subject area.

Educational Partner(s)	Process for Engagement
	January 27, LCAP Advisory Committee Respondents expressed interest in receiving specific examples of strategies or programs contributing to growth, alongside detailed breakdowns of fund usage for restorative practices. Improved explanation of acronyms and provision of handouts to accompany presentations were suggested to enhance understanding. Concerns about chronic absenteeism and its impact on educational goals were highlighted, with calls for community collaboration. Participants requested data on emotional health and transparency in tracking program effectiveness. Suggestions included offering hybrid meeting options to increase participation and addressing staffing reductions affecting students. Overall, the meeting was considered dynamic and informative, with positive feedback on interactions and improvements. April - May 2026 LCAP Advisory Committee Meeting: At the April 15th Advisory Committee Meeting, the district received the following feedback. The engagement revealed a strong emphasis on protecting mental health services, multilingual education, and college and career readiness programs. Participants express concern over potential reductions in these areas, highlighting their importance for student well-being and future success. There is a notable sentiment against making cuts, with many participants advocating for the preservation of existing programs and services. Additionally, there are questions about the decision-making process and how stakeholder input is being incorporated. Exit Ticket - at the conclusion of the LCAP Advisory Committee, participants were asked to give feedback on 3 areas: What is ONE LCAP action we must protect? The engagement reveals a strong emphasis on protecting mental health services, multilingual education, and college and career readiness programs. Participants express concern over potential reductions in these areas, highlighting their importance for student

Educational Partner(s)	Process for Engagement
	well-being and future success. There is a notable sentiment against making cuts, with many participants advocating for the preservation of existing programs and services. Additionally, there are questions about the decision-making process and how stakeholder input is being incorporated. Most Common Themes: Mental Health Services: Mental health services are a top priority for many participants, with several responses emphasizing the need to protect and expand these resources. Participants perceive mental health support as crucial for student wellness and academic success, and there is a strong desire to ensure these services remain accessible. Multilingual Education: Protecting multilingual education is seen as vital for promoting equity, identity, and academic success. Participants highlight the importance of these programs in providing long-term opportunities for students, and there is a clear sentiment to safeguard these educational offerings. College and Career Readiness: Programs that support college and career readiness are highly valued, with participants expressing concern over potential reductions. These programs are perceived as essential for preparing students for postsecondary education and career opportunities, aligning with LCAP priorities and supporting equitable access. Decision-Making Process: There is a significant interest in understanding the decision-making process, with participants seeking clarification on how stakeholder input is incorporated. Concerns are raised about transparency and the role of advisory committees in shaping final determinations. Budget Reductions: Participants express strong opposition to budget cuts, with many advocating for the preservation of all existing programs and services. There is a sentiment that reductions could negatively impact educational outcomes and student support

Educational Partner(s)	Process for Engagement
	systems. What is ONE area where reductions may be acceptable? The responses indicate various areas where reductions may be considered acceptable, including professional learning salaries, family engagement activities, conferences, and expanded learning, particularly field trips to expensive venues. Some suggest cutting technology expenses, such as Canvas and VR headsets, and reducing redundant administrative positions and consultants. However, several respondents express that no reductions are acceptable, emphasizing the indispensability of all areas. Suggestions also include evaluating the impact of family engagement sessions and retaining parent liaisons. Overall, opinions vary widely, with some advocating for specific cuts and others opposing any reductions. Professional Development Some responses suggested that reductions in professional development activities, such as conferences and academic coaching, could be acceptable. The argument is that these activities can be costly due to expenses like travel, registration fees, and substitute coverage. By reducing these costs, resources could be reallocated to other areas that directly impact student learning and engagement. Resource Optimization Participants agreed on the importance of optimizing resources to ensure maximum impact. Whether through reducing unnecessary professional development costs or refining family engagement activities, the goal is to use available resources efficiently. This common ground emphasized the need for strategic decision-making to support essential educational goals while managing budget constraints. Family Engagement Other responses highlighted the importance of maintaining or even enhancing family engagement activities. The belief is that these activities are crucial for building strong school-community relationships and supporting student success. Some suggest using

Educational Partner(s)	Process for Engagement
	feedback surveys to identify and cut less effective sessions, ensuring that resources are focused on impactful engagement efforts. What is ONE question or concern that you have? The responses reveal concerns about budget transparency, decision-making processes, and the impact of financial cuts on educational programs. Specific issues include the funding and sustainability of mental health resources, the reduction of programs supporting college and career readiness, and the potential elimination of teacher assistant positions. There are calls for greater parental involvement, clarity on the use of LCAP funds, and the need for stakeholder input in decision-making. Additionally, there is apprehension about the district's ability to overcome its economic challenges and maintain essential services and programs for students. Budget Transparency Concerns about budget transparency were evident, with individuals questioning the visibility of LCAP spending and the allocation of funds. There was a call for clarity on how funds are being used, particularly in relation to legal costs and specific programs. Stakeholders are seeking accountability and detailed reporting to ensure that financial resources are being managed effectively and in alignment with community priorities. Program Cuts There is significant concern regarding the reduction or elimination of educational programs, including mental health services, teacher assistant positions, and college and career readiness initiatives. Stakeholders argued that these programs are essential for student support and development, and cuts could negatively impact educational outcomes and equitable access to opportunities. The community is advocating for the preservation of these programs to maintain quality education and support for students. Stakeholder Engagement Participants emphasized the importance of stakeholder engagement in decision-making processes. There is a shared interest in ensuring

Educational Partner(s)	Process for Engagement
	that feedback from staff, parents, and committees is incorporated into strategic planning and budget decisions. By fostering open communication and collaboration, the district can address concerns about transparency and program cuts, aligning decisions with the needs and priorities of the community. May – LCAP Advisory – LCAP Priorities The LCAP Advisory Committee Ranked the following according to the impact that they think they have on student achievement. Ranking Action/Service - # of people who had as top choice #1 Academic Intervention - 15 #2 Mental Health Supports - 4 #3 English Learner Services - 3 #4 Attendance Supports - 0 #5 Staff Professional Development - 3 #6 Family Engagement - 1 #7 Expanded Learning - 3
Preschool Parent Advisory Council	The Preschool Parent Advisory Council (PAC) continues to serve as an important educational partner group, focused on strengthening family engagement and elevating diverse parent perspectives in program and district decision-making. The PAC's mission remains centered on engaging families in meaningful ways to help inform education policy and practices that support positive outcomes for all students. During the 2026–2027 LCAP cycle, the PAC will continue to provide input on key initiatives related to early childhood education, school readiness, and family engagement strategies. The Council offers a platform for families to share feedback, identify priorities, and contribute to discussions aimed at addressing opportunity gaps and improving equitable access to high-quality preschool programs. The PAC is committed to fostering authentic engagement opportunities that empower families as partners in education. Through

Educational Partner(s)	Process for Engagement
	ongoing collaboration with program staff and leadership, the Council supports efforts to close achievement gaps and promote continuous improvement, ensuring that the needs and perspectives of preschool families are reflected in planning and decision-making processes.
Equity Multiplier School - La Familia High School Parent-Student-Staff Meeting	Feedback from a survey conducted among students, staff, and parents at La Familia High School, on the best use of LCFF Equity Multiplier funds to serve students revealed five common themes Five Common Themes Across Students, Parents, and Staff: 1. Academic Intervention, Tutoring & Credit Recovery All three groups emphasized the importance of targeted academic support systems to help students stay on track for graduation and improve achievement. Students requested: • Tutoring programs, Academic support and intervention, Study skills support • Credit recovery, Math and English support Parents requested: • Tutoring during school hours, Homework help, Study skills • Credit recovery support Staff recommended: • Tutoring services, Academic Center, MTSS intervention support • Academic aides and progress monitoring • Credit recovery systems 2. Career Readiness & College Preparation Students, parents, and staff all highlighted the need for programs that connect school to future careers, college, and real-world opportunities. Students requested: • CTE programs, Robotics

Educational Partner(s)	Process for Engagement
	• Business • Mechanic/shop and construction classes • AP and college classes, Real-world learning opportunities Parents requested: • Job training, Internships, Interview skills • College visits, College application help Staff recommended: • Workforce certification programs (CPR, OSHA, CNA) • Expanded CTE pathways • Career-connected learning opportunities 3. Social-Emotional & Mental Health Support All stakeholder groups recognized that emotional well-being and relationships are critical to student success. Students requested: • Programs to improve social skills • Engaging and supportive learning environments Parents requested: • Counseling services, Mental health support • Stress management, Peer support groups Staff recommended: • Trauma-informed practices, Restorative practices • Mentorship/check-in systems • Relationship building and emotional support 4. Student Engagement & School Connection Each group emphasized creating a school environment where students feel connected, motivated, and involved. Students requested: • Arts, music, dance, and enrichment • After-school opportunities, More engaging learning experiences

Educational Partner(s)	Process for Engagement
	Parents requested: • After-school programs, Clubs and extracurricular activities • Leadership opportunities Staff recommended: • Attendance incentives, Student recognition programs • Field trips • Career-connected and engaging instruction 5. Family Engagement & Student Support Networks Parents and staff especially emphasized the importance of strong school-family partnerships, while students indirectly reflected this need through requests for supportive environments and guidance. Parents requested: • Parenting workshops, Community resources • Family support services • Transportation and food assistance Staff recommended: • Parent advocate/community groups, Monthly family meetings • Family communication systems • Mentorship and structured check-ins Students reflected this through requests for: • Personalized support • Guidance and mentoring • Structured help systems

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

Parents, staff and students requested the following as part of the educational partner feedback that we received:

1. Communication, Transparency, and Stakeholder Trust
In LCAP Goal 3 - the following actions and services are designed to enhance communication with our educational partners:

Parents also requested an increase/improvement in the timeliness of information and communication. Some of the ways that CVUSD is

meeting that request are:
* Outreach and Advertising Materials
* Translator Salaries (Action 3.2)
    - Translators translate district documents such as IEP's, LCAP, Human Resources documents, legal notices and flyers.
    - In addition they are qualified to interpret for district meetings such as board meetings, etc.
* Thought Exchange Online Platform - Action 3.3
* Parent Square App communication system - Action 3.2

2. Mental Health and Student Wellness
    - Action 2.4 - Wellness Centers and Lead Intervention Teachers at all Middle and High Schools
    - Action 2.6 - Latino Commission Counseling - therapists at every school

3. Equity and Support for Vulnerable Student Groups
Key Concerns
    - High suspension rates among: foster youth, homeless students, Black/African American students, American Indian students (Action 2.4 Restorative Justice, Social-Emotional Learning)
    - Chronic absenteeism among students with disabilities (Action 2.3 - Student Attendance Services, Student Wellness Coordinator, 2 District Attendance Resource Liaisons)
    - Protecting multilingual education and English learner services (Action 1.6 - Dual Language Coordinator, Newcomers Academy for English Learners, EL Mentors, Migrant Services)
    - Ensuring equitable access to college and career opportunities - (Action 1.5 - College-Career Counselors, Career centers at High Schools, CTE Pathways, Dual Enrollment)
    - Requests for interventions and incentives (Action 2.1 - ELOP - after school academic and enrichment support), (Action 1.2 -Credit Recovery Opportunities)

Actions in LCAP Goal 1, action 6, that support English Learners:
* Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access academic content and fully engage in academic setting successfully.
* The Multilingual and Multicultural Education department identifies English learners, Dual Language and Migrant students and monitors their academic progress, ensures students are placed in the correct classes, and provides them the support they need to develop the linguistic skills needed to achieve academic success.
* Migrant education provides specialized educational support to migratory children, addresses disparities in academic standards among states, and ensures equitable opportunities to meet state standards.
* Direct Support for Immigrant Students- Newcomer Academy:
12 week program to support newcomer students transition as newcomers, learn more about ELPAC, and connect with other Newcomers within their school - Offered at all secondary schools and 4 elementary schools with the highest concentration of newcomer students.
* EL Mentors - Each EL Mentor has a caseload of 30 EL mentees and meet with these students throughout the school year to develop an Individualized Language Plan (ILP) in which students focus on their ELPAC scores, academic performance, and personal goals to focus on

reclassification.

Action in LCAP Goal 1 that support Students with Disabilities:
Going forward, based on CVUSD's work with Riverside Co. SELPA and RCOE, the following areas have been identified as priority issues for deeper investigation and improvement in Step 2 of the Continuous Improvement Monitoring (CIM) process:

- Academic performance in ELA and Math across grade levels, despite improvement trends. (LCAP Goal 1)
- Restrictive Placements for students with Autism and Intellectual Disabilities, especially in preschool.
- IEP Documentation and Progress Monitoring inconsistencies, especially at the secondary level.

Action in LCAP Goal 2 that support Students with Disabilities:
Going forward, based on CVUSD's work with Riverside Co. SELPA and RCOE, the following areas have been identified as priority issues for deeper investigation and improvement in Step 2 of the Continuous Improvement Monitoring (CIM) process:

- Chronic Absenteeism among SWDs, particularly in middle and high school and at rural sites. (LCAP Goal 2)

4. Academic Achievement and Student Success

- Academic outcomes remain a central focus, particularly interventions and supports that directly improve student achievement. (Action 2.1 - ELOP - after school academic and enrichment support), (Action 1.2 - Credit Recovery Opportunities)
- Academic Intervention ranked #1 in impact on achievement
- Strong support for college and career readiness programs - (Action 1.5 - College-Career Counselors, Career centers at High Schools, CTE Pathways, Dual Enrollment)
- Questions about workforce preparation and certifications - Action 1.5 - CTE Pathways

5. Parent and Family Engagement

- Families want stronger partnerships with schools and more meaningful opportunities to participate.
- Improved two-way communication - Action 3.2 - Parent Square
- Retaining parent liaisons - Action 3.3 - 22 Parent Liaisons
- Flexible participation options (e.g., hybrid meetings) - Action 3.2 - Zoom Communication Platform

Goal 4 - Professional Development

CVTA members listed the following areas in which they would like to recieve professional development:

I would like training on the following topics:
28% - Academic standards and Instructional Materials (change from 2025 = -5%)
38% - Technology (change from 2025 = -2%)
51% - Supporting the learning needs and challenges of students (change from 2025 = -2%)
40% - Managing student behaviors (change from 2025 = -1%)
30% - Teaching strategies (change from 2025 = -9%)
17% - Other (change from 2025 = -1%)

Other areas that CVTA members stated they would like to receive training in include:

- Multilingual Learners & Language Development
- Core Instruction, Curriculum & Content Areas
- Special Education, Inclusion & Student Support
- Instructional Practices & Student Engagement
- Assessment, Data, & Educational Technology
- Systems, Culture, & Professional Capacity

In response to input on Professional Development from CVTA, the following professional development opportunities are included in Goal 4 of the 206-27LCAP:

* Dual Language (DL) Collaboration Sessions
* LETRS for Early Learners - training on Foundational Literacy Skills
* MTSS Framework
* UCI Math
* Comprehensive Professional Development on Integrated and Designated ELD
* Transformational Model Trainings
* Training in De-escalation techniques and classroom management

CSEA
45% - Stress management (change from 2025 = -7%)
40% - Safety (change from 2025 = -1%)
34% - Employee emotional needs (change from 2025 = -6%)
36% - Conflict Management (change from 2025 = -3%)
34% - De-escalation tactics (change from 2025 = +1%)

Other areas that CSEA would to receive training in include:
1. Special Education, Inclusion & Student Behavior
2. Instruction, Curriculum & Academic Interventions
3. Student Well-Being & Social-Emotional Support
4. Job-Specific Skills, Systems & Professional Growth
5. Communication, Customer Service & Workplace Culture
6. Safety, Technology & Operations

In response to input on Professional Development from CSEA, the following professional development opportunities are included in Goal 4 of the 2025-26 LCAP:
* Classified Employee Trainings
* Transformational Model Trainings
* ELD training for paraeducators in an instructional setting

* CPI Training and De-escalation training (student behaviors)
* Restorative Practices - social-emotional support.

Equity Multiplier School - La Familia High School Parent-Student-Staff Meeting: Based on the feedback received from educational partners regarding the use of Equity Multiplier funds, Goal 5 will include a focus on Five Common Themes Across Students, Parents, and Staff:

1. Academic Intervention, Tutoring & Credit Recovery
All three groups emphasized the importance of targeted academic support systems to help students stay on track for graduation and improve achievement.

- Tutoring programs
- Academic support and intervention
- Study skills support
- Math and English support
- MTSS intervention support
- Credit Recovery Systems

2. Career Readiness & College Preparation
Students, parents, and staff all highlighted the need for programs that connect school to future careers, college, and real-world opportunities.

- CTE programs
- Business
- Real-world learning opportunities
- work-based training
- Workforce certification programs (CPR, OSHA, CNA)

3. Social-Emotional & Mental Health Support
All stakeholder groups recognized that emotional well-being and relationships are critical to student success.

- Programs to improve social skills

Engaging and supportive learning environments

- Counseling services
- Mental health support
- Trauma-informed practices / Restorative practices
- Mentorship/check-in systems

4. Student Engagement & School Connection
Each group emphasized creating a school environment where students feel connected, motivated, and involved.

- Arts, music, dance, and enrichment
- After-school opportunities
- More engaging learning experiences
- Leadership opportunities

5. Family Engagement & Student Support Networks
Parents and staff especially emphasized the importance of strong school-family partnerships, while students indirectly reflected this need through requests for supportive environments and guidance.

- Parenting workshops
- Community resources
- Family support services

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create equitable access to educational opportunities that will lead to academic success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed based on the feedback that CVUSD received from educational partners, the LCAP Survey results, and a review of the CA School Dashboard Indicators. Implementation of Multi-tiered System of Instructional Supports (MTSS):

Based on LCAP Survey Data, families indicated a need for teachers to engage with their students to motivate and challenge them. Students also indicated on the LCAP Survey that they would like a quality education.

Acknowledging the survey responses of our Educational Partners, CVUSD will continue to implement a Multi Tiered System of Support (MTSS) district wide in the 2026-27 school year. It is a comprehensive framework implemented by schools and districts to provide academic, behavioral, and social-emotional support to all students. MTSS supports meet the needs of all students, including the diverse needs of students who may require additional assistance to succeed in school, such as English learners, Foster Youth, and low-socioeconomic students, as it provides detailed data to guide instruction.

CAASPP test data from 2025 shows that 30.08% of students (a 2.2% increase from 2024) met or exceeded ELA standards, while 20.10% (an increase of 3.45% from 2024) met or exceeded the standards in math. According to our LCAP Family engagement survey, our educational partners expressed a need for pursuing highly qualified teachers in all positions, as well as providing support for students in academic areas. Overall, research on MTSS suggests that it is an effective framework for promoting student success, improving academic achievement, and creating inclusive and supportive learning environments.

CVUSD has been identified by the California Department of Education (CDE) for Intensive Level II compliance and improvement monitoring due to not meeting the State's target participation rates for the percentage of students with Individualized Education Plans (IEP) that participate for more than 80% of their school day in the least restrictive environment (LRE) (general education setting). Data shows in the 2024-25 school year that 40.09% of CVUSD students with disabilities participated in the general education setting for more than 80% of their

school day. Participation decreased from 41.8%% in the 2023-24 school year. The CDE target rates for the 2023-24 and 2024-25 school years are 67% and 70%, respectively. Data also shows in the 2024-25 school year that 34.79% of students participated in the general education setting for more than 40% of their school day. The CDE target rate for the 2024-25 school year is less than or equal to 13.5%. Areas where CVUSD met growth targets are: Graduation Rate (YELLOW - 79.3% - an increase of 3.8%), Suspension Rate (GREEN - 4.4% - declined 1.0%), Parent Involvement and the Child Find Percent.

The District's Compliance and Improvement Monitoring (CIM) Team in partnership with the Systems Improvement Leads (SIL) and the Network Improvement Committee (NIC) developed an improvement goal to increase the participation rate in the least restrictive environment (LRE) (general education setting). The systems of support that will be implemented with MTSS, will assist all teachers in meeting the diverse needs of all students, including students with disabilities and their access to general education classroom settings.

Supplemental Supports to Strengthen the Instructional Core: (Priority 2, 4, 7, 8):

Through supplemental supports, teachers are able to interact and engage with students in order to make lessons come alive in different ways. Through these engaging activities and supports, students will be able to access curriculum in a variety of ways that speak to their learning styles.

The action of providing supplemental supports to strengthen the instructional core is directed towards all students and to support specific groups such as Foster Youth (FY), English Learners (EL), or low-income students, with the aim of increasing or improving services for these populations.

The primary need addressed by supplemental supports to strengthen the instructional core is the achievement gap or disparities in academic outcomes among different student groups. These disparities may arise due to various factors such as socio-economic status, English Language proficiency, disabilities, or other challenges faced by students.

Supplemental supports to strengthen the instructional core are effective in meeting identified needs because they are targeted, personalized, equity-focused, comprehensive, data-informed, and collaborative. By implementing these supports, school sites can better meet the diverse needs of their students and promote equitable opportunities for all learners to succeed.

The Family LCAP survey results indicate a generally positive sentiment among participants regarding the academic environment and student support within the schools. Teachers are seen as understanding and addressing students' learning needs, with 87% of respondents agreeing. A significant majority of respondents agree or strongly agree that schools set high expectations for academic achievement (85%), teachers understand and address students' learning needs (87%), and students regularly participate in hands-on learning activities (85%).

Participants generally perceive the schools as setting high academic expectations and providing adequate support for students' learning needs. The majority agree that students are performing well in core subjects like math (82%) and reading/ELA (82%). However, some respondents express concerns about the adequacy of support for special education students and the need for more hands-on activities.

Based on the 2026 LCA Family Survey, there is a significant demand for more support in special programs, such as IEP assistance and dual language programs. Participants highlight the need for better resources and training for staff to effectively support students with special

needs.

Extracurricular Student Programs: (Priority 4, 5, 7, 8):
Parent input on the LCAP Survey indicated a need for students to be motivated and challenged in a variety of ways. While 76% of respondents agree that students have access to programs of choice, there is a notable portion (13%) who feel these programs are not applicable or insufficient. Participants express a desire for more extracurricular activities, arts, and music education, and better resources for competitive programs.

Concerns about the lack of enrichment opportunities for advanced students were also noted. Overall, there is a desire for the district to enhance its support for diverse learning needs.
Teachers also gave input that they would like to see better learning environments for their students. Students indicated a desire for more hands-on learning activities and more real-world connections. Offering extracurricular activities helps students develop additional skills, build confidence, allow for socialization, as well as an opportunity to explore different interests that will help tie students to the school and learning enrichment beyond the classroom.

Highly Qualified Educational Staff: (Priority 1, 2, 4, 8): LCAP Action 1.4
As identified in the LCAP Family Survey data, families expressed the need for quality teachers and the hiring of regular teaching staff. Survey participants call for better training for teachers on IEPs and accommodations and express dissatisfaction with the district's handling of resources.

On the Family LCAP Survey, many participants expressed appreciation for the dedication and professionalism of teachers and staff. Positive experiences with specific teachers and the overall school environment are highlighted. There is a recognition of the hard work and commitment of educators, despite the challenges they face. Participants value the nurturing and supportive relationships that teachers build with students. The feedback reflects a strong sense of gratitude towards teachers and staff who contribute positively to the educational experience.

Many participants expressed concerns about staffing issues, particularly the impact of layoffs on the quality of education. There is a strong sentiment that the district's decisions to cut staff are negatively affecting students and the community. Participants feel that teachers and support staff are essential for maintaining a supportive learning environment.

Learning Recovery Emergency Block Grant (LREBG):
Based on the following data from the Learning Recovery Emergency Block Grant (LREBG) Needs Assessment, in LCAP Action 1.4, $428,371 in LREBG funds will be used to support two MTSS Data Coaching Coordinators that provide Curriculum, Instruction & Assessment support for all sites. The MTSS Data Coaching Coordinator positions are necessary to implement and sustain districtwide systems that identify learning gaps, provide targeted interventions, and ensure high-quality Tier 1 instruction. Their work directly supports learning recovery by increasing the effectiveness of academic interventions, improving instructional quality, and expanding the district's capacity to meet the needs of students affected by pandemic-related learning disruptions.

Research demonstrates that instructional coaching is one of the most effective forms of professional learning for improving teacher practice and student achievement. Coaching supports implementation fidelity of evidence-based instructional frameworks, including MTSS and

gradual release instruction, by providing ongoing, job-embedded support, data analysis, and feedback. MTSS Data Coaching Coordinators enhance the district's capacity to use student data to identify learning needs, implement targeted interventions, strengthen Tier 1 instruction, and monitor outcomes. These activities are directly associated with improved academic achievement and accelerated learning recovery.

Using LREBG funds to support MTSS Data Coaching Coordinators is an allowable use of funds per Ed Code Section 32526(c)(2)(A-F), under Allowable Use of LREBG funds - B - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
vi. Providing professional development and coaching on either or both of the following:
I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

The following metrics will be used to determine the impact and effectiveness of the MTSS Data Coaching Coordinators: CAASPP ELA & Math, ELPAC scores, iReady diagnostic scores in ELA and Math, classroom walkthroughs and implementation data.

Based on the Learning Recovery Emergency Block Grant (LREBG) Needs Assessment - the following areas of need were identified, and will be supported with the MTSS Data Coaching Coordinator positions:

Schools In Greatest Need of Learning Recovery Supports in ELA & MATH:
ELA
The following schools were identified as having a very Low performance level on the ELA Indicator, on the 2025 CA School Dashboard :

- La Familia High School
- Oasis Elementary
- Sea View Elementary
- Toro Canyon Middle School
- West Shores High School

All other schools have a "Low" Performance level in ELA.

MATH
The following schools were identified as having a Very Low performance level on the MATH Indicator, on the 2025 CA School Dashboard :

- Bobby Duke
- Coachella Valley High School
- Desert MIrage High School
- La Familia High School
- Oasis Elementary
- Sea View Elementary
- Toro Canyon Middle School
- West Shores High School

Schools with a "Low" Status Level in Math - (all other schools except for Peter Pendleton and Westside Elementary)

- Cahuilla Desert Academy
- Cesar Chavez
- Coral Mountain Academy
- John Kelley
- Las Palmitas
- Mecca
- Mountain Vista
- Palm View
- Saul Martinez
- Valle Del Sol
- Valley View

Student Groups In Greatest Need of Learning Recovery Supports for ELA:
ELA
Student Groups with Very Low Status Level:
- Long Term English Learners
- Homeless
- African American
- American Indian
- Two or More Races

Student Groups with Low Status Level:
- All Students
- English Learners
- Foster Youth
- Students With Disabilities
- White

MATH
Student Groups with Very Low Status Level:
- Long Term English Learners
- English Learners
- Foster Youth
- Students With Disabilities
- Homeless
- African American
- American Indian
- Two or More Races

Student Groups with Low Status Level:

- All Students
- White

College & Career Readiness (Priority 2, 7, 8):
Additionally, feedback from our LCAP Survey indicates college and career programs are valued by all educational partners and recognized as a way to engage students and prepare them to achieve their goals. College and career programs also provide a stronger school connection. In the LCAP Family Survey results, preparing students for college and career readiness emerged as a key concern. Participants emphasized the need for more programs and guidance to help students understand and navigate their future educational and career paths. There is a sense that increasing focus on college and career readiness will better equip students for success in their post-secondary endeavors.

Data analysis of all student groups including special populations from the 2023, 2024, and 2025 graduates indicates students who engage in college and career readiness programs have higher: college admissions, A-G rate attainments, pass AP tests at a higher rate, complete more college credit courses while in high school, and meet multiple college and career measures set by the state of California.

Students identified in student groups such as English Learners, Low Income, Foster Youth, and Students with Disabilities, receive targeted interventions in programs through teacher provided tutoring, and accommodations to participate in all college and career readiness programs.

Broad Course of Study (Priority 7):
Data analysis of all student groups including special populations from the 2023, 2024, and 2025 graduates indicated students who engage in college and career readiness programs have higher: college admissions, A-G rate attainments, pass AP tests at a higher rate, complete more college credit courses while in high school, and meet multiple college and career measures set by the state of California.

CTE - PK-16 alignment continues. All 15 CVUSD Elementary Schools now have a STEAM program, with 20 middle school CTE programs that feed to our high schools, and 25 high school programs, all aligned to College of the Desert, CSUSB and UCR.
* 49% of students participated in CTE at the high school level in grades 9-12 during 2024-25. 40% of students completed CTE programs, 62% enrolled in college. Of the 62%, 16% enrolled in a 4-year university, and 46% enrolled in a community college.
* The A-G rate for CTE Completers was 53% in 2025, compared to an overall district rate of 21%.

2025 CA School Dashboard - Additional Reports - College/Career Levels and Measures Report
* 41.8% (233) of the students who met prepared on the College Career Indicator (CCI) did so by taking college courses via Dual Enrollment while they were in high school.
* 53.6% (299) (a 43.1% increase from 10.5% in 2024) of the students who met prepared on the CCI, did so by passing 1 or more Advanced Placement (AP) classes.
* 79.0% (441) (a 3.6% % increase from 75.4% in 2024) of the students who met prepared on the CCI, did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.
* 49.3% (275) (a 2.3% increase from 47.1% in 2024) of the students who met prepared on the CCI, did so by earning a State Seal of Biliteracy.

Students with Exceptional Needs:
* 61.1% (11) (an 18.2% increase from 42.9% in 2024) of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator did so by completing a CTE Pathway
* 38.9% (7) (a 10.3% increase from 28.6% in 2024) of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator did so taking college courses via Dual Enrollment while they were in high school
* 55.6% (10) (a 1.5% decrease from 57.1% in 2024) of the students with disabilities (SWD) who met prepared on the CA Dashboard CCI indicator, did so by meeting the A-G requirements for entrance into a UC or CSUSB campus.
* 38.9% (7) (a 29.4% increase from 9.5% in 2024) of the students with disabilities (SWD) who met prepared on the CCI did so by earning a State Seal of Biliteracy.

A focus area will be researching and implementing ways to include more SWD in classes/programs or services that help them meet prepared on the CA Dashboard CCI Indicator.
Students identified in student groups such as English Learners, Low Income, Foster Youth, and Students with Disabilities, receive targeted interventions in programs through a teacher provided tutoring and accommodations to enable the student(s) to participate in all college and career readiness programs.

Multilingual & Multicultural Education (Priority 2, 4, 7, 8):
Based on LCAP Survey Data, the value of multilingual education was highlighted by many participants, and there is a call for more information and support to ensure its success. They praised the dual-language programs and emphasized the benefits of bilingualism in today's global society. The perception is that supporting and expanding multilingual education can enhance cognitive development and offer students more opportunities in the future.

The Multilingual and Multicultural Education Department increases and improves services for English Learners by providing targeted support including supplemental services to address academic needs, and provides culturally and linguistically responsive learning opportunities.

Secondary students receive supports in the form of designated and integrated English Language Development (ELD) and academic and college guidance with the goal to increase EL and Migrant high school graduation, increase A-G requirements, increase reclassification rates, and decrease the number of Long Term English Learners (LTEL) as well as At-Risk Long Term English Learners (AR-LTEL) and increase the number of student obtaining the State Seal of Biliteracy.

Coachella Valley Unified School District current enrollment indicates that 38.3% of our student population is classified as English learners. From this group, 11.8% of our English learner population is currently classified as Long Term English learners and 7.9% are classified as At Risk Long Term English Learners. The last English Learner Progress Indicator (ELPI) (2025) shows that 48.1% (an increase of 5.3%) of our English learners are making progress as measured by the English Learner Progress Indicator (ELPI) on the CA School Dashboard and increasing in language acquisition. (Dataquest - English Learner (EL) Data - 2025-26)

State & Federal Projects:
- Title I Site Allocations
- LCFF S/C- Site Allocations
- State and Federal Projects Support

State and Federal Projects personnel, which includes a Director, a Coordinator, an Administrative Specialist and two Budget Specialists, is responsible for monitoring the use of state and federal funds to ensure that students from our most vulnerable groups (English Learners, Foster Youth, and Socioeconomically Disadvantaged students), receive the supplemental services and supports needed to succeed academically. State and Federal Projects supports district and site personnel in meeting objectives to support student learning.

Students benefit when they have supplemental materials to assist them in engaging in grade level content, receive targeted intervention and support, and learn in a positive school climate. The State and Federal Projects staff support sites and departments in developing school and district plans, which include actions and services to support student achievement and parent engagement.

Technology (Priority 4, 5, 7, 8):
On the Certificated Staff LCAP Survey, participants expressed concerns regarding technology and the use of applications. They noted issues with outdated technology and the lack of access to necessary digital tools, which hinders effective teaching and learning. Specific mentions include the need for better functioning iPads, access to apps like BrainPop, and adequate support for digital platforms used in curriculum delivery

The Classified staff also gave input on their survey results that they would like to see new equipment provided in a timely manner, and asked for minimizing the delay in receiving necessary resources and equipment. Students have a positive perception of the use of technology in their learning. They generally agree that technology helps engage them better, which can lead to improved learning outcomes and student satisfaction.

Mid-way through the 2025-26 school year, the IT Services Technician, with operational efficiency, maintained an average ticket resolution time of 2.5 days for student- and staff-related support requests. Between July and December 2025, IT Services Technicians resolved a total of 2,920 support tickets, reflecting sustained service levels during peak instructional periods. The Enterprise Systems Specialist currently resolves tickets within an average of 1.5 days, minimizing system downtime and reducing disruptions to instruction and instructional support services.

By implementing support for teachers through technology, the students' learning environment will be enhanced, and engagement with learning will increase. As of January 2026, approximately 700 student and staff iPads and MacBooks have been repaired and returned to service within a 14-day turnaround window. This repair cycle has helped minimize instructional interruptions and maintain consistent access to instructional technology.

On a quarterly basis students and staff have accessed over 422 million websites. As of January 2026, students utilizing district-provided hotspots have collectively completed an average of 21,526 hours of online homework and consumed approximately 2.8 terabytes of data, demonstrating sustained use of the service to support academic activities.

By offering cutting edge and state of the art implementation of technology, our students will be well prepared for college and career as they graduate from our schools. By offering professional development to teachers, staff and IT personnel, all educators will be prepared to support student learning in a variety of ways.

Early Learners
Head Start and preschool teachers directly support the appropriate implementation of early childhood education, which is proven to have long-term benefits for children's academic success and social development. Head Start and Preschool teachers provide foundational learning experiences that help close achievement gaps, particularly for at-risk children, ensuring they enter TK and kindergarten ready to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: 26.12% (Orange) AI: 16.22% (Red) EL: 9.21% (Red) HI: 26.11% (Orange) LTEL: 3.98% HOM: 19.15% (Red) FY: 33.33% (Orange) SED: 24.91% (Red) SWD: 5.49% (Orange)	CAASPP ELA – 2024 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: 27.88% (Yellow) AI: 27.59% (NA) EL: 9.55% (Orange) HI: 27.83% (Yellow) LTEL: 3.58% (Orange) HOM: 15.38% (Orange) FY: 21.43% (Red) SED: 26.56% (Yellow) SWD: 7.21% (Orange)	CAASPP ELA – 2025 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: 30.08% (Yellow) AI: 33.34% (No color) EL: 8.91% (Orange) HI: 30.07% (Yellow) LTEL: 4.69% (Red) HOM: 18.86% (Red) FY: 16.67% (Orange) SED: 28.92% (Yellow) SWD: 8.06% (Orange) WH: 29.21% (Orange)	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 42% EL: 31% LTEL: 24% HOM: 34% FY: 48% SED: 40% SWD: 21%	CAASPP ELA – 2025 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: +3.96% (Yellow) AI: +17.12% (No color) EL: -0.3% (Orange) HI: +3.96% (Yellow) LTEL: +0.71% (Red) HOM: -0.29%% (Red) FY: -16.66% (Orange) SED: +4.01% (Yellow) SWD: +2.57% (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						WH: 29.21% (Orange) new baseline
1.2	CAASPP ELA (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Groups in Red or Orange on CA Dashboard	2023 CAASPP ELA (Priority 4) - % of students that met or exceeded the standard Source: 2023 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: 2.86% (Red) John Kelley ES: EL: 9.17% (Red) SWD: 12.91% (Red) HI: 28.99% (Orange) SED: 27.96% (Orange) Las Palmitas ES: All: 17.28% (Red) EL: 4.30% (Red) HI: 16.62% (Red) SED: 16.32% (Red) Mecca ES:	2024 CAASPP ELA (Priority 4) - % of students that met or exceeded the standard Source: 2024CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: 5.41% (Orange) John Kelley ES: EL: 11.11% (Yellow) SWD: 7.89% (Red) HI: 28.27% (Yellow) SED: 26.52% (Yellow) Las Palmitas ES: All: 20.05% (Orange)	2025 CAASPP ELA (Priority 4) - % of students that met or exceeded the standard Source: 2025 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: 13.05% (Red) John Kelley ES: EL: 3.45% (Orange) SWD: 12.82% (Orange) HI: 25.57% (Orange) SED: 24.88% (Orange) Las Palmitas ES: All: 24.08% (Yellow)	2026 CAASPP ELA (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Group Elementary Schools: Coral Mountain: SWD: 12% John Kelley ES: EL: 18% SWD: 22% Las Palmitas ES: All: 27% EL:13% HI: 26% SED: 26% Mecca ES:	2025 CAASPP ELA (Priority 4) - % of students that met or exceeded the standard Source: 2025 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: +10.19% (Red) John Kelley ES: EL: -5.72% (Orange) SWD: -0.09% (Orange) HI: -3.42% (Orange) SED: -3.08% (Orange) Las Palmitas ES: All: +6.8% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 15.63%(Red) EL: 2.19% (Red) HI: 15.62% (Red) SED: 14.98% (Red) SWD: 1.96% (Red) Oasis ES: All: 17.92% (Red) EL: 5.45% (Red) HI: 18.14% (Red) SED: 18.22% (Red) Palm View ES: All: 21.74% (Red) EL: 9.18% (Red) HI: 22.09% (Red) SED: 21.49% (Red) SWD: 7.84% (Red) Saul Martinez ES: EL: 10.21% (Red) HI: 28.06% (Orange) SED: 27.49% (Orange) SWD: 4.00% (Red) Sea View ES: All: 22.84% (Red) EL: 12.23% (Red) HI: 21.47% (Red)	EL: 8.59% (Orange) HI: 19.72% (Orange) SED: 20.22% (Orange) Mecca ES: All: 16.71% (Orange) EL: 7.90% (Orange) HI: 16.51% (Orange) SED: 15.16% (Orange) SWD: 3.45% (Orange) Oasis ES: All: 15.39% (Red) EL: 6.98% (Red) HI: 15.07% (Red) SED:15.69% (Red) Palm View ES: All: 25.78% (Yellow) EL: 14.85% (Orange) HI: 26.51% (Yellow)	EL: 10.28% (Orange) HI: 23.98% (Yellow) SED: 23.34% (Orange) Mecca ES: All: 26.06% (Yellow) EL: 11.53% (Orange) HI: 25.69% (Yellow) SED: 25.71% (Yellow) SWD: 4.35% (Red) Oasis ES: All: 18.05% (Orange) EL: 8.46% (Orange) HI: 16.54% (Orange) SED: 18.08% (Orange) Palm View ES: All: 25.43% (Yellow) EL: 2.86% (Red) HI: 25.87% (Yellow)	All: 25% EL: 11% HI: 25% SED: 24% SWD: 11% Oasis ES: All: 27% EL: 12% HI: 27% SED: 27% Palm View ES: All: 30% EL: 18% HI: 31% SED: 30% SWD: 17% Saul Martinez ES: EL: 19% SWD: 13% Sea View ES: All: 30% EL: 21% HI: 30% SED: 31%	EL: +5.98% (Orange) HI: +7.36% (Yellow) SED: +7.02% (Orange) Mecca ES: All: +10.43% (Yellow) EL: +9.34% (Orange) HI: +10.07% (Yellow) SED: +10.73% (Yellow) SWD: +2.39% (Red) Oasis ES: All: +0.13% (Orange) EL: +3.01% (Orange) HI: -1.6% (Orange) SED: -0.14% (Orange) Palm View ES: All: +3.69% (Yellow) EL: -6.32% (Red) HI: +3.78% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 22.25% (Red) SWD: 5.88% (Orange) Westside ES: All: 20.0% (Red) EL: 8.05% (Red) HI: 19.49% (Red) SED: 19.78% (Red) SWD: 5.56% (Orange) Middle Schools: Bobby Duke MS: EL: 5.26% (Red) SWD: 2.86% (Orange) Cahuilla Desert Academy: EL: 6.29% (Red) HI: 28.89% (Orange) SED: 25.76% (Orange) SWD: 5.55% (Orange) Toro Canyon MS: All: 21.04% (Red)	SED: 25.74% (0range) SWD: 5.66% (Yellow) Saul Martinez ES: EL: 11.98% (Red) HI: 27.21% (Orange) SED: 24.50% (Orange) SWD: 10.94% (Orange) Sea View ES: All: 19.59% (Red) EL: 5.35% (Red) HI: 18.80% (Red) SED: 18.95% (Red) SWD: 2.63 % (0range) Westside ES: All: 30.45% (Yellow) EL: 15.19% (Orange) HI: 29.90% (Yellow) SED: 30.33% (Yellow) SWD: 11.76% (Orange)	SED: 25.27% (Orange) SWD: 9.59% (Red) Saul Martinez ES: EL: 11.27% (Yellow) HI: 28.14% (Yellow) SED: 27.73% (Yellow) SWD: 9.86% (Orange) Sea View ES: All: 24.55% (Red) EL: 6.79% (Red) HI: 25.00% (Red) SED: 24.20% (Red) SWD: 0.00% (Red) Westside ES: All: 28.28% (Yellow) EL: 14.29% (Yellow) HI: 27.42% (Yellow) SED: 26.86% (Yellow) SWD: 9.76% (Red)	Westside ES: All: 35% EL: 17% HI: 29% SED: 29% Middle Schools: Bobby Duke MS: EL: 15% Cahuilla Desert Academy: EL: 15% Toro Canyon MS: All: 30% EL: 14% HI: 30% SED: 29% High Schools:	SED: +3.78% (Orange) SWD: +1.75% (Red) Saul Martinez ES: EL: +1.06% (Yellow) HI: +0.08% (Yellow) SED: +0.24% (Yellow) SWD: +5.86% (Orange) Sea View ES: All: +1.71% (Red) EL: -5.44% (Red) HI: +3.53% (Red) SED: +1.95% (Red) SWD: -5.88% (Red) Westside ES: All: +8.28% (Yellow) EL: +6.24% (Yellow) HI: +7.93% (Yellow) SED: +7.08% (Yellow) SWD: +4.2% (Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 5.0% (Red) HI: 21.21% (Red) SED: 20.36% (Red) SWD: 4.24% (Orange) High Schools: Desert Mirage HS: All: 25.75% (Red) EL: 5.66% (Red) HI: 25.85% (Red) SED: 25.95% (Red) SWD: 5.71% (Orange)	Middle Schools: Bobby Duke MS: EL: 3.04% (Orange) SWD: 5.95% (Red) Cahuilla Desert Academy: EL: 4.83% (Orange) HI: 29.48% (Orange) SED: 27.31% (Orange) SWD: 9.21 % (Orange) Toro Canyon MS: All: 20.02% (Red) EL: 2.85% HI: 19.91% SED: 19.84% SWD: 5.50% High Schools: Desert Mirage HS All: 42.34% (Yellow) EL: 12.90% (Orange) HI: 42.40% (Orange)	Middle Schools: Bobby Duke MS: All: 30.19% (Orange) EL: 3.43% (Orange) HI: 30.47% (Orange) SED: 29.5% (Orange) SWD: 4.04% (Red) Cahuilla Desert Academy: EL: 3.17% (Orange) HI: 33.85% (Yellow) SED: 32.18% (Yellow) SWD: 9.72% (Orange) Toro Canyon MS: All: 19.91% (Red) EL: 2.18% (Red) HI: 20.09% (Red) SED: 19.68% (Red) SWD: 2.68% (Red)	Desert Mirage HS All: 35% EL:15% HI: 35% SED: 35% SWD: 15%	Middle Schools: Bobby Duke MS: All: N/A (Orange) EL: -1.83% (Orange) HI: N/A (Orange) SED: N/A (Orange) SWD: +1.18% (Red) Cahuilla Desert Academy: EL: -3.12% (Orange) HI: +4.96% (Yellow) SED: +6.42% (Yellow) SWD: +4.17% (Orange) Toro Canyon MS: All: -1.13% (Red) EL: -2.82% (Red) HI: -1.12% (Red) SED: -0.68% (Red) SWD: -1.56% (Red) High Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 42.09% (Orange) SWD: 8.77% (Orange)	High Schools: Desert Mirage HS All: 48.09% (Yellow) EL: 16.54% (Red) HI: 47.92% (Yellow) SED: 47.54% (Yellow) SWD: 13.72% (Orange)		Desert Mirage HS All: +22.34% (Yellow) EL: +10.88% (Red) HI: +22.07% (Yellow) SED: +21.59% (Yellow) SWD: +8.01% (Orange)
1.3	CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 13.89% (Red) AI: 8.11% (Red) EL: 5.94% (Red) HI: 13.83% (Red) LTEL: 0.94% (n/a) HOM: 12.77% (Orange) FY: 17.65% (Red) SED: 12.96% (Red) SWD: 3.63% (Orange) WH: 17.81% (Orange)	CAASPP Math – 2024 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: 16.65% (Orange) AI: 13.79% (NA) EL: 7.49% (Orange) HI: 16.61% (Orange) LTEL: 0.99% (Red) HOM: 11.63% (Red) FY: 10.71% (Red) SED: 15.19% (Orange)	CAASPP Math – 2025 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: 20.10% (Yellow)) AI: 18.52% (no color) EL: 8.80% (Orange) HI: 20.24% (Yellow) LTEL: 3.54% (Orange) HOM: 11.55% (Orange) FY: 17.39% (Orange)	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 29% EL: 23% LTEL: 16% HOM: 28% FY: 33% SED: 28% SWD: 19%	CAASPP Math – 2025 CA School Dashboard: % of students that met or exceeded the standard and Dashboard Color All: +6.21% (Yellow)) AI: +10.41% (no color) EL: +2.86% (Orange) HI: +6.41% (Yellow) LTEL: +2.6% (Orange) HOM: -1.22% (Orange) FY: -0.26% (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 5.18% (Orange) WH: 19.54% (Yellow)	SED: 19.22% (Orange) SWD: 7.76% (Orange) WH: 12.90% (Orange)		SED: +6.26% (Orange) SWD: +4.13% (Orange) WH: -4.91% (Orange)
1.4	CAASPP Math (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Groups in Red or Orange on CA Dashboard	2023 CAASPP Math (Priority 4) - % of students that met or exceeded the standard Source: 2023 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: 0% (Red) John Kelley ES: SWD: 9.68% (Red) Las Palmitas ES: All: 7.32% EL: 1.07% (Red) HI: 7.25% (Red) SED: 6.97% (Red) SWD: 2.33% (Red)	2024 CAASPP Math (Priority 4) - % of students that met or exceeded the standard Source: 2024CA DashboardSchool & Student Group Elementary Schools: Coral Mountain: SWD: 2.70% (Orange) John Kelley ES: EL: 9.40% (Yellow) SWD: 10.52% (Red) HI: 20.25% (Yellow) SED: 19.13% (Yellow) Las Palmitas ES: All: 12.95% EL: 5.43% (Orange)	2025 CAASPP Math (Priority 4) - % of students that met or exceeded the standard Source: 2025 CA DashboardSchool & Student Group Elementary Schools: Coral Mountain: SWD: 6.98% (Red) John Kelley ES: EL: 9.09% (Orange) SWD: 17.95% (Yellow) HI: 21.01% (Yellow) SED: 20.74% (Yellow) Las Palmitas ES: All: 13.97% (Orange)	2026 CAASPP Math (Priority 4) - CA Dashboard % of students that met or exceeded the standard School & Student Group Elementary Schools: Coral Mountain: SWD:6% John Kelley ES: SWD:16% Las Palmitas ES: All: 15% SED: 13% EL: 7% HI: 13% SWD: 8%	2025 CAASPP Math (Priority 4) - % of students that met or exceeded the standard Source: 2024 CA Dashboard School & Student Group Elementary Schools: Coral Mountain: SWD: +6.98% (Red) John Kelley ES: EL: +9.40% (Orange) SWD: +8.27% (Yellow) HI: % (Yellow) SED: % (Yellow) Las Palmitas ES: All: +6.65% (Orange) EL: + 4.07% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mecca ES: All: 11.0% (Red) EL: 2.12% (Red) HI: 11.14% (Red) SED: 10.50% (Red) SWD: 1.96% (Red) Oasis ES: All: 12.18% (Red) EL: 5.94% (Red) HI: 11.85% (Red) SED: 11.90% (Red) Palm View ES: All: 18.82% (Red) EL: 12.12% (Red) HI: 19.12% (Red) SED: 18.03% (Red) SWD: 3.92% (Red) Saul Martinez ES: EL: 6.55% (Orange) HI: 18.80% (Orange) SED: 17.42% (Orange) SWD: 2.00% (Red) Sea View ES: All: 13.17% (Red) EL: 8.51% (Red) HI: 12.31% (Red) SED: 12.75% (Red)	HI: 12.71% (Orange) SED: 12.86% (Orange) SWD: 3.38% (Orange) Mecca ES: All: 11.13% (Orange) EL: 4.41% (Red) HI: 10.85% (Orange) SED: 8.93% (Red) SWD: 1.72% (Red) Oasis ES: All: 8.62% (Red) EL: 4.57% (Red) HI: 7.61% (Red) SED: 9.06% (Red) Palm View ES: All: 25.0% (Yellow) EL: 15.59% (Yellow) HI: 25.78% (Yellow) SED: 23.85% (Yellow)	EL: 5.14% (Yellow) HI: 13.96% (Orange) SED: 13.35% (Yellow) SWD: 3.64% (Orange) Mecca ES: All: 19.90% (Yellow) EL: 9.88% (Yellow) HI: 20.00% (Yellow) SED: 20.36% (Yellow) SWD: 4.35% (Red) Oasis ES: All: 9.19% (Orange) EL: 4.95% (Orange) HI: 8.46% (Orange) SED: 9.06% (Orange) Palm View ES: All: 29.60% (Yellow) EL: 10.47% (Yellow) HI: 30.17% (Yellow)	Mecca ES: All: 19% SED: 18% EL: 8% HI: 19% SWD: 8% Oasis ES: All: 18% EL: 12% HI: 18% SED: 18% Palm View ES: All: 25% EL: 18% HI: 25% SED: 24% SWD: 10% Saul Martinez ES: SWD: 8% Sea View ES: All: 25% EL: 15% HI: 18% SED: 23%	HI: +6.71% (Orange) SED: +6.38% (Yellow) SWD: +1.31% (Orange) Mecca ES: All: +8.9% (Yellow) EL: +7.76 % (Yellow) HI: +8.86 % (Yellow) SED: +9.86% (Yellow) SWD: +2.39% (Red) Oasis ES: All: -2.99% (Orange) EL: -0.99% (Orange) HI: -3.39% (Orange) SED: -2.84% (Orange) Palm View ES: All: +10.78% (Yellow) EL: -1.65% (Yellow) HI: +11.05% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 2.86% (Orange) Westside ES: EL: 4.60% (Red) HI: 9.74% (Orange) SED: 9.89% (Orange) SWD: 5.56% (Orange) Middle Schools: Bobby Duke MS: All: 8.85% (Red) EL: 0% (Red) HI: 8.89% (Red) SED: 8.40% (Red) SWD: 1.41% (Orange) Cahuilla Desert Academy: EL: 1.14% (Orange) HI: 17.63% (Orange) SED: 14.34% (Red) SWD: 5.56% (Orange)	SWD: 5.66% (Orange) Saul Martinez ES: EL: 11.08% (Yellow) HI: 20.82% (Orange) SED: 18.88% (Orange) SWD: 4.62% (Orange) Sea View ES: All: 12.85% (Red) EL: 5.88% (Orange) HI: 13.07% (Orange) SED: 12.67% (Red) SWD: 2.63% (Red) Westside ES: EL: 10.13% (Yellow) HI: 23.71% (Yellow) SED: 21.9% (Yellow) SWD: 11.76% (Orange)	SED: 29.02% (Yellow) SWD: 10.96% (Red) Saul Martinez ES: EL: 12.97% (Yellow) HI: 23.48% (Yellow) SED: 22.95% (Yellow) SWD: 9.86% (Orange) Sea View ES: All: 15.68% (Orange) EL: 6.17% (Orange) HI: 16.85% (Orange) SED: 15.37% (Orange) SWD: 2.22% (Orange) Westside ES: EL: 11.68% (Yellow) HI: 27.95% (Yellow) SED: 25.72% (Yellow) SWD: 7.32% (Orange)	Westside ES: EL: 11% Middle Schools: Bobby Duke MS: All: EL: 6% HI: 15% SED: 15% Cahuilla Desert Academy: SED: 20% Toro Canyon MS: All: 15% EL: 9% HI: 15% SED: 14%	SED: +10.99% (Yellow) SWD: +7.04% (Red) Saul Martinez ES: EL: +6.42% (Yellow) HI: +4.68% (Yellow) SED: +5.53% (Yellow) SWD: +7.86% (Orange) Sea View ES: All: +2.51% (Orange) EL: -2.34% (Orange) HI: +4.54% (Orange) SED: +2.62% (Orange) SWD: -0.64% (Orange) Westside ES: EL: +7.08 % (Yellow) HI: +18.21% (Yellow) SED: +15.83% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Toro Canyon MS: All: 8.51% (Red) EL: 1.01% (Red) HI: 8.51% (Red) SED: 8.42% (Red) SWD: 1.72% (Red) High Schools: Desert Mirage HS: All: 3.59% (Red) EL: 0% (Red) HI: 3.62% (Red) SED: 3.50% (Red) SWD: 0% (Orange)	Middle Schools: Bobby Duke MS: All: 12.12% (Orange) EL: 2.06% (Orange) HI: 11.99% (Orange) SED: 11.98% (Orange) SWD: 3.61% (Red) Cahuilla Desert Academy: EL: 2.65% (Orange) HI: 20.09% (Orange) SED: 18.52% (Orange) SWD: 8.00% (Orange) Toro Canyon MS: All: 7.74% (Red) EL: 0.26% (Orange) HI: 7.91% (Red) SED: 7.74 % (Red) SWD: 1.84 % (Orange) High Schools:	Middle Schools: Bobby Duke MS: All: 10.11% (Red) EL: 2.40% (Orange) HI: 10.26% (Red) SED: 10.39% (Red) SWD: 2.11% (Red) Cahuilla Desert Academy: EL: 7.94% (Orange) HI: 23.01% (Yellow) SED: 23.05% (Yellow) SWD: 9.59% (Orange) Toro Canyon MS: All: 9.49% (Red) EL: 5.71% (Orange) HI: 9.68% (Orange) SED: 9.42% (Orange) SWD: 2.01% (Red)	SWD: 10% High Schools: Desert Mirage HS: All: 10% EL: 6% HI: 10% SWD: 6%	SWD: +1.76% (Orange) Middle Schools: Bobby Duke MS: All: +1.26% (Red) EL: +2.4% (Orange) HI: +1.37% (Red) SED: +1.99% (Red) SWD: +0.7% (Red) Cahuilla Desert Academy: EL: +6.8% (Orange) HI: +5.38% (Yellow) SED: +8.71% (Yellow) SWD: +4.03% (Orange) Toro Canyon MS: All: +0.98% (Red) EL: +4.7% (Orange) HI: - +1.17% (Orange) SED: +1.0 % (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Desert Mirage HS: All: 6.65% (Orange) EL: 0.00% (Orange) HI: 6.46% (Orange) SED: 6.53% (Orange) SWD: 1.75% (Orange)	High Schools: Desert Mirage HS: All: 15.27% (Orange) EL: 3.88% (Orange) HI: 15.40% (Orange) SED: 14.99% (Orange) SWD: 8.00% (Orange)		SWD: +0.29% (Red) High Schools: Desert Mirage HS: All: +11.68% (Orange) EL: +3.88% (Orange) HI: +11.78% (Orange) SED: +11.49% (Orange) SWD: +8.0% (Orange)
1.5	English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard And: School & Student Groups in Red or Orange on CA Dashboard	ELPI - District Level 2023 CA School Dashboard: 46% Making Progress Cahuilla Desert Academy: EL: 40.1% (Red) Palm View: 30.4% (Red)	ELPI - District Level 2024 CA School Dashboard: 42.8% Making Progress Cahuilla Desert Academy: EL: 44.3% (Yellow) Palm View: 47.4% (Green)	ELPI - District Level 2025 CA School Dashboard: 48.1% Making Progress (Green) Cahuilla Desert Academy: EL: 64.6% (Blue) Palm View: 48.2% (Yellow)	ELPI - District Level 2026 CA School Dashboard: 61% Cahuilla Desert Academy: EL: 50% Palm View: 55%	ELPI - District Level 2025 CA School Dashboard: +2.1% Making Progress Cahuilla Desert Academy: EL: +24.5% Palm View: +17.8%
1.6	ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 11.57%	2024 ELPAC: Level 4 – Well Developed: 11.10 %	2025 ELPAC: Level 4 – Well Developed: 15.53%	2026 ELPAC: Level 4 – Well Developed: 27%	2025 ELPAC: Level 4 – Well Developed: +3.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 3: Moderately Developed: 30.70% Level 2: Somewhat Developed: 34.19% Level 1: Beginning to Develop: 23.54%	Level 3: Moderately Developed: 29.55% Level 2: Somewhat Developed: 32.38% Level 1: Beginning to Develop: 26.96%	Level 3: Moderately Developed: 32.40% Level 2: Somewhat Developed: 28.42% Level 1: Beginning to Develop: 23.65%	Level 3: Moderately Developed: 32% Level 2: Somewhat Developed: 32% Level 1: Beginning to Develop: 9%	Level 3: Moderately Developed: +1.7% Level 2: Somewhat Developed: -5.77% Level 1: Beginning to Develop: +0.11%
1.7	EL Reclassification Rate – local data (Priority 4)	2023-24 EL Reclassification Rate 12.42% (897 Students)	2024-25 EL Reclassification Rate 10.44% (720 Students)	2025-26 EL Reclassification Rate 6.5% (373 students)	EL Reclassification Rate 29%	EL Reclassification Rate -5.92%
1.8	Graduation Rate (Priority 5) CA Dashboard	2023 Graduation Rate: All: 78.6% (Red) EL: 68.2% (Red) HI: 78.8% (Red) LTEL: N/A HOM: 75% (No Color) FY: *not available; student group is less than minimum size for reporting SED: 78.3% (Red) SWD: 66.7% (Red)	2024 Graduation Rate: All: 85% (Green) EL: 77.2% (Yellow) HI: 85.2% (Green) LTEL: 77.0% (Yellow) HOM: 77.8% (Yellow) FY: 81.3% (no color) SED: 84.8% (Green) SWD: 75.5% (Yellow)	2025 Graduation Rate: All: 89.8% (Green) EL: 85.3% (Green) HI: 89.9% (Green) LTEL: 86.5% (Green) HOM: 83.6% (Green) FY: 66.7% (Red) SED: 89.5% (Green) SWD: 79.3% (Yellow)	Graduation Rate (Priority 5) 2026 CA Dashboard All: 94% EL: 83% LTEL: 85% HOM: 90% FY: 85% SED: 93% SWD: 82%	2025 Graduation Rate: All: +11.2% (Green) EL: +17.1% (Green) HI: +11.1% (Green) LTEL: N/A (Green) HOM: +8.6% (Green) FY: N/A SED: +11.2% (Green) SWD: +12.6% (Yellow)
1.9	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate	Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 5) - CA Dashboard High School Graduation: School and Student Group	(Priority 5) - 2023 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS SED: 79.3% (Red) SWD: 59.6% (Red) La Familia HS All: 55.7% (Red) HI: 55.7% (Red) SED: 55.2% (Red)	(Priority 5) - 2024 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS: SED: 90.4 % (Green) SWD: 81 % (Green) La Familia HS All: 54.8% (Red) HI: 54.9% (Red) SED: 54.5% (Red)	(Priority 5) - 2025 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS: SED: 95.4% (Blue) SWD: 81.5% (Yellow) La Familia HS All: 61.9% (Red) HI: 61.9% (Red) SED: 61.1% (Red)	(Priority 5) - 2026 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS SED: 94% SWD: 75% La Familia HS All: 70% HI: 70% SED: 70%	(Priority 5) - 2025 CA Dashboard High School Graduation: School and Student Group Coachella Valley HS: SED: +16.1 % (Green) SWD: +21.9 % (Green) La Familia HS All: +6.2% (Red) HI: +6.2 % (Red) SED: +5.9 % (Red)
1.10	Percentage of students who met UC/CSU requirements (A-G) (Priority 4) CA Dashboard –	2023 – A-G Completion CA Dashboard – Additional Reports: All: 31.9% EL: 11.8% LTEL: N/A HOM: 20.5% FY: N/A SED: 31.2% SWD: 6.1%	2024 – A-G Completion CA Dashboard – Additional Reports: All: 31.6 % EL: 13.5 % LTEL: 12.9% HOM: 20.4 % FY: 18.8% SED: 30.9 % SWD: 7.50%	2025 – A-G Completion CA Dashboard – Additional Reports: All: 41.3% EL: 21.9% LTEL: 21.5% HOM: 27.4% FY: 25% SED: 40 SWD: 8.9%	Percentage of students who met UC/CSU requirements (A-G) (Priority 4) 2026 CA Dashboard – Additional Reports All: 47% EL: 27% LTEL: HOM: 36% FY: SED: 46% SWD: 21%	2025 – A-G Completion CA Dashboard – Additional Reports: All: +9.4% (Green) EL: +10.1 % (Yellow) LTEL: N/A HOM: +6.9% (Yellow) FY: N/A SED: +8.8% (Green) SWD: +2.8% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard: All: 27.6% (Low) EL: 6.8% (Very Low) HI: 27.8% (Low) LTEL: Status not available HOM: 13.6% (Low) FY: Status not available SED: 27.0% (Low) SWD: 2.8% (Very Low)	2024 – CCI CA Dashboard: All: 35.3% (Green) EL: 12.6% (Yellow) HI: 35.6% (Green) LTEL: 11.5% (Yellow) HOM: 24.1% (Yellow) FY: 12.5% (No Color) SED: 34.8% (Yellow) SWD: 10.8% (Yellow)	2025 – CCI CA Dashboard: All: 45.5% (Green) EL: 20.6% (Yellow) HI: 45.5% (Green) LTEL: 19.2% (Yellow) HOM: 23.3% (Orange) FY: 25.0% (Yellow) SED: 44.4% (Green) SWD: 10.8% (Orange)	College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard All: 43% EL: 22% LTEL: HOM: 29% FY: SED: 42% SWD: 18%	2025 – CCI CA Dashboard: All: +17.9% (Green) EL: +13.8% (Yellow) HI: +17.7% (Green) LTEL: N/A (Yellow) HOM: +9.7% (Orange) FY: N/A (Yellow) SED: +17.4% (Green) SWD: +8.0% (Orange)
1.12	College Career Indicator (CCI) (Priority 4) - School and Student Group	2023 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley HS EL: 5.5% (Very Low) SWD: 2.2% (Very Low) HI: 31.2% (Low) SED: 30.2% (Low) Desert Mirage: EL: 9.6% (Very Low) SWD: 4.4% (Very Low) HI: 30.3% (Low) SED: 30.0% (Low) La Familia HS	2024 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley: EL: 15.0% (Yellow) SWD: 13.9% (Yellow) HI: 43.3% (Green) SED: 42.6% (Green) Desert Mirage: EL: 16.1%% SWD: 12.3% HI: 37.5%	2025 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley: EL: 22.4% (Yellow) SWD: 15.4% (Orange) HI: 51.5% (Green) SED: 49.8% (Green) Desert Mirage: EL: 28.2% (Yellow)	2026 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley: EL: 21% SWD: 17% Desert Mirage: EL: 22% SWD: 19%	2025 College Career Indicator – (CCI) CA Dashboard - School and Student Group Coachella Valley: EL: +16.9% (Yellow) SWD: +13.2% (Orange) HI: +20.3% (Green) SED: +19.6% (Green) Desert Mirage:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 0.9% (Very Low) EL: 0.0% (Very Low) HI: 0.9% (Very Low) SED: 1.0% (Very Low)	SED: 37.3% La Familia HS All: 1.2% (Red) EL: 0% HI: 1.3% SED: 1.3%	SWD: 9.9% (Red) HI: 50.8% (Green) SED: 50.0% (Green) La Familia HS All: 3.6% (Orange) EL: 0% (Red) HI: 3.6% (Orange) SED: 3.7% (Orange)	La Familia HS All: 17% EL: 12% HI: 16% SED: 17%	EL: +18.6% (Yellow) SWD: +5.5% (Red) HI: +20.5% (Green) SED: +20.0% (Green) La Familia HS All: +2.7% (Orange) EL: 0% (Red) HI: +2.7% (Orange) SED: +2.7% (Orange)
1.13	Percentage of students completing CTE programs (Priority 8)	2023 CTE Completion 2023 CA Dashboard – Additional Reports: All: 24.7% EL: 11.5% LTEL: N/A HOM: 20.5% FY: N/A SED: 24.0% SWD: 17.8%	2024 CTE Completion 2024 CA Dashboard – Additional Reports: All: 29.0% EL: 20.4% LTEL: 22.1% HOM: 24.1% FY: 18.8% SED: 28.6% SWD: 24.0%	2025 CTE Completion 2025 CA Dashboard – Additional Reports: All: 39.6% EL: 25.6% LTEL: 25.7% HOM: 30.1% FY: 25% SED: 39.1% SWD: 27.2%	Percentage of students completing CTE programs (Priority 8) All: 40% EL: 27% LTEL: HOM: 36% FY: SED: 39% SWD: 33%	2025 CTE Completion 2025 CA Dashboard – Additional Reports: All: +14.9% EL: +14.1% LTEL: N/A% HOM: +9.6% FY: N/A SED: +15.1% SWD: +9.4%
1.14	Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4)	2023 A-G and CTE Completion 2023 CA Dashboard – Additional Reports: All: 11.7%	2024 A-G and CTE Completion 2024 CA Dashboard – Additional Reports:	2025 A-G and CTE Completion 2025 CA Dashboard – Additional Reports:	2026 - Percentage of students completing (A-G) Requirements AND CTE program(s)	2025 A-G and CTE Completion 2025 CA Dashboard – Additional Reports:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard – Additional Reports	EL: 1.4% LTEL: N/A HOM: 6.8% FY: N/A SED: 11.0% SWD: 2.2% HI: 11.7%	All: 15.4% EL: 6.3% LTEL: 6.4% HOM: 11.1% FY: 6.3% SED: 14.8% SWD: 4.5% HI: 15.6%	All: 23.4% EL: 10.8% LTEL: 10.0% HOM: 15.1 % FY: 16.7% SED: 22.8% SWD: 5.9% HI: 23.4%	All: 27% EL: 16% LTEL: HOM: 22% FY: SED: 26% SWD: 17%	All: +11.7% EL: +9.4% LTEL: N/A HOM: +8.3% FY: N/A SED: +11.8% SWD: +3.7% HI: +11.7%
1.15	Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) CA Dashboard – Additional Reports	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports: All: 11.1% EL: 10.0% LTEL: N/A HOM: 0.0% FY: N/A SED: 10.6% SWD: 20.0%	AP Exams – with a score of 3 or higher 2024 CA Dashboard – Additional Reports: All: 10.5% EL: 8.5% LTEL: 0.0% HOM: 15.4% FY: 50.0% SED: 10.1% SWD: 0.0%	AP Exams – with a score of 3 or higher 2025 CA Dashboard – Additional Reports: All: 53.6% EL: 37.0% LTEL: 30.5% HOM: 47.1% FY: 50.0% SED: 53.7% SWD: 33.3%	Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) 2026 CA Dashboard – Additional Reports All: 26% EL: 25% LTEL: HOM: 15% FY: SED: 26% SWD: 35%	AP Exams – with a score of 3 or higher 2025 CA Dashboard – Additional Reports: All: +42.5% EL: +27.0% LTEL: N/A HOM: +47.1% FY: N/A SED: +43.1% SWD: +13.3%
1.16	CTE Participation (CALPADS)	CTE Participation: (CALPADS) All students: 1,863 SWD: 239 SED: 1,255 EL: 354 FY: 7	CTE Participation: (CALPADS) 2024 All students: 2,294 SWD: 288 SED: 1,520 EL: 385 FY: 13	CTE Participation: (CALPADS Reports 3.14 & 3.19) 2025 All students: 2,341 SWD: 270 SED: 2,190 EL: 496 FY: 13	CTE Participation: (CALPADS) All students: 1,956 SWD: 293 SED: 1,310 EL: 469 FY: 10	CTE Participation: (CALPADS) Year 1 Difference from Baseline: All students: +478 SWD: +31 SED: +935 EL: +142 FY: +6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS CA Dashboard – Additional Reports	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports: All: 35.7% EL: 20% LTEL: N/A HOM: 50% FY: N/A SED: 35.8% SWD: 20.0%	2024 Students Receiving State Seal of Biliteracy 2024 CA Dashboard – Additional Reports: All: 47.1% EL: 19.1% LTEL: 18.9% HOM: 30.0% FY: 100% SED: 47.8% SWD: 9.5%	2025 Students Receiving State Seal of Biliteracy 2025 CA Dashboard – Additional Reports: All: 49.3% EL: 15.1% LTEL: 11.9% HOM: 58.8% FY: 33.3% SED: 50.2% SWD: 38.9%	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS 2026 CA Dashboard – Additional Reports All: 51% EL: 35% LTEL: HOM: 65% FY: SED: 51% SWD: 35%	2025 Students Receiving State Seal of Biliteracy 2025 CA Dashboard – Additional Reports: All: +13.6% EL: -4.9 % LTEL: N/A HOM: +8.8% FY: N/A SED: +14.4% SWD: +18.9%
1.18	Dual Enrollment (Priority 7) Percentage of pupils who participated and demonstrated college preparedness with Dual Enrollment (College Credit Courses):	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports: All: 31.6% EL: 15.0% LTEL: N/A HOM: 0.0% FY: N/A SED: 30.2% SWD: 20.0%	Students receiving College Credit for Dual Enrollment 2024 CA Dashboard – Additional Reports: All: 40.3% EL: 23.4 % LTEL: 18.9% HOM: 46.2% FY: 50.0% SED: 39.7% SWD: 28.6%	Students receiving College Credit for Dual Enrollment 2025 CA Dashboard – Additional Reports: All: 41.8% EL: 30.1% LTEL: 27.1% HOM: 58.% FY: 33.3% SED: 40.8% SWD: 38.9%	Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS 2026 CA Dashboard – Additional Report All: 47% EL: 30% LTEL: HOM: 15% FY: SED: 45% SWD: 35%	Students receiving College Credit for Dual Enrollment 2025 CA Dashboard – Additional Reports: All: +10.2 % EL: +15.1% LTEL: N/A HOM: +58.0% FY: N/A SED: +10.6% SWD: +18.9%
1.19	SEL - School Climate Survey Student Responses (Priority 6)	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2025)	SEL - School Climate Survey (Spring 2026)	SEL - School Climate Survey (Spring 2027)	SEL - School Climate Survey (Spring 2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	My school sets high expectations for my academic achievement	My school sets high expectations for my academic achievement. Strongly Agree/Agree: 87%	My school sets high expectations for my academic achievement. Strongly Agree/Agree: 89%	My school sets high expectations for my academic achievement. Strongly Agree/Agree: 89%	My school sets high expectations for my academic achievement. Strongly Agree/Agree: 90%	My school sets high expectations for my academic achievement. Strongly Agree/Agree: +2%
1.20	SEL - School Climate Survey Student Responses (Priority 6) My teachers understand my learning needs and work to address them.	SEL - School Climate Survey (Spring 2024) Student Responses My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 83%	SEL - School Climate Survey (Spring 2025) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 84%	SEL - School Climate Survey (Spring 2026) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 85%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 90%	SEL - School Climate Survey (Spring 2025) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: +1%
1.21	SEL - School Climate Survey Student Responses (Priority 6) I regularly participate in hands-on learning activities or lessons that connect to the real-world.	SEL - School Climate Survey (Spring 2024) Student Responses I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 71%	SEL - School Climate Survey (Spring 2025) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 72%	SEL - School Climate Survey (Spring 2026) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 73%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 85%	SEL - School Climate Survey (Spring 2025) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	SEL - School Climate Survey Student Responses (Priority 6) My teachers talk to me about my academic progress.	SEL - School Climate Survey (Spring 2024) Student Responses My teachers talk to me about my academic progress. Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2025) My teachers talk to me about my academic progress. Strongly Agree/Agree: 80%	SEL - School Climate Survey (Spring 2026) My teachers talk to me about my academic progress. Strongly Agree/Agree: 81%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 85%	SEL - School Climate Survey (Spring 2025) My teachers talk to me about my academic progress. Strongly Agree/Agree: +1%
1.23	SEL - School Climate Survey Student Responses (Priority 6) I have access to choose from a variety of high school courses.	SEL - School Climate Survey (Spring 2024) Student Responses I have access to choose from a variety of high school courses. Strongly Agree/Agree: 55%	SEL - School Climate Survey (Spring 2025) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 48%	SEL - School Climate Survey (Spring 2026) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 53%	SEL - School Climate Survey (Spring 2027) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 60%	SEL - School Climate Survey (Spring 2025) I have access to choose from a variety of high school courses. Strongly Agree/Agree: -7%
1.24	Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8) * Ineffective is defined as one or more relevant attributes of the assignment that had no legal authorization from a permit, credential or waiver. ** Out-of-Field is defined as someone who has a	2022-23 Teacher Preparation and Placement: Appropriately Assigned Teachers: Total Teaching FTE (Full time Equivalent Position) = 870.3 Positions	2023-24 Teacher Preparation and Placement: Appropriately Assigned Teachers: Total Teaching FTE (Full time Equivalent Position) = 884.9	2024-25 Teacher Preparation and Placement: Appropriately Assigned Teachers: Total Teaching FTE (Full-time Equivalent Position) = 843	2024-25 Teacher Preparation and Placement: Appropriately Assigned Teachers: Total Teaching FTE (Full time Equivalent Position) = 875 Positions	The 2023-24 data is not available from the CDE at this time. Local Data: Appropriately Assigned Teachers: Total Teaching FTE (Full time Equivalent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. *** "Unknown" indicates that insufficient information about the assignment was reported to CALPADS which resulted in an "unknown" determination of the assignment authorization.	Teachers with Clear Credential = 89.5% (778.6 positions) Intern Teachers Properly Assigned = 2.2% (19.6 positions) Teachers without Credentials and Mis-assignments = 5.1% (44.1 positions) Credentialed Teachers Assigned Out-of-Field** = 0.6% (5.4 positions) Incomplete = 2.4% (20.7 positions) Unknown = 0.2% (2.0 positions) N/A = 0.0% (0 positions) Source: DataQuest 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) 2023-24	Teachers with Clear Credential = 88.2% (780.4 positions) Intern Teachers Properly Assigned = 2.6% (22.7 positions) Teachers without Credentials and Mis-assignments = 4.3% (38.4 positions) Credentialed Teachers Assigned Out-of-Field** = 0.8% (7.4 positions) Incomplete = 4.1% (36 positions) Unknown = 0.0% (0 positions) N/A = 0.0% (0 positions) Source: DataQuest 2022-23 Teaching Assignment Monitoring Outcomes by Full-	Teachers with Clear * assignment = 93.2% (786 FTE) Intern Teachers Properly Assigned = 2.7% (23 FTE) Teachers Without Credentials and Mis-assignments = 7.0% (59 FTE) Credentialed Teachers Assigned Out-of-Field** = 1.07% (9 FTE) Incomplete = % (0 FTE) Unknown = 0% (0 FTE) N/A = 0% (0 FTE) Source:	Teachers with Clear Credential = 99% (866.3 positions) Intern Teachers Properly Assigned = 1% (8.7 positions) Teachers without Credentials and Mis-assignments (Ineffective Teachers)* = 0% (0 positions) Credentialed Teachers Assigned Out-of-Field** = 0% (0 positions) Incomplete = 0% (0 positions) Unknown = 0% (0 positions) Teacher Vacancies: 0	Position) = -27.3 FTE Teachers with Clear Credential = +3.7% (+7.4 FTE) Intern Teachers Properly Assigned = +0.5% (+3.4 FTE) Teachers without Credentials and Mis-assignments = +1.9% (+14.9 FTE) Credentialed Teachers Assigned Out-of-Field** = +0.47% (+3.6 FTE) Incomplete = -2.4% (-20.7 FTE) Unknown = 0% (0 FTE) N/A = 0% (0 FTE) 2023-24 Appropriately Assigned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Appropriately Assigned Teachers: Source: Local Data 92.9 %	Time Equivalent (FTE) 2023-24 Appropriately Assigned Teachers: Source: Local Data 96.7%			Teachers: Source: Local Data +4.5%
1.25	Access to CurriculumAligned Instructional Materials (Priorities 1, 2, 4, 5, 8)	Access to Curriculum Aligned Instructional Materials: 2023-24 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum Aligned Instructional Materials: 2024-25 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum Aligned Instructional Materials: 2025-26 CVUSD maintained the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum Aligned Instructional Materials: 2026-27 CVUSD will maintain the 100% Textbook Sufficiency - every pupil in the school district has sufficient access to the standards-aligned instructional materials based on Williams Report.	Access to Curriculum Aligned Instructional Materials: There is no difference from the Baseline and Year 1.
1.26	Safe, Clean and Functional School Facilities (Priority 1) The Facilities Inspection Tool (FIT)	January, 2024 District Average: The Facilities Inspection Tool (FIT) Overall School Rating was Good with a rating of	January, 2025 District Average: The Facilities Inspection Tool (FIT) Overall Average School	January, 2025 District Average: The Facilities Inspection Tool (FIT) Overall Average School	January, 2027 District Average: District Average: The Facilities Inspection Tool (FIT) Overall	Baseline compared to Year 1: District Average: The Facilities Inspection Tool (FIT) Overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94.71%. Overall Restroom Category was also rated Fair with 88.39%. District-wide, all 21 schools received an Overall School Rating of Good. District-wide RESTROOM School Ratings • Good: 9 schools • Fair: 12 schools • Poor: 0 schools	Rating was GOOD with a rating of 96.47%. Overall Restroom Category was rated GOOD with 92.44%. District-wide OVERALL School Ratings • Exemplary : 3 schools • Good: 17 schools • Fair: 1 school District-wide RESTROOM School Ratings • Good: 16 schools • Fair: 3 schools • Poor: 2 schools	Rating was GOOD with a rating of 94.28%. Overall Restroom Category was rated FAIR with 86.91%. District-wide OVERALL School Ratings • Exemplary : 0 schools • Good: 22 schools • Fair: 0 schools • Poor: 0 schools District-wide RESTROOM School Ratings • Good: 13 schools • Fair: 5 schools • Poor: 4 schools	School Rating will be Good with a rating of 97.0%. Overall Restroom Category will also be rated Good with 91.0%. District-wide, all schools will receive an Overall School Rating of Good or Exemplary. District-wide RESTROOMS , all CVUSD schools will receive Good Rating in the Overall Restroom Category.	Average School Rating was GOOD: = -0.43% Overall Restroom Category was rated GOOD: = -1.48 % District-wide OVERALL School Ratings - Change from Baseline: • Exemplary : 0 schools • Good: +1 schools* • Fair: 0 school District-wide RESTROOM School Ratings - Change from Baseline: • Good: +4 schools • Fair: -7 schools • Poor: +4 schools *The district opened a new school in 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.27	Implementation of State Standards - (Priority 2) CA Dashboard Reflection Tool rating scale: 1- Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. Self reflection rating based on CA Dashboard Reflection Tool for: I) Professional Development: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS:	Spring, 2024 I) Professional Development: Secondary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 4 Elementary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3	Spring, 2025 I) Professional Development: Secondary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD: 3 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3	Spring, 2026 I) Professional Development: Secondary: ELA CCSS: 4 ELD: 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3 Elementary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3	Spring 2027 I) Professional Development: Secondary: ELA CCSS: 5 ELD: 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 5 Elementary: ELA CCSS: 5 ELD: 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4	I) Professional Development: Change from Baseline: Secondary: ELA CCSS: 0 ELD: -1 Math CCSS: -1 Science NGSS: 0 History- Social Science: -1 Elementary: ELA CCSS: 0 ELD: 0 Math CCSS: 0 Science NGSS: 0 History- Social Science: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Science NGSS: History- Social Science:tion of State Standards:					
1.28	II. Instructional Materials: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science: Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	II. Instructional Materials: Secondary: ELA CCSS: 4 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 4 Elementary: ELA CCSS: 5 ELD: 4 Math CCSS: 5 Science NGSS: 4 History-Social Science: 4	Spring, 2025 II. Instructional Materials: Secondary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3 History-Social Science: 3 Elementary: ELA CCSS: 4 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 3	Spring, 2026 II. Instructional Materials: Secondary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3 History-Social Science: 3 Elementary: ELA CCSS: 3 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 3	II. Instructional Materials: Secondary: ELA CCSS: 5 ELD: 4 Math CCSS: 5 Science NGSS: 4 History-Social Science: 5 Elementary: ELA CCSS: 5 ELD: 5 Math CCSS: 5 Science NGSS: 5 History-Social Science: 5	II. Instructional Materials: Change from Baseline: Secondary: ELA CCSS: 1- ELD: 0 Math CCSS: -1 Science NGSS: 0 History-Social Science: -1 Elementary: ELA CCSS: -1 ELD: -1 Math CCSS: -1 Science NGSS: -1 History-Social Science: -1
1.29	III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 4 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 4	Spring, 2025 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3	Spring, 2026 III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3	III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: 5 ELD: 4 Math CCSS: 5 Science NGSS: 4 History-Social Science: 5	III. Progress Implementing Policies/Programs: Secondary: ELA CCSS: -1 ELD: 0 Math CCSS: -1 Science NGSS: 0 History-Social Science: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Elementary: ELA CCSS: ELD (Aligned to ELA Standards): Math CCSS: Science NGSS: History- Social Science:	Elementary: ELA CCSS: 3 ELD: 3 Math CCSS: 3 Science NGSS: 3 History-Social Science: 3	History-Social Science: 3 Elementary: ELA CCSS: 4 ELD: 3 Math CCSS: 3 Science NGSS: 3 History-Social Science: 3	History-Social Science: 3 Elementary: ELA CCSS: 3 ELD: 3 Math CCSS: 4 Science NGSS: 3 History-Social Science: 3	Elementary: ELA CCSS: 4 ELD: 4 Math CCSS: 4 Science NGSS: 4 History-Social Science: 4	Elementary: ELA CCSS: 0 ELD: 0 Math CCSS: +1 Science NGSS: 0 History-Social Science: 0
1.30	IV. Progress Implementing other adopted academic standards: Secondary CTE: Health Education: PE: VAPA: World Language: Elementary: CTE: Health Education: PE: 1 VAPA: World Language:	IV. Progress Implementing other adopted academic standards: Secondary CTE: 4 Health Education: 4 PE: 4 VAPA: 4 World Language: 4 Elementary: CTE: 4 Health Education: 3 PE: 3 VAPA: 3 World Language: 3	IV. Progress Implementing other adopted academic standards: Secondary CTE: 3 Health Education: 3 PE: 3 VAPA: 3 World Language: 3 Elementary: CTE: 2 Health Education: 2 PE: 2 VAPA: 3 World Language: 2	Spring, 2026 IV. Progress Implementing other adopted academic standards: Secondary CTE: 3 Health Education: 3 PE: 3 VAPA: 3 World Language: 3 Elementary: CTE: 2 Health Education: 2 PE: 2 VAPA: 2 World Language: 2	IV. Progress Implementing other adopted academic standards: Secondary CTE: 5 Health Education: 5 PE: 5 VAPA: 5 World Language: 5 Elementary: CTE: 5 Health Education: 4 PE: 4 VAPA: 4 World Language: 4	IV. Progress Implementing other adopted academic standards: Secondary CTE: -1 Health Education: -1 PE: -1 VAPA: -1 World Language: -1 Elementary: CTE: -2 Health Education: -1 PE: -1 VAPA: -1 World Language: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.31	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: Elementary: B) Identifying professional learning needs for teachers and staff: Secondary: Elementary: C) Providing support for teachers on standards they have not mastered: Secondary: Elementary:	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered: Secondary: 3 Elementary: 3	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered: Secondary: 3 Elementary: 3	Spring, 2026 V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 B) Identifying professional learning needs for teachers and staff: Secondary: 3 Elementary: 3 C) Providing support for teachers on standards they have not mastered: Secondary: 3 Elementary: 3	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4 B) Identifying professional learning needs for teachers and staff: Secondary: 4 Elementary: 4 C) Providing support for teachers on standards they have not mastered: Secondary: 4 Elementary: 4	V. Engaging with teachers and school administrators for the following activities: A) Identifying professional learning needs for teachers and staff: Secondary: 0 Elementary: 0 B) Identifying professional learning needs for teachers and staff: Secondary: 0 Elementary: 0 C) Providing support for teachers on standards they have not mastered: Secondary: 0 Elementary: 0

Goal Analysis [2025-26]

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

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

Action 1.1 – Implementation of Multi-tiered System of Instructional Supports
During the 2025-26 school year, Action 1.1 was strategically implemented to support English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, with an additional focus on student groups, schools, or student groups at schools performing at the lowest level (Red) on the 2023 California School Dashboard. This action leveraged multiple platforms and curriculum investments to strengthen instructional delivery and monitor student progress.

* Canvas & Mastery Connect - Canvas and Mastery Connect was partially implemented districtwide, to support access to standards-aligned instruction and assessment. Teachers used Canvas to deliver lessons and resources, while Mastery Connect supported local benchmark assessments and classroom assessments.

While access was established across all sites in Canvas, usage data showed variability, with 310 active courses compared to 2,432 unpublished courses and over 10,000 students without platform activity. Teacher usage also varied, with many teachers not actively using courses. Overall, the action was implemented as intended, with a need to strengthen consistent and active use across classrooms.

* iReady - During the 2025–26 school year, i-Ready was implemented districtwide to support student learning through targeted instruction and progress monitoring. Students used i-Ready for instructional lessons and practice, while teachers assigned and adjusted lessons based on individual student needs. The i-Ready Diagnostic Assessment provided Lexile and Quantile measures aligned to the CVUSD Instructional Framework. A key success was consistent administration of the diagnostic and access to student performance data across sites. Overall, the action was implemented as intended, with variability in student engagement and instructional use of the lesson component.

Curriculum Renewals - Overall implementation of the curriculum renewal action occurred as planned in 25-26, with the timely procurement and distribution of instructional materials across TK–12 classrooms. 100% of students had instructional materials as verified by the Williams Visits. Yearly consumable workbooks across multiple subjects, and core textbooks were used by students as part of their adopted curriculum. However, the expenditures for consumable materials for the 2026-27 school year was lower than expected because many sites had sufficient resources stock piled, and we did not need to purchase additional consumable materials for the 2025-26 school year.

Core curriculum resources from Savvas and McGraw-Hill were successfully utilized to support standards-aligned instruction in English Language Arts and Mathematics, while supplemental materials from Mrs. Nelson’s Book Company, Follett School Solutions, and National Geographic Studies Weekly enhanced classroom libraries, literacy engagement, and access to informational texts. A key success was the alignment of these resources to the district’s Instructional Framework, particularly in supporting clear learning intentions, structured practice, and independent application. Teachers reported increased access to standards-based materials and improved student engagement, especially through culturally relevant texts and diverse reading options. Some challenges included delays in shipping and distribution for select materials, as well as variability in implementation fidelity across sites. Additionally, continued professional learning is needed to maximize the effective use of digital components and ensure consistent integration of supplemental resources into daily instruction.

* College Board - 2025-26 PSAT (Preliminary Scholastic Aptitude Test) /NMSQT (National Merit Scholarship Qualifying Test) This action was fully implemented. There was schoolwide implementation for 11th grades at CVHS, WSHS and DMHS. There were challenges navigating the college board system with new site administration for digital access and student attendance. Data resulting from assessments is not known at this time.

* Curriculum Associates: Ellevation
Staff regularly used ELIEVATION to run reports for decision making and to monitor data and student progress. English learner data from this platform was used to monitor English learner academic performance and progress, identify reclassification candidates, monitor Reclassified Fluent English Proficient (RFEP) students, and process reclassification and RFEP monitoring forms.

*Avant Assessment - Overall, the planned action was implemented with a minor adjustment. The AVANT Language Assessment was administered to Dual Language students in grades K–8 during November and December, as well as to non–Dual Language students to support high school Spanish placement. Implementation for middle school students had to be extended beyond the original testing window to complete testing.
1. Given to all dual language students annually in grades K-8 to measure Spanish proficiency over the years in the DL program
2. Given to all 8th grade students to place them appropriately in high school Spanish classes
3. Given to high school seniors who may qualify for the State Seal of Biliteracy but are missing the Spanish proficiency requirement.

Action 1.2 – Supplemental Supports to Strengthen the Instructional Core
Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Additional resources, strategies, and interventions were used to strengthen the instructional core programs.

Prisms Virtual Reality - During the 2025–26 school year, the PRISMS contract was implemented to support math and science instruction through immersive learning experiences and site-based professional development. A total of 36 class sets of VR headsets were used across all middle and high schools to support classroom instruction. PRISMS provided virtual lab-style lessons that allowed students to engage in hands-on learning of math and science concepts. Teachers were supported through professional development to integrate these lessons into instruction. A key success was expanded access to interactive learning experiences across secondary classrooms. Overall, the action was implemented as intended, with some variability in classroom-level use in the winter of 2025. However, due to our Fiscal Stabilization plan, additional hardware (VR Goggles) was not purchased as planned.

* Online Credit Recovery - CVHS, DMHS, WSHS, and LFHS implemented credit recovery through SUBJECT and APEX, enrolling a total of 642 students. The program was delivered across all sites to provide flexible options for students needing to recover credits toward graduation. Implementation was largely consistent with the planned actions, though site-level scheduling and student engagement presented some challenges. Overall, the expansion across multiple sites reflects a coordinated and successful rollout.

** Goalbook
The Goalbook program helped educators create meaningful learning plans, track student progress, and make sure every student was supported in their academic journey. Continuous reviews of IEPs show that the quality of goals is improving, and we’re seeing increases in student achievement as a result.

* Home To School Transportation - over 70% of CVUSD were transferred safely to school and back home.

Action 1.3 – Academic enhancements and supplemental programs
Action 1.3 is aimed to provide a holistic learning experience for students through expanded learning, enrichment, and equity-based initiatives.

* La Familia High School offered smaller class sizes and more personalized attention, allowing teachers to better address the unique needs and challenges of each student. This individualized support helped struggling students catch up academically. Smaller class sizes- max of 20 students. Students can recover credits every 9 weeks (quarter system). (principal, teachers, custodian, office, media)

* Site Athletic Program, Coaching Stipends - fully implemented - All high schools were able to offer sport opportunities for all students throughout the year. Students who are involved in sports do better in their classes since a minimum GPA and grades need to be met.

* Student Academic Competitions: Fully implemented. During the 25-26 school year, Coachella Valley Unified School District implemented a districtwide Spelling Bee across all elementary and middle school sites as an academic enrichment activity aligned to district literacy priorities. Each site conducted classroom- and school-level spelling bees using grade-level appropriate word lists aligned to instructional standards, with top spellers advancing to district-level competitions. Teachers and administrators supported student preparation through classroom instruction and practice opportunities, while district coordination ensured consistent timelines, expectations, and equitable access for students across all sites.

Music & Arts Program: Elementary and Secondary

- Transportation for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Each site implemented visual arts such as arts, music or theater. Transportation expenditures were incurred to transport students to trips to the McCallum Theater.

- Admission fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. This has been an effective implementation. All sites that have a contract with the McCallum Theater have participated in the field trips. Qualitative data is showing a positive implementation of the Proposition 28 plans that each site created.

* Music Teacher: Provided WSHS students with access to creative arts classes. With guidance from a teacher, students were able to progress in their musical proficiency and reach higher levels of competence.

GATE Program Support - Implementation of GATE program support is in progress. Initial plans to expand services were adjusted due to limited teacher interest during the planning phase. As a result, the district prioritized identifying students for the GATE program and establishing a clearer foundation for services. Progress has been made in refining identification processes and increasing awareness at sites. Full implementation of differentiated instruction and enrichment supports has been delayed and will be strengthened through planned teacher training next year.

* Puente Program Support - Educational Partnership - Puente Program supports were implemented at DMHS and CVHS for students in grades 9–12, with initial expansion planning for WSHS. Implementation included participation in required professional development such as the Puente Summer Institute, Fall Regional, and Spring Component sessions. Year 1 focused on onboarding new teams, particularly at WSHS, while maintaining program fidelity at existing sites. This cohort represents the first full implementation cycle at CVHS.

*Summer School TK-12:
Supplies, salaries, transportation, contracts. Implemented as planned. The ELOP Summer Program was implemented as planned, with no substantive differences between the intended actions and actual implementation. The program was delivered districtwide and maintained a consistent focus on providing inclusive academic support and enrichment opportunities for all students, including all subgroups and students with disabilities.

Successful implementation was reflected in strong student participation and engagement across all grade levels, as well as the effective coordination of site-based programming. A key success was the ability to provide high school students with credit recovery opportunities, supporting progress toward on-time graduation. Based on these outcomes, the district plans to continue implementing the program in the same manner for the upcoming summer, maintaining its focus on equitable access, student support, and academic growth.

*Indian Education - planning, and direct services for students. Activities and Events included trips to visit universities, such as CA State University at San Bernardino for High School and Middle School students, a field trip to The Cube in Long Beach for Elementary Native American Students, mentors for High School and Middle School students and school supplies for all Native American Students.

1.4 - Highly Qualified Educational Staff
Vacancies:

- 1 Kindergarten Teacher - Early Education- Extended Day Kindergarten
- 1 Secondary Teacher for Class Size Reduction (CSR)
- Elementary Assistant Principal (2)

- MTSS Data Coaching Coordinator (2) - Fully Implemented - Data Coaching Coordinators worked with academic coaches and supported the implementation of the CVUSD instructional framework at all sites.

* MTSS Director of Elementary - worked with 7 Elementary School Principals to provide support with the implementation of the CVUSD instructional framework. The Director leads professional development, training sessions, workshops, and provide resources to elementary educators and administrators on best practices for utilizing data within the Elementary Academic MTSS framework

- Data Assessment Specialists (2): positions were fully staffed for 25-26 and provided support to the sites with the collection of student assessment data.

- Literacy Coaches, Math Coaches - Fully implemented - 6 literacy, 15 math - Literacy and Math coaches worked at the sites to support teachers with the implementation of the district's instructional framework.

- Elementary Literacy Coaches (10) - Support provided included professional development, data analysis, and curriculum development.

- Elementary Teachers (9) to Reduce Class Size to address Learning Loss - this action was implemented in 25-26, with 9 elementary teachers. Teachers were assigned to grade levels to reduce the number of students per class to improve the overall quality of education by having fewer students in each classroom. This allows teachers to give more individual attention, manage the class more effectively, and create a better learning environment.

Early Education- Extended Day Kindergarten-
The students are provided with daily extended instructional hours to support the development of the English language, literacy, and math skills. These hours lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being. (1 vacancy)

Early Education- Transitional Kindergarten General Education Instructional Aides (21) - The TK instructional aides provide students with instructional support in English language development, literacy, and math skills.These positions aide in laying the foundation for lifelong learning and sets the stage for future academic success, social competence, and overall well-being.

Elementary Assistant Principals:
The assistant principal assisted in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The assistant principal oversaw and facilitated the Individual Education Plans (IEPs) at their school site, to support students with disabilities and their families, to ensure student needs are met. (2 vacancies)

- MTSS Coaches - 7 Secondary:

Worked collaboratively with teachers and administrators to develop and implement effective instructional strategies.

- Secondary Assistant Principals (10): The assistant principal worked closely with the principal to ensure the smooth operation of the school. They assisted in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement.

- Secondary Counselors (12): Counselors helped students develop academic skills, set educational goals, and plan for their future academic endeavors.

- Secondary Teachers (14) Reduce Class Size - Teachers were assigned to grade levels and subject areas to reduce the number of students per class to improve the overall quality of education by having fewer students in each classroom. This allows teachers to give more individual attention, manage the class more effectively, and create a better learning environment. (1 vacancy)

- Athletic Directors - All 3 comprehensive high schools have Athletic Directors in place. CVUSD currently offers 19 CIF competitive sports based upon student need at our 3 high schools.

- Activities Directors - Each secondary school site has an activities director who oversees and ensures that activities run smoothly at the school site.

- Aquatics Instructors - Taught students of all ages and skill levels how to swim. They designed and implemented swimming lessons that catered to the needs and abilities of their students, starting from basic water familiarization to advanced stroke techniques to promote water safety.

Lifeguard (2): prevented drowning and other water-related accidents. Lifeguards vigilantly scanned the water and surrounding areas, identifying potential hazards and intervening promptly to prevent accidents from occurring.

- BCLAD Stipends - Stipends for DL teachers to promote retention in DL programs. Stipend increases by $500 per year, until it maxes out at $5,000.00 per year, per teacher. It is successful to some extent. Some schools are losing DL students in the upper grades.

Instructional Media Assistants (22) - Instructional Media Assistants (IMAs) supported the school site library relating to the acquisition, circulation, distribution and recovery. The implementation of this action was different from previous years, in that the IMAs hours were reduced to 5 hours a day, for 10 months a year (from 8 hours, for 11 months) due to the Fiscal Stabilization Plan. The scope of work did not change.

- Curriculum Resources Technician - provided students and teachers with access to standards-based instructional materials.

- Ethnic Studies Teachers(10): Ethnic studies classes allow for a growing need for “culturally relevant pedagogy.”

- Perfect Attendance Stipends for Teachers ($500/semester) - Encourages teachers to achieve perfect attendance each semester, resulting in a highly qualified teacher supporting students.

- Special Education Teacher Stipends - The Director of Special Education works with the Human Resources department to recruit and retain special education teachers

Action 1.5 - College and Career Readiness

College and Career/ Puente Counselors (2): These positions were implemented at high school sites to provide targeted support for college readiness, Puente programming, and student advising. Implementation aligns with district goals to expand access and improve student outcomes.

College and Career Administrative Specialists (3):
College/Career Administrative Specialists are located in the Career Centers at all three sites and currently focus more on college-related supports than CTE career pathways. They assist with college registration, transportation setup, ordering instructional supplies, data organization, budget alignment, college and career fairs, and internship coordination. This will shift in 2026–27 to fully support both College and Career (including CTE) students.

College and Career Academy Advisors/ Counselors - 3 FTEs - classified support positions (100% GSPP grant) - were not implemented. A

budget modification was completed to eliminate these positions based on program needs.

Coordinator of Secondary Academic Counseling: fully implemented
Aligned coursework in grades 7 - 12, including college credit opportunities, AP testing, CCGI profiles, and continuous improvement to programs based on data and outcomes

College and Career Coordinator: fully implemented
Coordinates all college and career activities, monitoring data from all programs, writing supplemental grants.

Career & Technical Education (CTE) Coordinator: fully implemented
Coordinates and oversees all career and technical education programs and pathways. Monitors data from all programs, writes and facilitates implementation of supplemental grants

Purchase of supplies for the College and Career Centers A-G Grant Access (1.5e) - Not implemented as planned. The $103,797 A–G Grant allocation was originally designated for College and Career Center supplies and furniture; however, as centers were revamped in the prior year, funds were redirected. This year, funding supported College Signing Day events, AP testing fees, and secondary AVID team participation in the San Diego conference. Approximately 24 staff participated in AVID professional learning, with $60,000 allocated for conference and hotel costs. This reallocation allowed the district to address current student and staff needs while maintaining college and career readiness efforts.

College Credit- Certificated Extra Services funded through the A–G Grant were implemented to support Dual Enrollment at CVUSD. Extra service hours were provided for teachers to assist with student enrollment in college courses, maintain gradebooks, and align transcript reporting between CVUSD and College of the Desert (COD). Staff also supported students with adding, dropping, and withdrawing from courses within deadlines, attended college and career meetings, and maintained accurate records for attendance, grades, applications, and transcripts. Implementation expanded to support an increase from 18 to 26 concurrent and dual enrollment courses offered across fall, winter, spring, and summer terms to increase college access.

College Credit Courses - Funds were used to provide textbooks for students enrolled in dual and concurrent enrollment college courses, ensuring access and equity in coursework. Materials were distributed to support student success across multiple terms, including summer school. Implementation aligned with planned actions to remove financial barriers. Ongoing purchasing supported increased course availability.

Field Trips - STEAM field trips to local partners including the Living Desert, Children's Discovery Museum, General Patton Museum, and other educational destinations, field trips to local post-secondary partners.

Catering for following Activities: - this was not implemented due to Fiscal Stabilization Plan
Middle Schools & High Schools CTE Career Day 7 X $1,200

Purchased Shirts or Stoles for the following: not implemented as it was not identified as an approved program need.
CTE Student Ambassador Polo Shirts

Health Pathway Stoles for A-G/CCI Completers

CPA Match - Perkins or CTEIG Match Funds - CPA Match funds provided a 1:1 salary match supporting five CPA grants, aligned to certificated CTE lead teachers in Hospitality, Health, Public Safety, Construction, and Green Careers. Funds support staffing and program oversight to maintain smaller class sizes and high-quality CTE instruction in accordance with Ed. Code requirements.

CTEIG match funds were used as required to support allowable match expenditures, including consumable instructional materials, travel and lodging for student participation in HOSA, SkillsUSA, and KidWind competitions, student awards, meals during travel, and CTE classroom facility updates. These funds supported compliance with the required 2:1 match and enhanced program operations.

CTEIG Transportation costs - implemented, but cost was covered with the Perkins Grant
CTE Incentive Grant Extra Service and Sub Coverage - implemented, but cost was covered with the Perkins Grant
CTEIG - Contract - this action was minimally implemented, but cost was covered with the Perkins Grant

Farm Manager: Manages 15,000 acres at CVHS, oversees school farm operations, including animal care and agricultural program management. The role ensured daily operations of the farm supported instructional activities and student learning in agricultural pathways

Farm Supplies: Funds were used to purchase farm supplies, portable restroom facilities during animal season, and other operational supplies needed to support ongoing farm activities with animals. These resources ensured the farm remained functional, safe, and able to support instructional activities.

Parchment Transcript and student records platform - The Parchment contract was implemented to provide transcript services, offering free transcripts to current and most recent graduating seniors. This supported timely processing of transcript requests for college and career purposes. Implementation aligned with planned actions and improved accessibility for students. The system streamlined transcript delivery and record management.

College Readiness Testing Support - The district funded AP testing for all students, covering the cost of all AP exams to ensure full access and participation. Exams were administered across sites (CVHS, DMHS, WSHS) with coordinated support for registration and testing logistics. This approach removed financial barriers and expanded participation opportunities. Implementation was consistent across all sites.

RCOE Data Contract: Contract supported data collection, formatting, and professional development of staff to meet college and career indicators.

High School & Middle CTE Teacher Salaries - (4 at BD, 4 at TC, 3 at WSHS, 8 at CVHS, 4 at CDA & 5 at DMHS)

RCOE - 7 CTE Teachers:
All seven RCOE teachers were successfully implemented across DMHS (3), CVHS (3), and TC (1). Minor adjustments to schedules and placements were made to align with site needs and student enrollment. Overall, implementation remained consistent with the plan and ensured continued access to high-quality CTE instruction in hard-to-fill subject areas.

Fully Implemented:

- 2 CTE Administrative Assistants, supporting CTE programs at CVHS and DMHS (50% LCFF S/C)
- CTE Teachers, Building & Construction Trades, DMHS
- CTE Assistant Principal , Desert Mirage High School
- Red Bird Agreement - Aviation, Warranty and maintenance of Aviation Simulator - The extended warranty for the Red Bird Aviation Flight Simulator at DMHS was fully implemented as planned. The agreement ensured continued operation of the simulator used in the Aviation Pathway
- RCOE STEAM Contract for all 15 elementary schools. RCOE staff trained teachers and administrators on inquiry, wonderwalls, coding, and vital behaviors associated with effective STEAM learning.
- Extra Services (KidWind, PLTW, STEAM, Dual Enrollment), providing instruction and services to students outside of the school day.
- Instructional Supplies, STEAM instructional supplies
- Instructional Supplies for non-CTE credentialed teachers: Funds were used to support instructional supplies and training for non-CTE credentialed teachers across PLTW, STEM Lab, CTE Medical Detectives, CTE Automation & Robotics, Cosmetology, and KidWind programs. Implementation included PLTW training for middle school teachers, STEM lab materials for K–6, Cosmetology kits, and KidWind supplies.
- One Future Coachella Valley (OFCV) supported regional college and career readiness efforts through consulting and implementation services, including FAFSA events, college and career fairs, scholarship events, business engagement convenings, and student/family outreach. Funding also supported Gents Alliance services, a male mentoring program focused on improving college and career outcomes for male students. All services were implemented through a regional partnership agreement with local school districts.
- Substitutes, Subs for non-CTE Credentialed field trips and activities
- RCOE Counseling Contract - Provided continued data driven professional development for middle and high school counselors.
- Split Funded Staff (CVHS AA, DMHS AA, DMHS Construction, School STEM CDA), providing additional support for college and career readiness programs.

Action 1.6 - Multilingual & Multicultural Education

Migrant Coordinator - This position was vacant for the 2025-26 school year

* Migrant Extra Services for Migrant After-School K-8 required program for Migrant Education: Partially implemented - services began on February 9, 2026.
Extra service for teachers to provide reading, writing, math extended core support using IXL and District's writing program, chaperoning field trips, credit recovery, after school tutoring and summer school for migrant students in the after school program

* Migrant Program - Administrative Specialist - fully implemented

* Migrant Supplies: For Migrant After School and other Migrant services

* Migrant Travel and conferences - Counselors conference, National Association of State Directors of Migrant Educations (NASDME), Equity Conference

* Migrant Professionals/Consultants/Services & Operating Expenses

* Migrant Communication: Mailing company used to send annual letters and flyers to migrant families

* Migrant Outreach Teacher (1): fully implemented.
Provides one to one support in core subject matter classes providing small group instruction and re-teaching along with guided practice to meet the academic needs of all credit deficient Migrant students.

* Migrant Transportation - transportation for Migrant After School Program as well as educational field trips
Summer school for Migrant students in the after school program - Migrant Funding

* Migrant Summer School Materials and supplies - for Migrant After School and other Migrant services - Migrant Funding

* Migrant Travel - Summer School - Migrant Funding

EL services support all English learners in the acquisition of the language as emerging bilingual students. The following actions provided are intended to move students to an ELPAC level 4 to be able to reclassify more of our Long Term English Learners as well as move our EL students up one level each year as reflected on ELPI

* Direct Support for Immigrant Students- Newcomer Academy: During the current school year, the actions associated with this goal—providing direct support for immigrant students—were not implemented. Although the LCAP identified specific services and supports, there was a substantive difference between planned actions and actual implementation, as no direct services were delivered. Moving forward, the district will prioritize establishing a clearly defined implementation plan, including designated personnel, targeted supports, and progress monitoring systems to ensure that services for immigrant students are delivered with fidelity and aligned to the intended outcomes of the LCAP goal.

* English Learner Coordinator - This position was filled in late October, 2026. The EL Coordinator Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for English Learner students and parents.

* EL Administrative Specialist - During the current school year, the action to provide an English Learner Administrative Specialist has been implemented as planned. This position has supported the coordination, monitoring, and compliance of English Learner programs across sites.

Site EL Supports Assistants (ELSAs) (21) - Support with EL identification, reclassification, monitoring, RFEP monitoring, and EL testing. During the current school year, the action to provide English Learner Support Assistants has been implemented with a reduced number of positions than originally planned. While the LCAP identified 22 English Learner Support Assistants, the actual implementation included 3 English Learner Support Assistants assigned to support English Learner students across sites.

This represents a substantive difference between the planned action and actual implementation in terms of staffing levels. Despite the reduction in staffing, the English Learner Support Assistants have provided support to English Learners as assigned by English Learner Services.

A key challenge experienced during implementation was the limited number of staff available compared to the original plan, which impacted the overall reach and frequency of services provided to students. However, sites prioritized services based on student need to ensure that support was delivered to the highest-need English Learners. A success of the current implementation has been the ability of the existing English Learner Support Assistants to provide focused and meaningful support to students most in need. Overall, while implementation was not at the originally planned scale, the district was able to maintain targeted support services through the available staffing.

* Support for Long Term English Learners for Language Acquisition, ELA, and Math - Implemented as Planned
District-Level Supports will including:
-Data-Driven Principal Meetings: Include LTEL-specific data (ELPAC levels, ELPI growth, reclassification rates) in regular data chats with principals.

- LTEL-Focused PD: Provide targeted PD on integrated and designated ELD strategies aligned with the instructional framework, with specific LTEL scenarios.
- District-Wide Monitoring Tool: Use Ellevation dashboard to track LTELs.
- Curriculum Audits: Ensure curriculum across content areas includes scaffolds and culturally relevant materials that support LTELs.

* Support for Long Term English Learners for Language Acquisition, ELA, and Math - School Site-Level Supports: Implemented as Planned

- LTEL Data Chats: Conduct site-level data chats focused on LTELs, involving counselors, ELD leads, and grade-level teams.
- ELD Lesson Walkthroughs: Align walkthroughs with the instructional framework to ensure effective ELD instruction for LTELs.
- Student Goal-Setting: Engage LTELs in their own growth by setting ELPAC and academic goals with teacher support.
- Designated ELD Time: Protect and enhance designated ELD time with purposeful lessons geared toward LTEL needs (e.g., complex sentence structures, academic vocabulary).

* EL Mentor Stipend: During the current school year, the planned action to provide an English Learner mentor stipend was not implemented. As a result, there is a substantive difference between the planned action and the actual implementation, as no stipends were distributed and the mentor program was not carried out as intended.

* EL mentor subs for release time or extra services to meet with students - During the current school year, the planned action to provide substitute coverage for the release of English Learner Mentors to meet with English Learner mentees was not implemented. As a result, there is a substantive difference between the planned action and actual implementation, as the intended mentoring model was not operationalized

After School Support for EL's (Cert & Class Extra Services) such as ELPAC Support, etc. $168,254 - Title lll -During the current school year, the planned action to provide after-school support for English Learners, including ELPAC support, was not implemented. As a result, there is a substantive difference between the planned actions and actual implementation, as no structured after-school program or designated

support sessions were provided under this goal.

After School Support for EL's (Instructional Materials, etc) $53,095 Title lll - During the current school year, the planned action to provide after-school support for English Learners, including the purchase of instructional materials to support that program, was not implemented. As a result, there is a substantive difference between the planned actions and actual implementation, as neither the after-school program nor the associated instructional materials were utilized.

* Biliteracy/ Multiliteracy Awards/ Medals/ Sashes - Overall, the planned actions were implemented as intended. Bi-literacy and multiliteracy awards including medals, sashes, and seals are provided annually to eligible students in grades 6, 8, and graduating seniors to support recognition ceremonies celebrating students' progress toward the State Seal of Biliteracy.

* EL Mentor Extra Services - were not implemented

Dual language currently serves current students in grades K-8. 7 elementary schools offer dual language K-6, the other 7 are providing dual language in grades K-5 with additional grades added each year. All 3 middle schools offer Spanish Language Arts and Social studies in Spanish in both grades 7 and 8. By 2028-29 both high schools will have dual language classes offered in grades 9-12. West Shores will begin once the Seaview cohort reaches grade 7, in the 2027-28 school year.

* Dual Language Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for Dual Language students and parents.

Dual Language Spanish Teachers Middle School (2) - Fully Implemented. Teachers follow the Dual Language model as designed, teaching in the target language and planning lessons that build both content knowledge and language skills.

* Bi-literacy/Multiliteracy Purchase of Awards, Medals, Sashes for students who earn the biliteracy awards in 6th and 8th grades as well as the state seal upon graduation.

* Istation - DL literacy program: This action was not implemented in 2025-26.
A personalized online learning program used to accelerate biliteracy growth in dual language classrooms grades K-6.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support
Title I Site Allocations:
Each school received Title I funds to help students meet state academic content and performance standards.

LCFF Site Allocations:
Each school received LCFF Supplemental/Concentration funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate).

Document Tracking Services online platform: This online platform houses all of the templates that the district and sites use to create district plans such as the LCAP, The Federal Addendum, the District Parent Involvement Policy, and more. Schools use the platform to create and store the School Plan for Student Achievement (SPSA), the School Safety Plan, and the School Accountability Report Card (SARC).

Staff Support:

- Director of State and Federal Accountability
- Coordinator of State and Federal Accountability
- Budget Specialist (2) - funding change - 1 budget specialist will no longer be partially funded with Title I

- Administrative Specialist

Implementation: All of these positions were filled during the 2025-26 school year. Staff provides support in the areas of fiscal management, program implementation, compliance monitoring, and community involvement. Together, the team performs a wide range of tasks, such as:
Budget Development & Regulatory Compliance: Ensuring that budgets related to State and Federal categorical programs comply with all applicable regulations, ensuring resources are allocated efficiently and effectively.

Completion of Applications, Budgets, Reports, & Evaluations: Overseeing the completion of necessary applications, budgets, reports, and evaluations as required by state and federal guidelines. This ensures that all funding sources are tracked and used appropriately.
Professional & Technical Assistance: Providing both professional and technical assistance to district and site administrators, as well as support personnel, to help them navigate fiscal and programmatic development. This support is crucial for the successful implementation of programs.
Program & Budget Implementation Support: Offering hands-on support for the implementation and evaluation of school programs and budgets. This ensures that funds are being utilized effectively to support student achievement and program success.

Monitored Program Compliance: Monitoring program compliance with both state and federal regulations, ensuring that all educational programs meet the necessary requirements and standards.
Parent Advisory Committees & Community Involvement: Supporting parent advisory committees and other programs that promote parent, staff, and community involvement in the operation of educational programs. By engaging families and the community, we ensure that our programs are responsive to their needs and that students are supported at every level.

Action 1.8 - Technology

5 IT Services Technicians were assigned to provide direct technology support to students and teachers across district sites. This includes troubleshooting devices, resolving instructional technology issues, and supporting day-to-day technology use required for teaching, learning, and student services.

Enterprise System Specialist
The Enterprise Systems Specialist supported the onboarding, configuration, and ongoing maintenance of districtwide technology systems that serve students, teachers, and staff. This role ensured that core instructional and administrative platforms are operational, secure, and available to support daily teaching and learning activities.

The Enterprise System Specialist oversaw district wide IT functions, including:

- Cybersecurity and account management.
- Mobile device management and server maintenance.
- Content filtering and other critical enterprise-related services.

With a dedicated focus on improving response times, the Enterprise System Specialist has:

- Reduced average resolution time for enterprise-related tickets by 63.25%, improving the time from 60 hours to 22 hours.

This significant reduction in resolution time ensures that system-wide issues are addressed swiftly, enhancing the security and functionality of district IT infrastructure.

SIS Coordinator - The Student Information Systems (SIS) Coordinator, hired in September 2024, has already made a considerable impact by providing over 30 hours of training to both new and existing staff. Despite being short handed for much of the school year, with the team covering for a vacant SIS Specialist position, the team's performance is improving, particularly as an employee has stepped in to cover the vacancy.
The SIS Coordinator ensures that the management of student data is handled efficiently and provides ongoing professional development to staff, contributing to the smoother operation of our student information systems.

21st Century Learning Environment
IT supports the effective use of instructional technology, including:

- Distribution of devices and accessories to students and teachers, ensuring equitable access to technology in the classroom.
- Providing internet hotspot services for students who lack reliable internet access at home, empowering them to continue learning outside the classroom.

* Funds were budgeted to purchase additional iPads, however we had sufficient inventory on hand, and there was no need to purchase additional devices.

These initiatives ensure that all students, regardless of their home circumstances, have the tools and connectivity needed to succeed academically.

Commitment to Continuous Improvement
By ensuring that our systems are responsive, secure, and well-maintained, the Technology Department empowers teachers to deliver high-quality, technology-enhanced instruction, and ensures that students have the resources they need to thrive in a digital world.

Action 1.9 - Early Learners

Coordinator of Early Learners - The Early Learners Director position, funded through LCAP, has been implemented as planned, providing centralized oversight of Head Start and State Preschool programs serving over 300 children and families. Core responsibilities—including contract oversight, daily operations, supervision of approximately 80 certificated and classified staff, and continuous quality improvement—have been fully executed.

Implementation has also included expanded support for the district's Transitional Kindergarten (TK) program, particularly in the areas of professional development, classroom quality improvement, and program expansion. This increased level of support reflects the evolving needs associated with statewide TK expansion.

Key implementation successes include consistent program monitoring, delivery of targeted professional development, and strengthened alignment across early learning programs to ensure cohesive services for children and families.

A primary implementation challenge has been declining Head Start enrollment due to TK expansion, requiring program adjustments such as classroom restructuring. These changes have been implemented strategically to maintain program stability and minimize staffing impacts.

Early Education Head Start and Preschool Teacher Salaries (8) - Head Start and Preschool teachers provided three and four year old students with a high quality developmentally appropriate environment, where they focus on the whole child and their individual development.

LCAP funding has been implemented as planned to support a portion of Head Start and State Preschool teacher salaries, ensuring stable staffing and continuity of services. These positions directly support classroom instruction and the delivery of high-quality early learning experiences.

Implementation has remained consistent, with teachers providing daily instruction, supporting school readiness, and implementing program requirements aligned to Head Start and State Preschool standards. This funding has also supported program stability during ongoing Transitional Kindergarten (TK) expansion. A key challenge has been shifts in enrollment due to TK expansion, requiring adjustments in classroom configuration. These adjustments have been managed to maintain staffing stability and minimize disruption to 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.

Action 1.1 - Implementation of Multi-tiered System of Instructional Supports

Curriculum Renewals TK-12
Budgeted differences are due to having more textbooks and workbooks in stock than expected, therefore eliminating the need to purchase large amounts of instructional materials. Differences between Budgeted Expenditures and Estimated Actual Expenditures were also due to fluctuations in enrollment, adjustments in site-based ordering needs, and changes in vendor pricing and availability. In some cases, cost savings were realized through bulk purchasing or revised quantities based on updated student counts. Overall, expenditures remained closely aligned to the intended purpose of ensuring all students had access to high-quality instructional materials, with adjustments made to respond to real-time needs at the school and classroom level.

Curriculum Associates - Ellevation - The Expenditures amount exceeded the budgeted amount due to vendor pricing adjustments.

Action 1.2 - Supplemental Supports to Strengthen the Instructional Core
Home-to-School Transportation - The expenditure exceeded the budget due to the increased cost in fuel and the home-to-school transportation reimbursement has not been credited to the budget yet.

PRISMS -
There was a material difference between the budgeted and estimated actual expenditures for this action. The budgeted amount was intended to support the purchase of an additional 24 class sets of VR devices; however, these devices were not purchased during the year. This decision was made based on current device availability and a need to focus on effective implementation of existing resources. As a result, funds were not expended, and the action will be revisited to align future purchases with demonstrated instructional need.

Action 1.3 - Academic enhancements and supplemental programs

GATE Program Support -
Differences in expenditures are due to the shift in implementation focus. Funds initially allocated for expanded services and materials were not fully utilized as planned due to the pivot toward identification and planning. Expenditures remained aligned to foundational program needs, with adjustments carried forward to support implementation in the coming year.

PUENTE Program Support -
The material difference is due to phased implementation, with some costs planned across two years rather than fully expended in a single year.

Site Athletic Program, Budget, Coaching Stipends - costs for coaching, stipends and materials exceeded budget due to increase in stipend costs.

Indian Education -
Planned expenditures such as mentors for Native American students were not implemented until late in the school year (April, May) due to delays in sourcing mentors. Originally the plan called for mentors from the Indian College to work with our students, but with delays in completing the Independent Contractor process, teachers were provided extra services to provide mentoring. Field trips and the provision of educational materials were provided later in the 25-26 school year and are not reflected in the YTD expenditures yet.

La Familia - cost for salaries and benefits exceeded budget. A counselor was hired, that was not budgeted for in the 25-26 LCAP.

SECONDARY
Contracts, travel, rental for educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. Costs exceeded the budget because this action, using Prop 28 funds, was under-budgeted in the LCAP.

Action 1.4 Highly Qualified Educational Staff
Curriculum Resource Technician - Actual expenditures exceeded the budget due to the new staff member in this position being at a higher salary.

Extended Day Kindergarten Teacher Salaries @ 50% - material differences are due to 2 less Kinder teacher positions in the 2025-26 school

year.

TK Instructional Aides - The difference between the budget and actual expenditures are because indirect costs were budgeted, but not not charged.

14 Secondary Teachers @ 91.15% - Reduce Class Size to address Learning Loss - there was one vacancy, resulting in a material difference between budget and expenditures.

Action 1.5 College and Career Readiness
College and Career Readiness - fluctuations between budgeted and actual expenditures were due in part to change in funding allocations for CTEIG, CPA and GSP - and non-implementation of purchasing supplies and materials, and utilizing subs and transportation.

College & Career Academy Advisors - (Golden State Pathways Grant). No expenditures were incurred. A budget modification was completed to eliminate these positions based on program needs.

Purchase of Materials and Supplies - Golden State Pathways - material difference is because purchases were not executed.

Catering for STEAM Activities - this action was not implemented, funds were used to support program materials.

Purchase of supplies for the College and Career Centers (A-G Grant)
The budgeted amount was reallocated based on current priorities. This included funds to cover additional expenditures for AP testing, College Signing Day supplies, and AVID conference participation, along with additional college and career activities. These adjustments reflect higher-than-anticipated costs and shifts from originally planned supply expenditures. Overall, funds were strategically redistributed to support high-impact programs.

CTEIG Transportation costs - material difference - this action was funded with Perkins instead of CTEIG.
CTE Incentive Grant Extra Service and Sub Coverage - this action was implemented, but costs were covered with Perkins Grant funding.

CTEIG - Contract - this action was implemented - budget was funded with Perkins instead of CTEIG.

Purchase of Shirts or Stoles for the following: - CTE Student Ambassador Polo Shirts - Health Pathway Stoles for A-G/CCI Completers. A small amount of expenses were incurred, as this was not identified as an approved program need.

Instructional Supplies for non-CTE credentialed teachers for the following: PLTW, STEM Lab, CTE Medical Detectives, CTE Automations & Robotics, Cosmetology Program, KidWind" - only a quarter of the budgeted funds were used, due to sites picking up the cost of some expenditures.

Parchment Contract for Transcripts -
The difference between the budget and actual expenditures reflects conservative budgeting to account for potential increases in usage and service fees. Actual expenditures were lower than anticipated due to contract pricing and utilization rates. Overall, costs remained below

budget.

AP Testing
The increase in expenditures, over budget, is due to the district covering all AP exam costs and higher-than-anticipated student participation, with 1,081 students taking 2,119 exams. Expanded access directly contributed to higher overall costs. Expenditures reflect the district's commitment to universal access.

Action 1.6 - Multilingual & Multicultural Education

2025-26 Vacant Positions which lowered expenditures:
1 EL Coordinator - 3 months of the 12 month school year - LCFF S/C
1 Migrant Coordinator
I Migrant Outreach TOSA

22 Site EL Support Assistants (ELSA) - 50% LCFF
Material differences between budgeted expenditures and estimated actual expenditures for this action are primarily due to the variance in staffing levels. The LCAP originally budgeted for 21 English Learner Support Assistants; however, only 3 positions were filled and implemented during the current school year.

As a result, expenditures related to salaries and benefits were significantly lower than originally projected. The reduced number of positions accounts for the majority of the difference between budgeted and actual expenditures.

This variance is attributed to staffing challenges, including recruitment and hiring limitations. While the action was partially implemented, the reduced staffing level resulted in lower overall costs compared to the initial budget. The district will use this information to refine future budgeting and staffing plans to better align projected expenditures with actual implementation capacity.

iStation Contract -
The iStation contract for 25-26 was not implemented.

Direct Support for Immigrant Students -
Material differences between budgeted expenditures and estimated actual expenditures are primarily due to the non-implementation of the planned actions under this goal. The LCAP included allocated funds to provide direct support for immigrant students; however, these services were not implemented during the current fiscal year. As a result, budgeted expenditures associated with staffing, supplemental supports, and related services were not fully expended.

EL Mentor Subs -
Sub coverage to release EL Mentors to meet with EL mentees - no expenditures incurred. Material differences between budgeted expenditures and estimated actual expenditures for this action are primarily due to the non-implementation of the planned English Learner mentoring release model. The LCAP included funding for substitute coverage to provide release time for English Learner mentors to meet with English Learner mentees; however, this action was not implemented during the school year.

EL Mentor Stipend (budgeted for 50 EL mentors districtwide) -
No expenditures were incurred. The district budgeted funds to provide stipends for English Learner mentors to support the implementation of a mentoring program. However, this action was not implemented during the current school year. As a result, there is a material difference between the budgeted expenditures and the estimated actual expenditures, with significantly lower actual spending than originally planned.

After School Support for EL's (Cert & Class Extra Services) such as ELPAC Support, etc. -

- there were no expenditures.

Material differences between budgeted expenditures and estimated actual expenditures for this action are primarily due to the non-implementation of the planned after-school support program for English Learners, including ELPAC support. The LCAP included funding for staffing, materials, and operational costs to support after-school services; however, the program was not implemented during the current school year.

After School Support for EL's (Instructional Materials, etc. -
Material differences between budgeted expenditures and estimated actual expenditures for this action are primarily due to the non-implementation of the planned after-school support program for English Learners, including the purchase of instructional materials to support that program. Although funds were budgeted for staffing and instructional resources, the program was not implemented during the current school year.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support
Some salary expenditures were different from budgeted amounts due to changes in benefits and fixed costs throughout the year.
Funds budgeted for classified staff support outside the workday were not utilized due to district restrictions placed on overtime/extra services.
Sites have not utilized all of their Title I and LCFF funding yet, as extra services, stipends and sub costs are outstanding.

Action 1.8 - Technology
Material Differences are due to iPads not being ordered as planned.

Action 1.9 - Early Learners
Originally, 8 Head Start and Preschool teachers were budgeted with LCFF S/C funds in the 2025-26 LCAP, but the district received additional Headstart/Preschool funding after the LCAP was board approved. This resulted in expenditures being below budget

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

Action 1.1 - Implementation of Multi-tiered System of Instructional Supports
This action was primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action were also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Metrics to measure effectiveness of Action 1.1 include the CAASPP for ELA & Math and Local assessments.

The effectiveness of Action 1.1 is measured with CAASPP ELA & Math results and local assessment data.

Based on the CAASPP ELA results, the 2023 data shows that 26.12% of all students met or exceeded the standard, compared to 30.08% in 2025, an increase of 3.96%. With the exception of Foster Youth and Hispanic students, all student groups increased the percentage of students who met or exceeded the standard on the CAASPP in 2025, compared to the 2023 Dashboard.

In ELA from 2023 to 2025, the EL student group declined -0.3% and Foster students had a decline of -16.66%.

Based on the CAASPP Math results, the 2023 data shows that 13.89% of all students met or exceeded the standard, compared to 20.10% in 2025, an increase of 6.21%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP Math from 2023 to 2025, except for the Homeless and White student groups. Homeless students had a decline of -1.22% and the White student group had a decline of -4.91%.

Canvas & Mastery Connect. This action has been partially effective in supporting progress toward improving access to standards-aligned instruction and assessment. MasteryConnect has been effective as a districtwide platform for both formative and benchmark assessments, with approximately 40% of students assessed across over 200 locally developed assessments aligned to CAASPP expectations. Student performance data shows 49% of secondary students met or exceeded standards assessed in Science benchmarks and 40% in ELA performance tasks. In contrast, Canvas has shown limited effectiveness, with only 36% of students actively using the platform and a significant number of inactive courses and users. Overall, MasteryConnect has been an effective tool for strengthening assessment practices, while Canvas has been less effective as a learning management system.

In comparing 2023 and 2025 Dashboard Data, the number of Dashboard Indicators measuring State Priorities that student groups are performing very low in, has decreased substantially. Students with Disabilities, Socioeconomically Disadvantaged (SED), English Learner, and Hispanic student groups are no longer performing at the lowest level on any of the Dashboard Indicators. Long Term English Learners, Foster Youth, Homeless and White Students are among the student groups performing at the lowest performance level on the 2025 CA School Dashboard. However, overall we can see many areas of success.

i-Ready - Students were provided instruction and practice on at level lessons. i-Ready was used to measure Lexile/Quantile growth throughout the year, which is a measure on our CVUSD Instructional Framework.To date, this action has been effective in supporting progress toward improving student achievement and growth in reading and mathematics. i-Ready provided students with instructional lessons and practice, while the Diagnostic Assessment measured Lexile and Quantile growth aligned to the CVUSD Instructional Framework. Fall-to-Winter data shows improvement in both reading and math, with the percentage of students at or above grade level increasing from 14% to 24% in reading and from 9% to 18% in math. The percentage of students performing three or more grade levels below also decreased from 41% to 34% in reading and from 35% to 28% in math. These results show progress and reinforce the importance of maintaining the i-Ready Diagnostic as part of the district’s assessment system to support progress monitoring and alignment to CAASPP expectations.

Curriculum Renewals - All books were ordered and received; 100% of students had instructional materials as verified by the Williams Visits. The curriculum renewal action has been effective in supporting progress toward the district’s academic goals. The availability of updated, standards-aligned instructional materials has strengthened Tier 1 instruction and supported more consistent implementation of the Instructional Framework across classrooms.

Evidence of effectiveness includes increased student access to grade-level texts, improved alignment of instruction to state standards, and enhanced opportunities for differentiated instruction. Teachers have leveraged these resources to provide structured and collaborative learning experiences, contributing to increased student engagement and participation.

College Board - 2025--26 PSAT (Preliminary Scholastic Aptitude Test) /NMSQT (National Merit Scholarship Qualifying Test) Test Fees for (CVHS, DMHS & WSHS) District average score for CVUSD was 786. CA state average score was 985. The PSAT is out of 1520. Overall, the district is NOT utilizing the PSAT test results for AP potential and only 6 students took the SAT with an average score of 1030.

Curriculum Associates: Ellevation
Staff regularly used ELLEVATION to run reports for decision making and to monitor data and student progress. English learner data from this platform was used to monitor English learner academic performance and progress, identify reclassification candidates, monitor Reclassified Fluent English Proficient (RFEP) students, and process reclassification and RFEP monitoring forms.

Avant Assessment - The action has been effective in supporting progress toward the goal. The AVANT Language Assessment provides standardized data on students' listening, speaking, reading, and writing skills. This information helps schools monitor language proficiency growth, inform instructional planning, and support appropriate placement decisions. The results also allow the district to review student progress over time and evaluate the effectiveness of the Dual Language program.

Action 1.2 - Supplemental Supports to Strengthen the Instructional Core

The effectiveness of Action 1.2 is measured with CAASPP ELA & Math results and local assessment data.
Based on the CAASPP ELA results, the 2023 data shows that 26.12% of all students met or exceeded the standard, compared to 30.08% in 2025, an increase of 3.96%. With the exception of Foster Youth and Hispanic students, all student groups increased the percentage of students who met or exceeded the standard on the CAASPP in 2025, compared to the 2023 Dashboard.
In ELA from 2023 to 2025, the EL student group declined -0.3% and Foster students had a decline of -16.66%.

Based on the CAASPP Math results, the 2023 data shows that 13.89% of all students met or exceeded the standard, compared to 20.10% in 2025, an increase of 6.21%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP Math from 2023 to 2025, except for the Homeless and White student groups. Homeless students had a decline of -1.22% and the White student group had a decline of -4.91%.

Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Additional resources, strategies, and interventions were used to strengthen the instructional core programs.

IXL Personalized Instruction Platform for Math - this was not implemented in 2025-26 and therefore effectiveness is not applicable.

Prisms Virtual Reality - To date, this action has been partially effective in supporting progress toward improving student engagement and learning in math and science. Data from this year shows 73 active teachers and over 4,600 students engaging in PRISMS lessons across 54 math and science modules. Students participated in learning experiences aligned to key CAASPP-related math concepts such as Functions

and Equations, as well as NGSS-aligned science topics such as Phase Changes, with over 600 checks for understanding submitted. In alignment with the California Math Framework, these lessons emphasize conceptual understanding and the applied use of mathematics through hands-on, interactive experiences. However, effectiveness has varied based on consistency of implementation across classrooms, and continued focus on instructional integration is needed to strengthen overall impact.

Online Credit Recovery - Online credit recovery programs were effective and played a crucial role in supporting students who may have fallen behind academically. At the end of 1st semester:
65 seniors were caught up on credits and returned to their home schools.
More juniors credit deficient were able to transfer to La Familia High School to recover credits

Goalbook
The Goalbook program helped educators create meaningful learning plans, track student progress, and make sure every student was supported in their academic journey. Continuous reviews of IEPs show that the quality of goals is improving, and we're seeing increases in student achievement as a result.

Home To School Transportation - our transportation effectively and safely transported all students from home to school and back.

Action 1.3 - Academic enhancements and supplemental programs

The effectiveness of Action 1.3 is measured with:
CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math.

Dashboard data shows an increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2025 (3.96% and 6.21% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 89.8% in 2025, an increase of 11.2%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 45.5% in 2025, an increase of 17.9%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.3 is effective, particularly regarding the graduation rate and the CCI.

Site Athletic Program, Budget, Coaching Stipends
Involvement in athletics promotes the development of essential life and college/career readiness skills,
including time management, discipline, persistence, and goal setting. Students must balance academic responsibilities with practice and competition schedules, strengthening organizational skills that translate into the classroom. Athletics also foster teamwork, leadership, and effective communication, which enhance collaboration and overall student performance in academic settings.

Student Academic Competitions:
These competitions have been effective in increasing student engagement and supporting skill development in areas such as problem-solving, communication, and critical thinking. Students demonstrated learning through authentic tasks and increased participation. Continued focus is needed to ensure consistent access and participation across all sites.

Puente Program – Highlights include:

- The Puente program demonstrates strong outcomes, with students achieving an average 93% A–G completion rate and an 86% college attendance rate. Targeted field trips are planned by grade level, including 9th grade participation in the University of California, Riverside leadership conference and visits to University of California, San Diego, 10th grade visits to University of Southern California and University of California, Irvine, and 11th grade visits to University of California, Los Angeles. These experiences support college awareness and readiness across grade levels. The data indicates the program is highly effective in promoting academic achievement and postsecondary enrollment.

GATE Program Support
At this stage, effectiveness is limited as the action is still in the early phases of implementation. Progress has been made in identifying students and building the foundation for a more comprehensive GATE program. Full effectiveness will be better measured once teacher training and expanded services are implemented next year.

Certificated/Classified Extra Services - TK-12 Summer School Program
Instructional Supplies and Materials, Transportation, Travel, Contracts, and Services TK-12 Summer School Program

The ELOP Summer Program has been effective in making progress toward its goal of providing equitable access to extended learning opportunities and supporting student academic growth. With approximately 3,200 students participating across grades TK–12, the program demonstrated strong engagement and accessibility for all student groups, including students with disabilities.

The program's combination of academic support, enrichment activities, and targeted interventions contributed to reinforcing key skills and addressing learning gaps. Additionally, the availability of credit recovery for students in grades 9–12 supported progress toward on-time graduation. Overall, the actions implemented to date have been effective in promoting student participation, engagement, and academic progress.

Action 1.4 - Highly Qualified Educational Staff

The effectiveness of Action 1.4 is measured with: CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math.

Dashboard data shows an increase in the % of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2025 (3.96% and 6.21% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 89.8% in 2025, an increase of 11.2%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 45.5% in 2025, an increase of 17.9%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.4 is effective, particularly regarding the graduation rate and the CCI.

BCLAD Stipends - Stipends for DL teachers to promote retention in DL programs. It was successful to some extent. Some schools are losing DL students in the upper grades.

* Extended Day Kindergarten Teacher Salaries
Continuing to offer a full-day kindergarten program increased instructional time, academic gains, development of foundational skills, social and emotional growth, preparation for first grade, improved attendance and engagement.

* TK Instructional Aides (21) - The use of LCAP funds to support TK instructional aides has been effective in maintaining required staffing ratios, which directly supports student safety, supervision, and access to instruction. The presence of instructional aides has also enhanced classroom management, allowed for increased small-group support, and improved overall classroom functioning. This has contributed to a more supportive learning environment and stronger student engagement. Overall, the action has been effective in supporting both compliance requirements and instructional quality.

Ethnic Studies - Teacher Salaries
Funding teacher salaries to provide Ethnic Studies elective sections has effectively expanded equitable student access to culturally relevant and inclusive coursework across high schools. Increased course availability has resulted in higher student enrollment and participation, particularly among unduplicated student groups, strengthening engagement and connection to school. Ethnic Studies courses promote critical thinking, cultural awareness, and student voice by connecting curriculum to students' identities and lived experiences. This relevance fosters a stronger sense of belonging, improves student engagement, and contributes to a positive school climate. As a result, students demonstrate increased motivation, participation, and investment in their learning, supporting overall academic success and alignment to district goals for equity and college and career readiness.

Assistant Principals (10 High School APs 25%) - Funding assistant principal positions secondary schools has strengthened site-level leadership capacity, resulting in more consistent implementation of instructional and operational systems that support student success. Assistant principals play a critical role in supporting instructional leadership through classroom observations, feedback, and monitoring of teaching and learning, which contributes to improved instructional practices and academic outcomes. Additionally, increased administrative support has improved school climate and safety by ensuring timely responses to student needs, consistent implementation of discipline practices, and proactive supervision. Assistant principals also support the effective implementation of Multi-Tiered System of Supports (MTSS), including monitoring interventions, analyzing data, and coordinating supports for students. As a result, schools are better equipped to address academic and behavioral needs, leading to increased student engagement, improved attendance, and overall student achievement.

Elementary Literacy Coaches - (15)
Literacy coaches have been effective in supporting instructional practices, particularly in foundational reading skills and structured literacy. Increased teacher collaboration and coaching cycles contributed to improved instructional consistency. Continued focus is needed to ensure full implementation of coaching cycles and measurable impact on student outcomes.

Math Coaches - Elementary (15)
Math coaches have been effective in supporting instructional practices. Increased teacher collaboration and coaching cycles contributed to improved instructional consistency. Continued focus is needed to ensure full implementation of coaching cycles and measurable impact on student outcomes.

Action 1.5 - College and Career Readiness

Dashboard data shows an increase in the percentage of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2025 (3.96% and 6.21% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 89.8% in 2025, an increase of

11.2 %. The College Career Indicator (CCI) increased from 27.6% in 2023 to 45.5% in 2025, an increase of 17.9%. The A-G Completion rate increased from 31.9% in 2023 to 41.3% in 2025, an increase of 9.4%. The CTE Completion Rate increased from 24.7% in 2023 to 39.6% in 2025, an increase of 14.9%. The AP passing rate increased substantially from 11.1% in 2023 to 53.6% in 2025, an increase of 42.5%. Dual Enrollment increased from 31.6% in 2023 to 41.8% in 2025, an increase of 10.2%. Overall, the programs and services offered in action 1.5 are effective in preparing our students for college and career. We have seen significant gains in all areas.

All CPA academies support at-promise students through a small school within a school format. Data from these programs shows a consistent 98 - 100% graduation rate.

- Effective to support STEAM curriculum in all programs across the district. 1,400 students are being served in Middle School Project Lead the Way (PLTW) and CTE, 600 students are participating in Kidwind, 48 students in cosmetology.
- Contract for RCOE to provide supports to format 2024 graduate data: all graduate data including: grad rate, A-G, Seal of Biliteracy, college credit, GPA, program participation, AP test scores, and college going rate has been analyzed and shared with site administrators, Ed Services team and teachers.

Increase in Graduation Rate:

- All students: 89.8% - increase of 4.8% (Green)
- EL: 85.3% - increase of 8% (Green)
- LTEL: 86.5% - increase of 9.5% (Green)
- SED: 89.5% - increase of 4.6% (Green)

Increase in College and Career Indicator:

- All students: 45.5% - increase of 8.3% (Green)
- EL: 20.6% - increase of 6.1% (Yellow)
- LTEL: 19.2% - increase of 5.9% (Yellow)
- SED: 44.4% - increase of 7.8% (Green)

Action 1.6 - Multilingual & Multicultural Education

The effectiveness of Action 1.6 is measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Reclassification Rate (Metric 1.7), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), Percent of Students earning the State Seal of Biliteracy (Metric 1.17)

Dashboard data shows an increase in the percentage of EL students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2025 (+6.84% and 10.35% respectively). Dashboard Data shows an increase in the ELPI Indicator (which measures the percentage of English Learners making progress in acquiring the English Language) from 46% in 2023 to 48.1% in 2025, an increase of +2.1%. ELPAC scores from 2023 show 42.27% of ELs that scored moderately or well developed English Language acquisition, compared to 44.80% in 2025, an increase of +2.53%. The Graduation rate for EL students increased from 68.2% in 2023 to 85.3% in 2025, an increase of 17.1%. The College Career Indicator for EL students increased from 6.8% in 2023 to 20.6% in 2025, an increase of 13.8% (triple the 2023 rate). The percentage of students earning the State Seal of Biliteracy as High School Graduates, increased from 35.7% of "All" students in 2023 to

49.3% in 2025, an increase of 13.6%. Overall we see that programs and services for English Learners have been effective in preparing them for college and career, with an increased graduation rate, CCI Indicator, ELPI indicator, ELPAC scores, and an increase in the number of students earning the State Seal of Biliteracy.

Biliteracy & Multi-literacy Awards
For the 2025-26 school year, 270 earned the Seal of Biliteracy and 172 students have potentially earned the Seal of Biliteracy - pending assessment results. These numbers showcase the success of our dual language programs in developing biliterate, bilingual students.

Migrant Outreach Teacher - 93.3% of migrant high school students graduated in 2025 from CVUSD. This percentage is comparable to the Riverside County rate of 93.6%. 60.2% of Migrant students who graduated met prepared by completing the A-G requirements for UC and CSUSB schools, compared to the state average of 51.2%. 59.2% of Migrant students earned the Seal of Biliteracy, compared to the state average of 35.7%

Dual Language Coordinator
By offering coaching, data analysis, and classroom visits, this role ensured that teachers and principals had the resources and strategies necessary to effectively deliver dual language instruction, fostering bilingualism and biliteracy in all students.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support

The effectiveness of Action 1.7 is measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13)
Dashboard data shows an increase in the percentage of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2025 (3.96% and 6.21% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 89.8% in 2025, an increase of 11.2%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 45.5% in 2025, an increase of 17.9%. The increase in performance levels on these Dashboard Indicators, indicates that action 1.7 is effective in supporting site and district programs and services that increase student achievement.

* Document Tracking Services (DTS) online platform - LCFF
Successes: DTS is extremely responsive to requests for system customization to meet our district planning and reporting needs. 100% of SPSAs, SARCs and the LCAP were completed by the due dates. The district was able to provide support in real-time to sites and monitor data entry in DTS.

* State and Federal Accountability Staff: Director, Coordinator, Budget Specialists (2), Administrative Specialist
- Ensured that budgets related to State and Federal categorical programs complied with all applicable regulations, ensuring resources are allocated efficiently and effectively.
- Completed Applications, Budgets, Reports, & Evaluations. This ensured that all funding sources are tracked and used appropriately.
- Provided both professional and technical assistance to district and site administrators, as well as support personnel, to help them navigate fiscal and programmatic development. This support was crucial for the successful implementation of programs.

- Program & Budget Implementation Support: Ensured that funds were being utilized effectively to support student achievement and program success.
- Monitored Program Compliance: Ensured that all educational programs met the necessary requirements and standards.
- Parent Advisory Committees & Community Involvement: By engaging families and the community, we ensured that our programs are responsive to their needs and that students are supported at every level.
- Staff was responsive to system user needs by providing tools to develop and monitor plans. They also provided direct support to users and made process modifications when needed.

Private School Equitable Services Contracts
Implementation: It is a requirement of receiving Title I funds that the district provide equitable services for students residing within district boundaries attending non-profit private schools. Students are successfully completing coursework and prepared for the next level.
Challenges: Equitable services plans require consultation between the district and private school which can be a challenge when private schools are working with multiple districts to serve students. To address this challenge, the district holds consultation meetings jointly with other districts to maximize the time with private school staff.

Action 1.8 - Technology
The effectiveness of Action 1.8 is measured with:
CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11)

Dashboard data shows an increase in the percentage of students who met or exceeded the standard on the CAASPP ELA & Math from 2023 to 2025 (3.96% and 6.21% respectively). The Graduation rate for all students increased from 78.6% in 2023 to 89.8% in 2025, an increase of 11.2%. The College Career Indicator (CCI) increased from 27.6% in 2023 to 45.5% in 2025, an increase of 17.9%.
The increase in performance levels on these Dashboard Indicators, indicates that action 1.8 is effective in providing technology devices and support to enhance the delivery and use of curriculum and programs, to increase student achievement.

* IT Services Technicians
Operational efficiency has been maintained through an average ticket resolution time of 2.5 days for student- and staff-related support requests. Between July and December 2025, IT Services Technicians resolved a total of 2,920 support tickets, reflecting sustained service levels during peak instructional periods.

* Enterprise System Specialist
Operational efficiency has improved through reduced response and resolution times for enterprise-related support tickets. The Enterprise Systems Specialist currently resolves tickets within an average of 1.5 days, minimizing system downtime and reducing disruptions to instruction and instructional support services.

* SIS Coordinator
The SIS Coordinator has delivered 91.25 hours of targeted training to data entry staff, provided 15.5 hours of technical training to SIS team members who support data entry functions, and participated in 18.5 hours of advanced technical training led by SIS subject matter experts. Within the last 6 months, the SIS coordinator has resolved 87 technology tickets. The Coordinator also conducts weekly student data audits to proactively identify and address data quality issues.

These efforts directly support accurate and timely student data reporting, which is essential for monitoring student progress, ensuring equitable access to programs and services, and maintaining compliance with state accountability requirements. Proactive training and auditing strengthen staff capacity and reduce data-related disruptions that can disproportionately impact high-need student groups. The implementation of data auditing best practices resulted in zero data errors by state-recommended deadlines for the CALPADS Fall 1 reporting cycle. Early identification of discrepancies allowed school sites sufficient time to review and correct data, improving overall data accuracy and reliability.

* 21st Century Learning Environment
All approximately 15,500 students and 850 teachers have access to mobile devices that support teaching and learning. During the current school year, the District has purchased 140 iPads, 140 protective cases, and 2,200 headsets. These purchases support device refresh needs, replacement of damaged equipment, and continued instructional access. Additional device and accessory purchases will continue as part of the ongoing refresh and replacement cycle to sustain instructional readiness.

Provide internet hotspot service to students who lack access to the internet at home to support learning and student achievement outside of the classroom.
As of January 2026, students utilizing district-provided hotspots have collectively completed an average of 21,526 hours of online homework and consumed approximately 2.8 terabytes of data, demonstrating sustained use of the service to support academic activities.

Action 1.9 - Early Learners
The use of LCAP funds to support teacher salaries has been effective in maintaining consistent, qualified staffing in Head Start and State Preschool classrooms. This has supported continuity of instruction, stable classroom environments, and implementation of program requirements.

Additionally, this approach has allowed the district to leverage multiple funding sources efficiently while maintaining high-quality early learning services.

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

Changed in Metrics from the 2025-26 LCAP:

Metric 1.2 - For Desert Mirage High School, the metric for SWD is in the baseline and Year 1 data in the 25-26 LCAP, but was inadvertently not included in the Year 3 Target column. It has been added to the Year 3 column in the 26-27 LCAP.

Metric 1.24 - The data in the Year 1 Outcomes column was changed from the 2025-26 LCAP to replace local data measurements with DataQuest official reporting.

Action 1.1 - Implementation of Multi-tiered System of Instructional Supports
Canvas & Mastery Connect - Based on implementation and effectiveness data, changes have been made to refine this action for the coming year. Canvas and MasteryConnect will be maintained and strengthened as a key platform for both formative and benchmark assessments,

particularly in secondary science and social studies. In addition to CAASPP Interim Assessments, MasteryConnect provides strong alignment to CAASPP expectations and supports locally developed assessments. These changes reflect the need to prioritize tools that demonstrate consistent use and alignment to standards, with continued support provided to strengthen classroom assessment and progress monitoring.

IXL Math -an online learning/intervention program will be brought back for 2026-27. This platform was utilized in 2024-25, was cut from the 2025-26 LCAP due to budget restraints and will be reinstated for 2026-27.

95% Sound-Spelling Cards will be purchased for all Literacy Coaches (15) to support their work with teachers.

Action 1.2 - Supplemental Supports to Strengthen the Instructional Core
Online Credit Recovery programs Subject, Apex, Acellus -
Based on implementation and outcomes, the district plans to continue prioritizing flexible access through SUBJECT while maintaining a reduced number of APEX licenses aligned to student need. Additional emphasis will be placed on improving student engagement and completion rates through enhanced monitoring and support. The district will also refine Aeries integration processes to ensure more accurate and timely tracking of course completion. Additionally, La Familia High School will be more intentionally integrated into summer programming to expand credit recovery opportunities and course access for students.

PRISMS
Based on implementation and effectiveness data, adjustments will be made to strengthen this action for the coming year. The district will continue to support PRISMS through ongoing licensing for VR software and device management, along with the continued use of an embedded instructional coach to support middle and high school teachers. Additional resources, including substitute teacher coverage, will be provided to allow for increased participation in professional development and coaching cycles. These adjustments reflect a need to strengthen consistency of implementation and deepen instructional integration across classrooms. The anticipated cost for the coming year is approximately $315,000 for licensing and coaching, with an additional $23,000 for substitute coverage, to support improved instructional quality and student learning outcomes aligned to the California Math Framework and NGSS.

Transportation - Home to School: Reduction in Force for 2026-27
- 1 Transportation Dispatcher
- 1 Bus Monitor

Action 1.3 - Academic enhancements and supplemental programs
Elementary Instructional supplies for the Pathways to Student Success program. This expenditure will no longer be reflected in the LCAP, because it is captured within each site’s Prop 28 Site Plans

GATE Program - For the coming year, the district will focus on completing student identification and implementing targeted professional development for teachers to support differentiated instruction and GATE strategies. The action has been refined to prioritize building staff capacity and ensuring consistent, high-quality services across sites. These adjustments are intended to strengthen implementation and improve outcomes moving forward.

Action 1.4 - Highly Qualified Educational Staff

MTSS Data Coaching Coordinators that support Curriculum, Instruction & Assessment support for all sites. There will be a change in funding source for these 2 positions in the 2026-27 LCAP. The funding source will change from Educator Effectiveness (which expires on 6-30-26) to the Learning Recovery Emergency Block Grant (LREBG) funding source. The job duties for the MTSS Data Coaching Coordinators is aligned with the intent of the LREBG funding.

Literacy Coaches - 5 Elementary Literacy Coaches will be funded with LCFF S/C in 2026-27. There may be a variance in cost due to the change of which schools will be funded out of LCFF S/C and which will be funded with LCRS Grant funds.
In 2025-26 LCFF S/C funded [5] Elementary Literacy Coaches at the following schools: Saul Martinez, North Shore, Cesar Chavez, Valle Del Sol, and Westside. Three schools are moving out of LCFF S/C funding to LCRS funding as they received LCRS Grant awards in 2025-26. The 3 schools are: Valle Del Sol, Westside, and Cesar Chavez. In 2026-27 LCFF S/C will fund Literacy Coaches at Mountain Vista, Saul Martinez, Coral Mountain, Palm View, and North Shore (5).

Action 1.5 - College and Career Readiness

The following positions were eliminated as part of a reduction in force (RIF):

- College and Career Center Administrative Specialist (3) - CVHS, DMHS, WSHS
- Administrative Assistants/CTE (2)
- Agriculture and Natural Resources Program Manager (Farm Manager) (1)
- Coordinator College & Career Readiness (1)

Catering for College visits will be eliminated due to our Fiscal Stabilization Plan.

CTEIG Transportation costs - material difference, $146,171 of the $159,285 budget was funded with Perkins instead of CTEIG.
CTEIG - Contract - this action was implemented - $7,567 of the $169,239 budget was funded with Perkins instead of CTEIG.

The funding source will change for the Focus Schools contract to support Secondary school principals for 25-26 - A-G grant funds, expiring on 6-30-2026 to LCFF S/C funds.

College Visits - meals and transportation - will be discontinued as A-G funds will be fully expended in 25-26

Supplies for College and Career Centers -
With the end of A–G grant funding, the district will reassess how to sustain College Signing Day events, AP testing support, and AVID professional development. Future funding will focus on maintaining high-impact programs within available resources. The district will prioritize alignment between funding and current site needs. These changes aim to ensure continued support for college and career readiness.

Purchase of Shirts or Stoles for the following: - CTE Student Ambassador Polo Shirts - Health Pathway Stoles for A-G/CCI Completers - This item will not be continued. Funding will be reallocated to higher-priority CTE program needs that directly support instruction, student engagement, and pathway outcomes.

CPA match - 1:1 match for 6 California Partnership Academy grants - aligned to administrative salaries for oversight and smaller class sizes

per Ed. Code. - The 1:1 match will be reduced from six to five CPA grants. The DDP (AME) program will transition to pathway funding and will no longer require a match. This adjustment aligns staffing support with updated program structure and funding requirements.

Farm Supplies , rest rooms during animal season, non-allowable grant supplies - Funding for the farm will be reduced to 50% of prior levels. Operations will be adjusted accordingly while maintaining essential safety, instructional support, and core animal care functions.

OneFuture Coachella Valley - Regional plan (Includes $40,000 for Gents Alliance and $41,200 for One Future CV Regional plan support) - Funding will be shifted from LCFF S/C to the GSPP grant next year to sustain OFCV regional coordination and Gents Alliance services. The partnership will continue to support FAFSA completion, college access events, mentoring, and internship connections to improve college and career outcomes.

AP Testing - with the expiration of the A-G Grant funding in June 2026, AP testing will be funded with Title IV funding, and the amount will be increased from $75,000 to $150,000 due to the increase in number of students enrolling in AP courses and taking the exams.

Action 1.6 - Multilingual & Multicultural Education

Reduction in Force - the following positions will be part of the RIF and not continue in 26-27:

- 1 Migrant Coordinator (vacant in 2025-26)
- 1 of 2 Migrant Outreach Teachers on Special Assignment (TOSA) (vacant in 2025-26)

English Learner Support Assistants - Change in number of positions funded from 22 to 3 positions. Instead of an ELSA at each school (22), three ELSA positions will work out of the District Office in the Ed Services Department.
iStation - this was not implemented in 2025-26 and will not continue in 2026-27.

- Summer school EL supports will not be budgeted for as part of the 26-27 LCAP, because all students are invited and encouraged to attend district-wide summer school offered in collaboration with our Expanded Learning department.

Action 1.7 - Title 1- Site Allocations LCFF S/C- Site Allocations, State and Federal Accountability Support

Change in Funding for 1 Budget Specialist - changed from 22.5% Title I - $36,946 - to LCFF funding, as this position no longer supports the Title I Resource

Action 1.8 - Technology
* RIF - Enterprise Specialist Position
* For 2026-27 there will be a change in position name from SIS Coordinator to Data, Accountability, and Assessment Coordinator - the job duties will remain the same

Action 1.9 - Early Learners

- A position change from Coordinator of Early Learners to Director of Early Learners, with an updated job description was implemented during the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Multi-tiered System of Instructional Supports	Through MTSS support, teachers are able to interact and engage with students in order to guide instructional decisions. The data that is collected allows for teachers to differentiate learning, and make educated decisions to meet students' needs through challenging and rigorous lessons. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard. Canvas - teaching and learning software used at all CVUSD schools. Teachers can create custom lessons for students and students have access to a variety of learning experiences, anytime, anywhere. Mastery Connect - A testing platform used by TK-12 grade teachers and students to access district assessments across multiple subjects. i-Ready - Students are provided instruction and practice on at level lessons. Teachers can add and adjust lessons. Students receive a lexile score from the Diagnostic Assessment. Students and families can track their growth & progress providing student ownership of learning & goals. Curriculum Renewals - Yearly consumable workbooks across multiple subjects, used by students as part of their adopted curriculum. College Board - 2025-26 PSAT (Preliminary Scholastic Aptitude Test)/NMSQT (National Merit Scholarship Qualifying Test) Test Fees for (CVHS, DMHS & WSHS) Curriculum Associates: Ellevation English learner data platform used to monitor English learner academic performance and progress, identify reclassification candidates, monitor	$2,258,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reclassified Fluent English Proficient (RFEP) students, process reclassification and RFEP monitoring forms. Even though this is an EL platform, all CVUSD students are included in this platform regardless of their language fluency. Avant Assessment This Spanish assessment approved by CVUSD is used for three reasons throughout the district: 1. Given to all dual language students annually in grades K-8 to measure Spanish proficiency over the years in the DL program 2. Given to all 8th grade students to place them appropriately in high school Spanish classes and 3. For high school seniors who may qualify for the State Seal of Biliteracy but are missing the Spanish proficiency requirement.		
1.2	Supplemental Supports to Strengthen the Instructional Core	Supplemental Supports to Strengthen the Instructional Core refers to additional resources, strategies, or interventions implemented within an educational framework to enhance the effectiveness of the instructional core. Student academic achievement will be increased, as evidenced by increased performance levels on the annual CAASPP and local district assessments. Additional resources, strategies, and interventions will be used to strengthen the instructional core programs. CVUSD was identified for Differentiated Assistance for the AI, HOM, EL and SED student groups for low performance in English Language Arts, and for the AI, EL, FY, SED and HIS students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL and SWD low performance level on the CCI Indicator, as were the SWD, EL, SED and HIS student groups for low performance level (Red) on the Graduation Rate Indicator. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard, thereby assisting in improving Academic	$9,744,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Indicator outcomes for all school-based student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1. Prisms Virtual Reality Contract: Prisms offers an immersive learning experience that can captivate students' attention and make learning math more engaging and interactive. This increased engagement can lead to better retention of mathematical concepts, as well as experiences that deepen mathematical and science reasoning through this technology. For students in grades 7-12 for both Math and Science. Online Credit Recovery: Online credit recovery programs play a crucial role in supporting students who may have fallen behind academically. These programs offer flexibility and accessibility, allowing students to earn credits needed for graduation at their own pace and on their schedule. By providing personalized learning experiences, online credit recovery programs cater to individual student needs, offering targeted instruction and support in areas where students may struggle. Additionally, these programs often incorporate multimedia resources, interactive activities, and real-time feedback, enhancing student engagement and comprehension. Goalbook The Goalbook program enhances academic success of students by providing Special Education Teachers with the tools to write targeted IEP academic goals and provide strategies for academic and behavioral interventions to effectively meet diverse student needs. The Goalbook program ensures that a student’s IEP is aligned to standards and is differentiated to support their individual needs to help them reach progress on learning standards. Home To School Transportation Our district encompasses over 1,200 square miles. Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, the majority of students would not have the opportunity to attend school, intervention, and other programs.		

Action #	Title	Description	Total Funds	Contributing
1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff Teacher at West Shores High School	Academic enhancements and supplemental programs are designed to meet the students' diverse needs by offering various activities and experiences catering to their development. Enhancements within and outside encompass a wide range of subjects, interests, hobbies, and pursuits, which complement and enhance the overall educational experience for students. Participation in extracurricular activities offers numerous benefits for students, including opportunities for personal growth, skill development, social interaction, and leadership experience. These activities can also provide a sense of belonging, promote teamwork and collaboration, and help students explore their interests and passions inside and outside of the classroom. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard. Student participation in these programs should lead to an increase in academic achievement as measured through local district assessments and the annual CAASPP results in ELA and Math. La Familia High School: • La Familia high school is an alternate option for students to thrive in an environment that offers smaller class sizes and more personalized attention, allowing teachers to better address the unique needs and challenges of each student. This individualized support can help struggling students catch up academically. (principal, teachers, custodian, office, media) Site Athletic Program, Coaching Stipends Student Academic Competitions: Math Field Day, Spelling Bee, Science Fair, History Day, Author's Fair, etc. Music & Arts Program: Elementary and Secondary	$14,849,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Instructional supplies for Arts & Music • Transportation for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. • Admission fees for educational partnership programs for instruction in dance, media arts, music, theater, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design. Music Teacher: The Music teacher at WSHS will provide students with access to music classes. With guidance from a teacher, students can progress in their musical proficiency and reach higher levels of competence. GATE Program Support - Identification, planning, and direct services for students. Puente Program Support - Educational Partnership After School Academic Program: The after school academic sessions will focus on providing TK-8th grade students with supplemental learning in the areas of math and literacy. Summer School TK-12: Supplies, salaries, transportation, contracts Ethnic Studies Supplemental: Extra services to provide enrichment activities; Curriculum development; Field Trips Indian Education - planning, and direct services for students.		
1.4	Highly Qualified Educational Staff Staff supported with	A highly qualified educational staff member possesses a combination of academic credentials, pedagogical knowledge, subject matter expertise, experience, communication skills, technology proficiency, cultural	$30,165,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
	LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (2) • MTSS Director of Elementary • Data Assessment Specialists (2) • Ethnic Studies Teachers (10) • High School Assistant Principals (10) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3)	competence, collaboration abilities, commitment to professional development, and dedication to student success. CVUSD was identified for Differentiated Assistance for the EL, SED, SWD and Hispanic student groups for low graduation rate, based on the results of the Fall 2023 Dashboard. Additionally, CVUSD was identified for Differentiated Assistance for the EL and SWD student groups for low performance on the College Career Indicator (CCI), based on the results of the Fall 2023 Dashboard. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard. Hiring and retaining highly qualified staff is effective because they bring expertise, quality, innovation, efficiency, professionalism, and positive impact to the district, leading to improved performance, reputation, and long-term success. The hiring and retaining educational staff is essential for fostering student success, promoting a positive school culture, encouraging innovation, and creating a stable and thriving educational institution. Student academic achievement will measure the effectiveness of highly qualified personnel and will be increased, as evidenced by the annual CAASPP, Graduation Rates, A-G Completions Rates ,and local district assessments. MTSS Data Coaching Coordinators (2): Funded with LREBG funds ($428,371): 2 Coordinators will provide Curriculum, Instruction & Assessment support for all sites. These positions will work collaboratively with MTSS, Literacy, and Mathematics Coaches to strengthen the implementation of the district's Multi-Tiered System of Supports (MTSS) framework and instructional model. These positions directly support learning recovery efforts by ensuring that student performance data are systematically analyzed, interventions are targeted and monitored, and instructional		

Action #	Title	Description	Total Funds	Contributing
	• Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals • Literacy Coaches (15) • Math Coaches (15) • Elementary Teachers (9) • Secondary Teachers (14) • TK General Ed Instructional Aides (GEIAs)	practices are aligned with student needs. Research demonstrates that instructional coaching is one of the most effective forms of professional learning for improving teacher practice and student achievement. Coaching supports implementation fidelity of evidence-based instructional frameworks, including MTSS and gradual release instruction. The following metrics will be used to determine the impact and effectiveness of the MTSS Data Coaching Coordinators: CAASPP ELA & Math, ELPAC scores, iReady diagnostic scores in ELA and Math, classroom walkthroughs and implementation data. MTSS Director of Elementary Data Assessment Specialists (2): Data Assessment Specialists support all assessments and data analytics. Data assessment specialists support sites with data collection and practices that give an accurate picture of student progress and growth on all assessments. Elementary Literacy Coaches (15): Literacy coaches are educators who specialize in providing support and guidance to teachers in improving literacy instruction within their school. Their primary goal is to enhance students' reading, writing, speaking, and listening skills across various subjects. Literacy coaches will work collaboratively with teachers and administrators to develop and implement effective literacy strategies and curriculum. Support provided includes professional development, data analysis, and curriculum development. Elementary Math Coaches - (15) Math coaches are educators who specialize in providing support and guidance to teachers in improving math instruction within their school. They work collaboratively with teachers and administrators to develop and implement effective instructional strategies. Support provided includes professional development, data analysis, and curriculum development. Elementary Teachers (9) to Reduce Class Size Early Education- Extended Day Kindergarten-		

Action #	Title	Description	Total Funds	Contributing
		The students are provided with daily extended instructional hours to support the development of the English language, literacy, and math skills. These hours lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being. Early Education- Transitional Kindergarten General Education Instructional Aides (21) - The TK instructional aides provide students with instructional support in English language development, literacy, and math skills.These positions aide in laying the foundation for lifelong learning and sets the stage for future academic success, social competence, and overall well-being. Elementary Assistant Principals: The assistant principal assists in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The assistant principal will oversee and facilitate the Individual Education Plans (IEPs) at their school site, to support students with disabilities and their families, to ensure student needs are met. MTSS Coaches - 7 Secondary: MTSS (Multi-Tiered System of Supports) coaches are educators who specialize in supporting the implementation of MTSS frameworks within schools. MTSS is a comprehensive approach to providing academic and behavioral support to all students, with a focus on early intervention and prevention. The goal of MTSS is to ensure that every student receives the support they need to succeed academically and behaviorally. MTSS Coaches will work collaboratively with teachers and administrators to develop and implement effective instructional strategies. Support provided includes professional development, data analysis, and curriculum development. Secondary Assistant Principals (10): The assistant principal works closely with the principal to ensure the smooth operation of the school. They assist in implementing the school's vision, goals, and policies, as well as overseeing day-to-day activities to maximize student achievement. The role of an assistant principal allows for students to receive additional guidance on topics relating to academics,		

Action #	Title	Description	Total Funds	Contributing
		student safety, and extra curricular activities to maintain student engagement. Secondary Counselors (12): Counselors help students develop academic skills, set educational goals, and plan for their future academic endeavors. These counselors also assist students in course selection, academic planning, and exploring post-secondary education options. Secondary Teachers (14) Reduce Class Size Athletic Directors (3): The primary responsibility of the athletic director is to oversee all aspects of the school's athletic programs. The Athletic Director helps students have access to sports teams, scheduling games and competitions, managing facilities, and coordinating transportation for athletes. Activities Directors (3): Activities Directors oversee and facilitate extracurricular programs and events that enhance the overall educational experience and promote the leadership growth and social development of students. (3 High School ADs) Aquatics Instructors (2): The primary purpose of an aquatic instructor is to teach individuals of all ages and skill levels how to swim. They design and implement swimming lessons that cater to the needs and abilities of their students, starting from basic water familiarization to advanced stroke techniques to promote water safety. Lifeguards (2): prevent drowning and other water-related accidents. Lifeguards vigilantly scan the water and surrounding areas, identifying potential hazards and intervening promptly to prevent accidents from occurring. BCLAD Stipends: Stipends for DL teachers to promote retention in DL programs. Stipend increases by $500 per year, until it maxes out at $5,000.00 per year, per		

Action #	Title	Description	Total Funds	Contributing
		teacher. Students participating in the Dual Language program are being prepared to be successful global citizens, as being bilingual and biliterate is an essential skill. Having specialized credentialed teachers allows for instruction to be provided to students in both English and Spanish. Instructional Media Assistants (IMAs) (22): Instructional Media Assistant supports the school site library relating to the acquisition, circulation, distribution and recovery of materials, audio-visual equipment and other instructional materials. Processes library/media center materials; performs a wide variety of responsible technical and clerical work providing media services to teachers, administrators, students, parents and staff. Instructional Media Assistant Salaries Students are provided access to multimedia, such as books and technological items. The IMAs are in place to ensure all students have their instructional textbooks and technology items for learning to be as effective as possible. Curriculum Resources Technician (1): The Curriculum Resources Technician provides students and teachers with access to standards-based instructional materials. Ethnic Studies Teachers (10): Ethnic studies classes allow for a growing need for “culturally relevant pedagogy.” In the Stanford University Study (2016), The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum, the authors tested the causal effects of an ethnic studies curriculum piloted in several San Francisco high schools and found significant improvements in student achievement. Students enjoy and engage in culturally relevant research, activities, and discussions. Perfect Attendance Stipends for Teachers ($500/semester) Special Education Teacher Stipends: The Special Education Teacher stipend is offered to retain highly qualified Special Education Teachers. Highly qualified Special Education Teachers ensure the development and implementation of student IEPs to assist students with achieving academic success. Teacher Retention & extra 20 minutes in instructional day		

Action #	Title	Description	Total Funds	Contributing
1.5	College and Career Readiness Staff supported with LCFF S/C funds in this action include: • High School & Middle CTE Teacher Salaries (28) • College/Career PUENTE Counselors • Coordinator of CTE • Coordinator of Secondary Counselors	Coachella Valley USD provides college and career readiness in grades PK-12. All programs are aligned to regional post-secondary partners. This includes awareness and exposure in elementary school through integrated Science, Technology, Engineering, Arts, and Math (STEAM) projects, Field trips, Kidwind and Coding. In the 24-25 school year, 9 elementary schools are funded through our STEAM initiative in partnership with Riverside County Office of Education. In middle school students explore a wide variety of college and career programs that align to feeder high schools and include integrated Science, Technology, Engineering, and Math courses through Project Lead the Way courses, as well as career exploration Paxton Patterson labs. In high school, all students prepare for college and career through college prep A-G courses, college credit courses with College of the Desert, Career Technical Education, AVID, and Puente. High school students participate in college field trips, work-based learning, internships, regional college fairs, financial aid preparation and site career fairs. CVUSD was identified for Differentiated Assistance for the EL, SED, SWD and Hispanic student groups' low graduation rate, and the EL and SWD student groups' low performance on the College Career Indicator (CCI), based on the results of the Fall 2023 Dashboard.This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard. In high school, all students prepare for college and career through college prep A-G courses, college credit courses with College of the Desert, Career Technical Education, AVID, and Puente. High school students participate in college field trips, work-based learning, internships, regional college fairs, financial aid preparation and site career fairs. College and Career/ PUENTE Counselors (2):	$11,898,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These positions provide high school guidance counseling service to PUENTE students and overseeing the college and career centers at their high school site that serves all students at DMHS and CVHS Coordinator of Secondary Academic Counseling: Aligns coursework in grades 7 - 12, including college credit opportunities, AP testing, CCGI profiles, and continuous improvement to programs based on data and outcomes. Career & Technical Education (CTE) Coordinator: Coordinates and oversees all career and technical education programs and pathways. Monitors data from all programs, writes and facilitates implementation of supplemental grants College Credit Courses - Providing student textbooks for dual enrollment and concurrent enrollment college courses. Access and equity to support student learning.Books, Instructional supplies. College Credit- Extra services to teachers providing support to students in college credit courses, interventions and tutoring. College Staff on grading and delivering instruction outside of the school day Field Trips - STEAM field trips to local partners including the Living Desert, Children's Discovery Museum, General Patton Museum, and other educational destinations, field trips to local post-secondary partners. CPA Match Perkins or CTEIG Match Funds - 1:1 match for 6 California Partnership Academy grants - aligned to administrative salaries for oversight and smaller class sizes per Ed. Code. CTEIG Match funds for grant 2:1, CTE Incentive grant requires a match 2 to 1, funds are used for non allowables such as consumables and travel and lodging to student competitions, awards for students Farm Supplies: Supplies for the farm manager to make necessary repairs and maintenance.		

Action #	Title	Description	Total Funds	Contributing
		Parchment Transcript and student records platform that sends secure electronic transcripts to colleges and employers. College Readiness Testing Support - These supports aim to provide Advanced Placement testing for several content areas for high school students. AP testing supports students with college entry and helps them to receive additional college credit, advanced placement in classes, as well as show they are prepared for college on local indicators. RCOE Data Contract: Contract supports data collection, formatting, and professional development of staff to meet college and career indicators. High School & Middle CTE Teacher Salaries (4 at BD, 4 at TC, 3 at WSHS, 8 at CVHS, 4 at CDA & 5 at DMHS) RCOE - 7 CTE Teachers: CVHS, Cyber Securing, Agriculture, and Entrepreneurship courses, DMHS, Film, Sports Medicine and Aviation program, TCMS, Health and Career Exploration program. CTE Teachers, Building & Construction Trades, DMHS CTE Assistant Principal , Desert Mirage High School Red Bird Agreement - Aviation, Warranty and maintenance of Aviation Simulator RCOE STEAM Contract: All 15 elementary schools: RCOE staff trains teachers and administrators on inquiry, wonderwalls, coding, and vital behaviors associated with effective STEAM learning. Extra Services (KidWind, PLTW, STEAM, Dual Enrollment), providing instruction and services to students outside of the school day. Instructional Supplies, STEAM instructional supplies		

Action #	Title	Description	Total Funds	Contributing
		Instructional Supplies for non-CTE credentialed teachers for the following: PLTW, STEM Lab, CTE Medical Detectives, CTE Automations & Robotics, Cosmetology Program, KidWind One Future Coachella Valley Regional Plan, Services including FAFSA, alignment teams, college fair, Gent's Alliance, and business engagement, in support of our Coachella Valley Regional Plan. Substitutes for non-CTE Credentialed field trips and activities RCOE Counseling Contract: Provide continued data driven professional development for middle and high school counselors. Split Funded Staff (CVHS AA, DMHS AA, DMHS Construction, Middle School STEM CDA), providing additional support for college and career readiness programs. AP (Advanced Placement) and PSAT Testing Cost for AP tests for students taking AP courses and the PSAT test for 10th and 11th grade students at DMHS, CVHS and WSHS.		
1.6	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Support Assistants (ELSA) (3) • EL Coordinator (1) • Dual Language	CVUSD was identified for Differentiated Assistance for the EL student group for low performance on the ELA, Math, College Career Indicator (CCI), and Graduation Rate Indicator, based on the results of the Fall 2023 Dashboard. This action is primarily focused on EL students, and will contribute to improving Academic Indicator outcomes for all English Learners performing in the Red or Very Low performance levels as noted in the Measuring and Reporting Results section for Goal 1. This action will also provide support to EL students at Cahuilla Desert Academy and Palm View schools that had a Red English Learner Progress Indicator (ELPI) Indicator on the 2023 Dashboard, and schools that had a Red ELPI Indicator on the 2024 Dashboard (Bobby Duke, Las Palmitas, Valle Del Sol, and Westside). Multilingual and Multicultural Education services provide students targeted support to equip students with the linguistic skills to allow them to access	$2,793,822.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Coordinator (1)	academic content and fully engage in academic setting successfully. The Multilingual and Multicultural Education department identifies English learners, Dual Language and Migrant students and monitors their academic progress, ensures students are placed in the correct classes, and provides them the support they need to develop the linguistic skills needed to achieve academic success. English learner, Dual Language, and migrant students academic achievement will increase as measured by the annual Summative ELPAC, the ELPI, CAASPP, and other district assessments. Migrant education provides specialized educational support to migratory children, addresses disparities in academic standards among states, ensures equitable opportunities to meet state standards and helps children overcome educational, cultural and health-related challenges. The expected outcomes will be reflected on graduation rates and state testing results. * Migrant Extra Services for Migrant After-School K-8 required program for Migrant Education: Extra service for teachers to provide reading, writing, math extended core support using IXL and District's writing program, chaperoning field trips, credit recovery, after school tutoring and summer school for migrant students in the after school program * Migrant Program - Administrative Specialist * Migrant Supplies: For Migrant After School and other Migrant services * Migrant Travel and conferences - Counselors conference, National Association of State Directors of Migrant Educations (NASDME), Equity Conference * Migrant Professionals/Consultants/Services & Operating Expenses * Migrant Communication: Mailing company used to send annual letters and flyers to migrant families		

Action #	Title	Description	Total Funds	Contributing
		* Migrant Outreach Teacher (1): Provides one to one support in core subject matter classes providing small group instruction and re-teaching along with guided practice to meet the academic needs of all credit deficient Migrant students. * Migrant Transportation - transportation for Migrant After School Program as well as educational field trips Summer school for Migrant students in the after school program - Migrant Funding * Migrant Summer School Materials and supplies - for Migrant After School and other Migrant services - Migrant Funding * Migrant Travel - Summer School - Migrant Funding EL services support all English learners in the acquisition of the language as emerging bilingual students. The following actions provided are intended to move students to an ELPAC level 4 to be able to reclassify more of our Long Term English Learners as well as move our EL students up one level each year as reflected on ELPI * Direct Support for Immigrant Students- Newcomer Academy: 12 week program to support newcomer students transition as newcomers, learn more about ELPAC, and connect with other Newcomers within their school - Offered at all secondary schools and 4 elementary schools with the highest concentration of newcomer students. * English Learner Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation of instructional programs for English Learner students and parents. * EL Supports Assistants (ELSAs) (3) - Support with EL identification, reclassification, monitoring, RFEP monitoring, and EL testing. * Support for Long Term English Learners for Language Acquisition, ELA, and Math - District-Level Supports will include: -Data-Driven Principal Meetings: Include LTEL-specific data (ELPAC		

Action #	Title	Description	Total Funds	Contributing
		levels, ELPI growth, reclassification rates) in regular data chats with principals. • LTEL-Focused PD: Provide targeted PD on integrated and designated ELD strategies aligned with the instructional framework, with specific LTEL scenarios. • District-Wide Monitoring Tool: Use Ellevation dashboard to track LTELs. • Curriculum Audits: Ensure curriculum across content areas includes scaffolds and culturally relevant materials that support LTELs. * Support for Long Term English Learners for Language Acquisition, ELA, and Math - School Site-Level Supports: • LTEL Data Chats: Conduct site-level data chats focused on LTELs, involving counselors, ELD leads, and grade-level teams. • ELD Lesson Walkthroughs: Align walkthroughs with the instructional framework to ensure effective ELD instruction for LTELs. • Student Goal-Setting: Engage LTELs in their own growth by setting ELPAC and academic goals with teacher support. • Designated ELD Time: Protect and enhance designated ELD time with purposeful lessons geared toward LTEL needs (e.g., complex sentence structures, academic vocabulary). * EL Mentor Stipend: Each EL Mentor has a caseload of 30 EL mentees and meet with these students throughout the school year to develop an Individualized Language Plan (ILP) in which students focus on their ELPAC scores, academic performance, and personal goals to focus on reclassification. * EL mentor subs for release time or extra services to meet with students * Biliteracy/ Multiliteracy Awards/ Medals/ Sashes * EL Mentor Extra Services Dual Language currently serves students in grades K-9. All 15 elementary schools will offer dual language K-6 in 2026-27. All 3 middle schools offer		

Action #	Title	Description	Total Funds	Contributing
		Spanish Language Arts and Social studies in Spanish in both grades 7 and 8. Coachella Valley High School and Desert Mirage High School offer dual language classes for 9th graders. By 2028-29 both high schools will have dual language classes offered in grades 9-12. West Shores High School will begin to offer dual language classes once the Seaview Elementary cohort reaches grade 7, which will be in the 2027-28 school year. * Dual Language Coordinator - Provides supervision, planning, organization, implementation, coordination and evaluation ofinstructional programs for Dual Language students and parents. * Dual Language Spanish Teachers Middle School (2) * Biliteracy/Multiliteracy Purchase of Awards, Medals, Sashes for students who earn the biliteracy awards in 6th and 8th grades as well as the state seal upon graduation.		
1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • Budget Specialists (2)	The use of state and federal funds is primarily directed to support vulnerable and low achieving student groups, such as English Learners, Foster Youth, and Socioeconomically Disadvantaged students, and provide targeted supplemental support and services to increase student success. The goal of supplemental materials and services is to bridge the achievement gap and may include intervention services, supplemental learning materials, and summer school. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard. Schools use state and federal funding to implement Evidence-Based Strategies (EBIs) that are research based and proven to support similar school populations as we have in CVUSD. Evidence-Based interventions have been proven to increase success, which in turn will lead to more progress for our students.	$3,113,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To identify progress, site and district administrators will monitor CAASPP ELA and Math results, iReady assessments, district benchmarks, and grades. Title I Site Allocations: Each school receives Title I funds to help students meet state academic content and performance standards. Each school writes a School Plan for Student Achievement (SPSA) which includes a needs assessment, goals, and actions. The School Site Council (SSC) approves the plan. Allocations are based on a per pupil amount based on enrollment of disadvantaged students. Examples of expenditures include supplemental instructional supplies, collaboration time, and additional support during or after school, based on students' needs. Students benefit from quality instructional materials, academic support when needed, and well-trained teachers. LCFF Site Allocations: Each school receives LCFF Supplemental/Concentration funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate). Each school writes a School Plan for Student Achievement (SPSA) which includes a needs assessment, goals, and actions. The School Site Council (SSC) approves the plan. Examples of expenditures include supplemental instructional supplies, collaboration time, enrichment opportunities within and after the school day, positive school climate and student wellness activities, and additional support during or after school. Students benefit from enrichment activities that they might otherwise not participate in, a warm welcoming school environment, and support and intervention if/when needed. Document Tracking Services online platform: This online platform houses all of the templates that the district and sites use to create district plans such as the LCAP, The Federal Addendum, the District Parent Involvement Policy, and more. Schools use the platform to create and store the School Plan for Student Achievement (SPSA), the School Safety Plan, and the School Accountability Report Card (SARC).		

Action #	Title	Description	Total Funds	Contributing
		Staff Support: To ensure that all schools and departments are using their state & federal funds within the funding guidelines, and to promote and optimize student success, the State & Federal Projects Department assists in the coordination of state and federal programs, maintains categorical compliance accountability, implements systems and procedures as required for these programs,and supports district and site personnel in meeting program requirements and objectives to support student learning. Staff includes: • Director of State and Federal Accountability • Coordinator of State and Federal Accountability • Administrative Specialist • Budget Specialists (2)		
1.8	Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (5) • Data, Accountability, and Assessment Coordinator	The Technology department will provide timely technical support to students and teachers to ensure smooth access to instructional technology hardware & software allowing teachers to focus on delivering high quality rigorous education without interruption. In addition, Technology staff will be provided to assist Schools and Departments maintain high quality student data in the District's Student Information System (SIS). The data entered into SIS will be submitted to government entities to help secure funding for the District. The Technology staff responsible for reporting student data will follow data reporting requirements established by the California Department of Education through the use of the California Longitudinal Pupil Achievement Data System (CALPADS). Furthermore, the Technology Department will provide and sustain a 21st century learning environment for students and teachers by supporting the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to core content standards. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024	$2,550,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and 2025 CA School Dashboard. The actions listed below support district-wide student achievement and provide uninterrupted access to digital educational platforms and programs: • Provide staff to support the District's Data Reporting operations related to properly funding student services. • Provide tablets and accessories to students TK-12. • Provide tablets, laptops and accessories to provide to teachers to support planning and instructional technology integration. • Provide hotspots to students who lack internet access at home. • IT Service Techs (5) • Data, Accountability and Assessment Coordinator • Provide and sustain a 21st century learning environment for students and teachers by supporting the use of instructional technology. • Instructional Technology Equipment Provide internet hotspot service to students who lack access to the internet at home to support learning and student achievement outside of the classroom.		
1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Director • Head Start and Preschool Teacher (8)	While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard. Director of Early Learners - supports staff, students, and parents with providing a high quality early educational program. A high quality program includes a responsive and nurturing environment, developmentally appropriate practices, play-based learning, qualified educators, family involvement, the whole child, individualized attention, assessment and observation, health and safety, professional development, and community engagement. They impact students by laying the foundation for lifelong	$8,023,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning and set the stage for future academic success, social competence, and overall well-being. Early Education Head Start and Preschool Teacher Salaries (8) Head Start and Preschool teachers provide three and four year old students with a high quality developmentally appropriate environment, where they focus on the whole child and their individual development. These teachers lay the foundation for lifelong learning and set the stage for future academic success, social competence, and overall well-being in early learners.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide equitable access to health and wellness to ensure social emotional and academic success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Expanded Learning Program (EXLP)
Based on LCAP Survey Data, families indicated a need for more access to sports and after school activities for their children. Parents also indicated on the LCAP Survey that they would like to join their children in afterschool activities.

Our community has many challenges related to social economic circumstances and plagued by inequities in basic human rights. The EXLP provides a safe and supportive space for students in the TK-12th grade and many tangible experiences that would otherwise not be feasible for many of our students. For students in elementary school (TK-6) the program is available and provides services between 6:30AM and 6:00 PM every school day. The program in general operates at least 30 Saturdays a year as well during non-school days at several sites. This model was designed as our program is designed for a working community in which students may not have access to activities not provided on school grounds.

EXLP parents are surveyed and regular parent meetings are held throughout the year. Parents are able to request featured speakers and be included in the design of the program. Students are constantly engaged in the design and activities provided at each school site in order to capture each community's unique nature. After school participants are known to "vote with their feet which means if students are not engaged, they will not attend.

The success of the program is also due to our partnerships with local nonprofits and organizations. For example we have existing partnerships with:

- Friends of the Desert Mountains (hiking, knowledge of native plants, access to the outdoors, supplies for students)
- Animal Samaritans (education on pet ownership and live and hands on interactions with native animal life)
- City of Coachella (offset cost of sports fields and meaningful participation in community events and celebrations where students can showcase their talents)
- Desert Recreation District (partnering to provide parallel programming and support)
- Boys & Girls Club (also partnering to provide parallel programming and support)
- Local elected officials, Supervisor V. Manuel Perez, Assemblymember Eduardo Garcia, Coachella Mayor Steve Hernandez and the City Council (provide opportunities for students to participate and attend community events)
- Cal State University San Bernardino (CSUSB) informational booths at EXLP events as well as soccer activities)

- College of the Desert(COD) pending work/study partnership agreement with CVUSD/EXLP. Our students have expressed a lot of excitement around the activities provided through our partners.

Student Support Services:
Student Support Services is a department within Education Services that works directly in ensuring students have access to safe and equitable Free And Public Education while ensuring that their educational rights are monitored and protected. The Student Support Services helps provide all students and their families within the District, with access to supports and services that are supporting educational rights, and provide a healthy and positive school culture where all students experience equally supportive learning environments and opportunities to learn and thrive.

Based on the LCAP Family Survey, there were concerns about Safety, including bullying and the physical environment of schools. Participants express worries about the handling of bullying incidents and the need for more security measures.

The certificated staff survey results indicated a need for more inclusive and supportive administration and a need for improved discipline practices district wide. Feedback on school culture and environment varied, with some respondents expressing concerns about safety, discipline, and the overall atmosphere at their schools. There is a call for consistent enforcement of policies and a focus on creating a positive and inclusive school culture.

Through the hiring of additional staff and support personnel, Student Support Services will be able to support all sites and students with their educational rights, and provide a healthy and positive school culture where all students experience equally supportive learning environments and opportunities to learn and thrive. Student Support Services works towards ensuring students have Safe and Equitable Access to a Free and Public Education.

The Student Support Team oversees School Safety Plans, Child Welfare, Attendance, Section 504 Plans and the SST Process, At Promise Youth, McKinney Vento & Foster Youth, Student Mental Health, Home Hospital, Positive School Climate and Culture and assists in the reintegration of students.

Attendance:

While CVUSD has seen an overall increase in Chronic Absenteeism since the 2020 school year, there was an 8.9% decline in the Chronic Absenteeism rate from 42.5% on the 2023 CA Dashboard, to 33.6% on the 2025 CA Dashboard. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. An increase in ADA corresponds with overall academic improvement and success.

Student Attendance supports fall under the umbrella of the Student Support Services department. This includes an Attendance Coordinator, 2 District Attendance Resource Liaisons, and 12 elementary Attendance Clerks. Saturday School is utilized to provide intervention and tutoring, as well as ADA recovery.

The Attendance team monitors district and site attendance. They assist in identifying patterns and barriers to attendance in addition to

locating missing students. The team works to fight chronic absenteeism through preventative measures, community awareness and family collaboration. The use of incentives to increase and maintain attendance rates are also a part of this program.

Through the use of the Student Support Services Attendance team, supports are provided to the district, families and students, by tracking data; identifying students at risk; communicating with families; acknowledging and encouraging 95% or higher attendance rates; providing home visits; running data analysis reports; meeting with parents; monitoring and overseeing the School Attendance Review Team process; holding School Attendance Review Board meetings, Mediation meetings, and providing supports so that students are successful.

Transformational Model/Social Emotional Wellness:
The certificated staff survey results indicated that many participants expressed significant concerns regarding student behavior and discipline within the school. Teachers noted that inconsistent enforcement of discipline policies leads to difficulties managing disruptive behaviors in the classroom. Issues such as cell phone use and lack of consequences for inappropriate actions were frequently mentioned, indicating a need for more effective and uniform discipline strategies.

The Transformational Model provides a sense of belonging for all, increased social emotional well being, and builds a positive school climate and culture for students, families and staff by providing students and staff with an understanding of emotions, triggers, and behavior as a form of communication. The CVUSD community gains a better understanding of social emotional well-being and needs for all. In addition, in utilizing district Professional Development; TK-12 SEL Lessons; Transformational Circle Facilitators; Wellness Center Staff; and community partners to better understand and teach coping skills and strategies for student self-regulation, the CVUSD community as a whole benefits from increased sense of belonging; understanding of various groups and cultures; increased sense of self worth and purpose; decrease in behavioral referrals; increase in attendance rates; decrease in suspension/expulsion rates; increase in understanding of well-being; and stronger positive relationships between students and staff.

The District Transformational Model and team were created to support the overall Social Emotional Wellness on our campuses, and in turn create a district wide understanding of supports needed to provide a positive and safe learning environment for all. The model emphasizes the value of individual students and, understanding their role and their worth within their community, understand how to adapt their behaviors to various environments, and how to repair harm once it has occurred within the members of their communities.

Through the transformational model, the district provides staff trainings including Restorative Justice, and works with our community sponsors; oversees the district Wellness Centers; creates and provides TK-12 Social Emotional Learning (SEL) lessons and curriculum; trains and oversees small group leads for various programs; monitors student social emotional wellbeing and provides coping skills and strategies to assist students in self-regulation.

Homeless/ Foster Youth Support
The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 United States Code § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education (FAPE), including public preschools, as provided to other children and youth. Students in foster care represent one of the most vulnerable and academically at-risk student groups enrolled in California schools. The California Department of Education (CDE) monitors the educational outcomes for foster youth and engages with multiple state agencies and non-profit organizations to ensure these students receive the support and services they need.

The CVUSD District Counselor/Liaison works with identified students and families in order to inform them of their educational rights. They ensure that their educational rights are being provided by including the following supports: arrange district transportation as needed, track attendance and or barriers to attendance, support families in accessing resources and community supports, provide home visits, run data analysis reports, meet with parents, monitor and oversee qualifications for graduation requirements, communicate and collaborate with social workers and or homeless shelters, and locate missing students. They work with families to provide successful support in increasing attendance and overcoming barriers to attendance.

By identifying students in the categories of Homeless & Foster Youth and providing support and access to services, there should be a direct correlation between increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates.

Mental Health Services
Based on the LCAP Family Survey, several participants mentioned the need for improved mental health services within schools. Concerns were raised about the availability and effectiveness of counseling and psychological support for students. Parents believe that providing robust mental health services is essential for addressing students' emotional and psychological well-being and can significantly impact their academic performance and overall school experience. Better access to mental health professionals and supportive resources is seen as vital to creating a safe and nurturing school environment.

There has been an increased need in mental health services since students returned to school after the pandemic. There has been an increase in depression, anxiety, grief, self harm and other mental health crises amongst both students and staff. This prevents students and staff from focusing on academics and has caused an increase in absenteeism. The Latino Commission has 2 coordinated care counselors assigned to provide support to students who are chronically absent, are disengaged from school, having difficulty meeting demands of education and/or have experienced trauma, adverse experiences, or challenges. Counseling support is a nonpunitive way to address those students who are exhibiting behaviors that put them at risk for dropping out and/or are chronically absent. Coordinated Care Counselors will be able to provide more direct services to those who need individualized support and attention. Coordinated Care Counselors will focus their efforts to help:

- Improve attendance and decrease chronic absenteeism.
- Implement activities that advance social-emotional learning, Positive Behavior Interventions and Supports (PBIS), culturally responsive practices, and trauma-informed strategies.

The Latino Commission Care Counselors also assisted in providing emergency housing, clothing and food for our students and families in crisis. The Riverside County Latino Commission on Alcohol & Drug Abuse Services provides a full continuum of care for school-based mental health support & Behavior Disorder Services to all school sites and counseling facilities, expanding services from Preschool, TK, and throughout 12th grade students of the Coachella Valley Unified School District. Services include small group counseling, individual therapy, classroom-based support as needed, drug and alcohol intervention services, psychiatric evaluations, and community support services.

The Latino Commission tracks all student referrals for each site, what services are being requested, identified disorders, and supports being provided. Metrics being tracked are:
-Increase and/or Improve:

- Attendance rates

- Graduation rates
- Rate of participation and retention of student involvement in classrooms
- Academic performance
- Improve school climate

-Decrease and/or Reduce:
- Chronic absenteeism
- Dropout rates
- Suspensions, expulsions, and instances of classroom removal
- Reduce referrals of students to law enforcement agencies and number of criminal offenses committed by students

Health Services
Based on the LCAP Family Survey, participants highlighted the importance of robust health services in schools. Concerns were raised about the availability of school nurses and the overall management of student health. Parents believe that having accessible and reliable health services is crucial for monitoring and addressing students' physical well-being, which directly impacts their ability to learn effectively. Improving the quality and availability of health services within schools is viewed as a vital step toward ensuring a healthy learning environment for all students.

With a variety of health services personnel at school sites, CVUSD will be able to respond to urgent situations and ensure that students receive the support and medical attention they need to be successful. In addition to providing basic health and wellness needs and education, the School Nurses, Licensed Vocational Nurses, and Health Services Technicians provide services such as support with daily medication disbursement, medical procedures, g-tube feeding, catheterizations, and diabetic monitoring.

School Nurses, Licensed Vocational Nurses, and Health Services Technicians provide low-income students and foster youth with medical access and referrals to community resources that may not otherwise be accessible to them. By providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing and collaborating with District Staff and families about health-related barriers to learning, School Nurses, Licensed Vocational Nurses, and Health Services Technicians ensure all students have access to healthcare that, in turn, increases student attendance and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 3.9% AA: 17.9% (Red)	2024 Suspension Rate CA School Dashboard	2025 Suspension Rate CA School Dashboard	2026 Suspension Rate -CA School Dashboard All: 0.9%	2024 Suspension Rate CA School Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 3.7% LTEL: N/A HOM: 3.9% FY: 8.3% (Red) SED: 4% SWD: 5.2%	All: 3.6% AA: 7.5% (Yellow) EL: 3.8% LTEL: 8.9% HOM: 3.7% FY: 4.3% SED: 3.9% SWD: 5.4%	All: 3.3% (Green) AA: 10.8% (Red) EL: 3.6% (Yellow) LTEL: 9% (Red) HOM: 4.7% (Orange) FY: 6% (Orange) SED: 3.4% (Green) SWD: 4.4% (Green)	AA: 1.0% EL: 0.7% LTEL: 1.0% HOM: 0.9% FY: 5.0% SED: 1.0% SWD: 2.2%	All: -0.6% (Green) AA: - 7.1% (Red) EL: -0.1 % (Yellow) LTEL: N/A (Red) HOM:- +.8% (Orange) FY: -2.3 % (Orange) SED: - 0.6 % (Green) SWD: -0.8 % (Green)
2.2	Suspension Rate (Priority 6) - CA Dashboard Schools & Student Groups	Suspension Rate (Priority 6) - 2023 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: 2.2% (Orange) HI: 2.3% (Orange) SED: 2.5% (Orange) SWD: 6.1% (Red) John Kelley ES: HI: 1.1% (Orange) SED: 1.2% (Orange) SWD: 1.8% (Orange) Las Palmitas ES: EL: 5.3% (Red) HI: 4.3% (Orange) SED: 4.4% (Orange) Mecca ES:	Suspension Rate (Priority 6) - 2024 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: 2.8% (Orange) HI: 4.2% (Orange) SED: 4.7% (Red) SWD: 10.4% (Red) John Kelley ES: HI: 2.1% (Orange) SED: 2.2% (Orange) SWD: 2.1% (Orange) Las Palmitas ES:	Suspension Rate (Priority 6) - 2025 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: 0.3% (Blue) HI: 1.2% (Green) SED: 1.3% (Green) SWD: 3.9% (Yellow) John Kelley ES: HI: 1.9% (Yellow) SED: 2.2% (Yellow) SWD: 3.4% (Orange) Las Palmitas ES:	Suspension Rate (Priority 6) - 2026 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: 1.2% HI: 1.3% SED: 1.5% SWD: 3.1% John Kelley ES: HI: 0.4% SED: 0.4% SWD: 0.8% Las Palmitas ES: EL: 2.3% HI: 2.3% SED: 2.3% Mecca ES:	Suspension Rate (Priority 6) - 2024 CA Dashboard Schools & Student Groups Cesar Chavez ES: EL: -1.9% (Blue) HI: -1.1% (Green) SED: -1.2% (Green) SWD: -2.2% (Yellow) John Kelley ES: HI: +0.8% (Yellow) SED: +1.0% (Yellow) SWD: +1.6% (Orange) Las Palmitas ES:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 1.5% (Orange) HI: 1.5% (Orange) SED: 1.5% (Orange) Oasis ES: EL: 2.3% (Orange) HI: 2.7% (Orange) SED: 2.7% (Orange) Palm View ES: All: 4.7% (Red) EL: 3.2% (Red) HI: 4.6% (Red) SED: 4.5% (Red) SWD: 3.8% (Orange) Peter Pendleton ES: EL: 1.1% (Orange) HI: 1.5% (Orange) SED: 1.6% (Orange) Saul Martinez ES: EL: 1.9% (Orange) HI: 2.0% (Orange) SED: 2.0% (Orange) SWD: 8.2% (Red) Sea View : EL: 1.5% (Orange) HI: 2.7% (Orange) SED: 2.7% (Orange) WH: 3.2% (Orange) SWD: 7.9% (Red) Westside ES: EL: 2.2% (Orange) HI: 2.7% (Orange)	EL: 1.3% (Green) HI: 1.9% (Green) SED: 2% (Green) Mecca ES: EL: 2.8% (Orange) HI: 2.4% (Orange) SED: 2.7% (Orange) Oasis ES: EL: 3.5% (Orange) HI: 3.2% (Orange) SED: 3.5% (Orange) Palm View ES: All: 1.2% (Green) EL: 1.0% (Blue) HI: 1.2% (Green) SED: 1.3% (Green) SWD: 0.8% (Green) Peter Pendleton: EL: 1.6% (Orange) HI: 2.1% (Orange) SED: 2.4% (Orange) Saul Martinez ES:	EL: 2.1% (Orange) HI: 1.8% (Yellow) SED: 1.8% (Yellow) Mecca ES: EL: 2.5% (Green) HI: 2.8% (Orange) SED: 2.8% (Yellow) Oasis ES: EL: 1.1% (Green) HI: 1.2% (Green) SED: 1.2% (Green) Palm View ES: All: 0.7% (Green) EL: 0.4% (Blue) HI: 0.7% (Green) SED: 0.7% (Green) SWD: 1.4% (Orange) Peter Pendleton: EL: 1.3% (Yellow) HI: 2.5% (Orange) SED: 2.5% (Yellow) Saul Martinez ES:	EL: 0.5% HI: 0.5% SED: 0.5% Oasis ES: EL: 0.5% HI: 0.7% SED: 0.7% Palm View ES: All: EL: 1.0% HI: 1.0% SED: 1.5% SWD: 1.8% Peter Pendleton: EL: 0.5% HI: 0.5% SED: 0.5% Saul Martinez ES: EL: 0.3% HI: 0.3% SED: 0.5% SWD: 2.5% Sea View ES: EL: 0.5% HI: 0.5% SED: 0.7% WH: 1.2% SWD: 3.9% Westside ES: EL: 0.5% HI: 0.5%	EL: -3.2% (Orange) HI: - 2.5% (Yellow) SED: - 2.6% (Yellow) Mecca ES: EL: +1.0 % (Green) HI: +1.3 (Orange) SED: +1.3% (Yellow) Oasis ES: EL: -1.2% (Green) HI: -1.5% (Green) SED: -1.5% (Green) Palm View ES: All: -4.0% (Green) EL: -2.8% (Blue) HI: -3.9% (Green) SED: - 3.8% (Green) SWD: -2.4% (Orange) Peter Pendleton: EL: +0.2% (Yellow) HI: +1.0% (Orange) SED: +0.9% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 2.9% (Orange) SWD: 1.3% (Orange) CVHS: SWD: 10.5% (Orange) La Familia HS: EL: 3.0% (Orange) HI: 2.6% (Orange) SED: 2.7% (Orange)	EL: 2.0% (Yellow) HI: 2.5% (Orange) SED: 2.7% (Orange) SWD: 7.1% (Orange) Sea View ES: EL: 5.2% (Red) HI: 5.5% (Red) SED: 5.4% (Red) WH: 6.3% (Red) SWD: 10.1% (Red) Westside ES: EL: 1.5% (Green) HI: 1.4% (Green) SED: 1.9% (Green) SWD: 2.3% (Orange) CVHS: SWD: 5.4% (Green) La Familia HS: EL: 5.7% (Orange) HI: 2.9% (Yellow) SED: 3 % (Orange)	EL: 2.8% (Orange) HI: 2.8% (Orange) SED: 2.7% (Yellow) SWD: 1.6% (Green) Sea View ES: EL: 1.4% (Green) HI: 1.7% (Green) SED: 2.1% (Green) WH: 6.1% (Red) SWD: 2.4% (Green) Westside ES: EL: 1.7% (Yellow) HI: 1.6% (Orange) SED: 2.0% (Yellow) SWD: 6.3% (Red) CVHS: SWD: 5.3% (Yellow) La Familia HS: EL: 11.3% (Red) HI: 8.9% (Red) SED: 8.8% (Red)	SED: 0.7% SWD: 0.5% CVHS: SWD: 5.5% La Familia HS: EL: 1.0% HI: 1.6% SED: 0.7%	Saul Martinez ES: EL: +0.9% (Orange) HI: +0.8 % (Orange) SED: +0.7 % (Yellow) SWD: -6.6% (Green) Sea View ES: EL: -0.1% (Green) HI: -1.0% (Green) SED: -0.6% (Green) WH: +2.9% (Red) SWD: -5.5% (Green) Westside ES: EL: - 0.5% (Yellow) HI: -1.1% (Orange) SED: -0.9% (Yellow) SWD: +5.0% (Red) CVHS: SWD: -5.2% (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						La Familia HS: EL: +8.3% (Red) HI: +6.3% (Red) SED: +6.1% (Red)
2.3	High School Dropout Rate (Priority 5)	2023 High School Dropout Rate DataQuest - 4-year Adjusted Cohort Outcome All: 12.5% EL: 17.3% LTEL: N/A HOM: 22.7% FY: N/A SED: 12.9% SWD: 19.8%	2024 High School Dropout Rate DataQuest - 4-year Adjusted Cohort Outcome All: 8.8 % EL: 14.6% LTEL: N/A HOM: 10.7% FY: 12.5% SED: 9.1% SWD: 11.9%	2025 High School Dropout Rate DataQuest - 4-year Adjusted Cohort Outcome All: 6.2% EL: 9.7% LTEL: N/A HOM:9.6% FY: 20.8% SED: 6.5% SWD: 8.5%	2026 High School Dropout Rate 2026 CA School Dashboard Additional reports All: 2% EL: 7% LTEL: HOM: 10% FY: SED: 2% SWD: 9%	2024 High School Dropout Rate DataQuest - 4-year Adjusted Cohort Outcome All: - 6.3% EL: -7.6% LTEL: N/A HOM: -13.1% FY: N/A SED: -6.4% SWD: -11.3%
2.4	Middle School Dropout Rate (Priority 5)	2022-23 Middle School Dropout Rate: Dropout Rate - 26 students = 0.16% Source: CALPADS	2023-24 Middle School Dropout Rate (Priority 5) Dropout Rate - 17 students = 0.11% Source: CALPADS	2024-25 Middle School Dropout Rate (Priority 5) Dropout Rate - 16 students = 0.10% Source: CALPADS	2025-26 Middle School Dropout Rate: Middle School Dropout Rate - 0%	2023-24 Middle School Dropout Rate (Priority 5) Difference from Baseline = -.06%
2.5	Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0.07% EL: 0.05% LTEL: N/A HOM: 0.0% FY: 0.0% SED: 0.1% SWD: 0.1%	2024 Expulsion Rate: DataQuest All: 0.06% EL: 0.1% LTEL: N/A HOM: 0.0% FY: 0.0% SED: 0.1% SWD: 0.1%	2025 Expulsion Rate: DataQuest - 12 students All: 0.1% EL: 0.0% LTEL: N/A HOM: 0.2% FY: 0.0% SED: 0.1% SWD: 0.1%	2026 Expulsion Rate: DataQuest All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	2024 Expulsion Rate: DataQuest All: +0.06% EL: +0.05% LTEL: N/A HOM: +0.2% FY: 0.0% SED: 0% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate • Local Measures August 21, 2023 – May 24, 2024 A. Regular Program School Attendance rate: Attendance rate: % 2023-24 Regular Program Grades TK-3: 91.90% Grades 4-6: 92.30% Grades 7-8: 90.54% Grades 9-12: 89.82% 2023-24 Program SDC Grades TK-3: 87.99% Grades 4-6: 90.39% Grades 7-8: 89.58% Grades 9-12: 81.48%	2024-25 Attendance Rate • Local Measures August 19, 2024 - May 23, 2025 A. Regular Program Attendance rate: % 2024-25 Regular Program Total TK-3 91.56% Total 4-6 92.34% Total 7-8 89.74% Total 9-12 88.48% 2024-25 Program SDC Total TK-3 88.24% Total 4-6 89.96% Total 7-8 86.96% Total 9-12 78.81%	2025-26 Attendance Rate • Local Measures August 20, 2025 - April 24, 2026 A. Regular Program Attendance rate: 90.63% 2025-26 Regular Program Total TK-3 91.48% Total 4-6 92.29% Total 7-8 90.12% Total 9-12 88.64% 2025-26 Program SDC Total TK-3 87.42% Total 4-6 89.59% Total 7-8 87.62% Total 9-12 81.69%	2026-27 Attendance Rate August xx, 2026 – April xx, 2027 A. Regular Program School Attendance rate: Attendance rate: 2026-27 Regular Program Grades TK-3: 95.90% Grades 4-6: 95.30% Grades 7-8: 95.54% Grades 9-12: 94.82% 2026-27 SDC Program Grades TK-3: 92.0% Grades 4-6: 93.0% Grades 7-8: 93.0% Grades 9-12: 88.0%	Difference from Baseline: A. Regular Program Attendance rate: 2024-25 Regular Program Total TK-3 -0.42% Total 4-6 -0.01% Total 7-8 -0.42% Total 9-12 -1.18% 2024-25 Program SDC Total TK-3 -0.57% Total 4-6 -0.80% Total 7-8 -1.96% Total 9-12 +0.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Chronic Absenteeism - CA Dashboard Indicator	Chronic Absenteeism - 2023 CA Dashboard All: 42.5% (Yellow) EL: 41.0% (Yellow) AI: 62.2% (Red) LTEL: N/A HOM: 52.7% (Red) FY: 52.5% (Red) SED: 43.2% (Yellow) SWD: 49.0% (Yellow) MR: 54.2% (Red)	Chronic Absenteeism - 2024 CA Dashboard All: 36.9% (Yellow) EL: 35.9% (Yellow) AI: 63.9% (Red) LTEL: 43.1% (Orange) HOM: 49.8% (Orange) FY: 46.3% (Orange) SED: 39 % (Yellow) SWD: 43.8% (Yellow) MR: 47.9% (Orange)	Chronic Absenteeism - 2025 CA Dashboard All: 33.6% (Yellow) EL: 32.0% (Yellow) AI: 72.4% (no color) LTEL: 42.1% (Orange) HOM: 39.7% (Yellow FY: 43.1% (Orange) SED: 34.2% (Yellow) SWD: 41.0% (Orange) MR: 48.6% (Red)	Chronic Absenteeism - 2026 CA Dashboard All: 29% EL: 28% AI: LTEL: N/A HOM: 38% FY: 40% SED: 30% SWD: 37% MR:	Chronic Absenteeism - 2024 CA Dashboard All: -8.90% (Yellow) EL: -9.00% (Yellow) AI: +10.20% (no color) LTEL: N/A (Orange) HOM: -13.00% (Yellow FY: -9.40% (Orange) SED: -9.00% (Yellow) SWD: -8.00% (Orange) MR: -5.60% (Red)
2.8	Chronic Absenteeism - CA Dashboard Indicator School & Student Group Grades TK-8	Chronic Absenteeism - CA 2023 School Dashboard School & Student Group Grades TK-8 Coral Mountain: All: 38.6% (Red) SED: 41.4% SWD: 45.6% HI: 38.3%	Chronic Absenteeism - CA 2024 School Dashboard School & Student Group Grades TK-8 Coral Mountain: All: 31.1% (Yellow) SED: 36.5 % SWD: 33.3% HI: 31.2 %	Chronic Absenteeism - CA 2025 School Dashboard School & Student Group Grades TK-8 Coral Mountain: All: 27.3% (Yellow) SED: 29.5% (Yellow)	Chronic Absenteeism - CA 2026 School Dashboard School & Student Group Grades TK-8 Coral Mountain: All: 26% SED: 26% SWD: 30% HI: 23%	Chronic Absenteeism - CA 2024 School Dashboard School & Student Group Grades TK-8 Coral Mountain: All: -11.3% (Yellow) SED: -11.9 % (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		John Kelley: SWD: 68.1% Oasis ES: All: 45.2% (Red) SED: 45.4% EL: 44.2% SWD: 51.0% HI: 45.0% Palm View ES: SED: 42.2% SWD: 40.8% Sea View ES: SWD: 57.1% WH: 66.7% Valley View ES: SWD: 56.6% Westside ES: All: 49.1% (Red) SED: 49.9% (Red) EL: 50.0% (Red) HI: 49.0% (Red) Bobby Duke MS: All: 50.5% (Red) SED: 51.1% SWD: 66.0% HI: 50.5% Cahuilla Desert Academy: EL: 43.2%	John Kelley: SWD: 56.1% Oasis ES: All: 34.4% (Yellow) SED: 36.7% EL: 34.3% SWD: 29.7% HI: 34.3% Palm View ES: SED: 31.7% SWD: 36.4% Sea View ES: SWD: 61.8% WH: 59.4% Valley View ES: SWD: 39.3% Westside ES: All: 37.9% (Yellow) SED: 41.1% EL: 43.5 % HI: 38.8% Bobby Duke MS: All: 42.2% SED: 44.8% SWD: 54.5% HI: 41.3%	SWD: 26.5% (Orange) HI: 27.3 % (Yellow) John Kelley: SWD: 49.8% (Yellow) Oasis ES: All: 33.1% (Orange) SED: 33.3% (Yellow) EL: 33.3% (Orange) SWD: 47.3% (Red) HI: 33.5% (Orange) Palm View ES: SED: 28.4% (Yellow) SWD: 28.3% (Orange) Sea View ES: SWD: 48.1% (Orange) WH: 45.5% (Orange) Valley View ES: SWD: 37.9% (Orange)	John Kelley: SWD: 53% Oasis ES: All: 30% SED: 30% EL: 29% SWD: 36% HI: 30% Palm View ES: SED: 27% SWD: 25% Sea View ES: SWD: 42% WH: 51% Valley View ES: SWD: 41% Westside ES: All: 35% SED: 35% EL: 35% HI: 34% Bobby Duke MS: All: 35% SED: 36% SWD: 51% HI: 35% Cahuilla Desert Academy: EL: 28%	SWD: -19.1% (Orange) HI: -11.0 % (Yellow) John Kelley: SWD: -18.3 % (Yellow) Oasis ES: All: -12.1 (Orange) SED: - 12.1% (Yellow) EL: -10.9 % (Orange) SWD: -3.7% (Red) HI: -11.5 % (Orange) Palm View ES: -SED: -13.8 % (Yellow) -SWD: -12.5% (Orange) Sea View ES: SWD: -9.0 % (Orange) WH: 21.2 % (Orange) Valley View ES: SWD: -18.7 % (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Cahuilla Desert Academy: EL: 38.1%	Westside ES: All: 37.8% (Red) SED: 38.6% (Orange) EL: 39.1% (Yellow) HI: 38.6% (Red) Bobby Duke MS: All: 43.6% (Red) SED: 43.4% (Orange) SWD: 57.8% (Red) HI: 43.0% (Red) Cahuilla Desert Academy: EL: 31.0% (Orange)		Westside ES: All: -11.3% (Red) SED: -11.3% (Orange) EL: -10.9 % (Yellow) HI: -10.4% (Red) Bobby Duke MS: All: -6.9% (Red) SED: - 7.7 % (Orange) SWD: -8.2 % (Red) HI: -7.5 % (Red) Cahuilla Desert Academy: EL: -12.2% (Orange)
2.9	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I feel respected, accepted and welcomed at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 80%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 78%	Spring 2026 SEL LCAP School Climate Survey Student Responses: I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 82%	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 90%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I feel respected, accepted and welcomed at school. Strongly Agree/Agree: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I feel I am valued at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel I am valued at school. Strongly Agree/Agree: 73%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I feel I am valued at school. Strongly Agree/Agree: 72%	Spring 2026 SEL LCAP School Climate Survey Student Responses: I feel I am valued at school. Strongly Agree/Agree: 76%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 85%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I feel I am valued at school. Strongly Agree/Agree: -1%
2.11	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I feel safe at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I feel safe at school. Strongly Agree/Agree: 67%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I feel safe at school. Strongly Agree/Agree: 69%	Spring 2026 SEL LCAP School Climate Survey Student Responses: I feel safe at school. Strongly Agree/Agree: 73%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 82%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I feel safe at school. Strongly Agree/Agree: +2%
2.12	SEL - LCAP School Climate Survey (local measure)(Priority 6) Student Responses I have access to a safe place at school.	Spring 2024 SEL - LCAP School Climate Survey Student Responses I have access to a safe place at school. Strongly Agree/Agree: 76%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I have access to a safe place at school. Strongly Agree/Agree: 77%	Spring 2026 SEL LCAP School Climate Survey Student Responses: I have access to a safe place at school. Strongly Agree/Agree: 80%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 91%	Spring 2025 SEL LCAP School Climate Survey Student Responses: I have access to a safe place at school. Strongly Agree/Agree: +1%

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.

2.1 - Expanded Learning
The action was implemented as planned, providing before and after school as well as intersession and summer school programs and activities:

- ASES

* ASES Frontier (SV & WSHS)

- 21st Century Community Learning Centers (CCLC) & 21st Century Equitable Access
- ASSETs Core & ASSETs Equitable
- Expanded Learning Opportunities Program (ELOP)

Across all expanded learning funding sources (ASES, 21st Century Core & Equitable, ASSETs Core & Equitable, and ELOP), the district implemented a comprehensive system of after-school and expanded-day programming designed to provide academic support, enrichment, and safe supervision for students K–12.
Implementation

- Services were provided across 19 K–8 schools and 1 high school. Schools served by each funding source:

ELOP funding
K-6: All 15
7-8: BD, CDA, TC, WSHS

ASES & 21st Century funding
K-6: 14 (All except NS)
7-8: BD, CDA, TC, WSHS
9-12: DMHS, WSHS

ASSETs Core & Equitable funding
9-12: CVHS

Programs operated 180 instructional days, with ELOP and 21st Century providing an additional 30 non-school days at 9 hours per day.
All programs consistently maintained required student-to-staff ratios, ensuring safety and compliance with grant requirements.
Strong site coordination and daily oversight supported smooth operations and high levels of student engagement.

2.2 - Student Support Services

- Director of Student Support Services - Oversight and implementation of:

- School Safety Plans - 23 sites
- Annual Notification (Parent/Student Handbook) - updated to meet all new legal requirements annually
- District Child Welfare and AttendanceTeams
- Student Records - updated, stored and maintained annually
- Suspension/Expulsion Process
- Homeless/Foster Youth
- Inter/Intra District Transfers
- Home Hospital and District Placements
- Caregiver Affidavits
- CVUSD Transformational Model
- Student Mental Health Supports

Coordinator of Child Welfare - Oversight and implementation of:

- Behavior Support Guidelines and Training - 23 sites
- Annual Notification (Parent/Student Handbook) - updated to meet all new legal requirements annually
- Maintenance of the Student Support Services Web pages
- Targeted Student Interventions - Analyzed student data and identified students in need of Tier 2 & 3 interventions/supports, communicates/ disseminates information to site admin/staff.
- Suspension/Expulsion Process - Trained site administrators on the process, reviewed/ audited monthly data, analyzed data for areas of need and implements either student or staff based plans of support (PD, interventions)
- Homeless/Foster Youth - Targeted supports
- Inter/Intra District Transfers - Appeals process - data analysis, program/transcript review
- Home Hospital and District Placements - Appeals process - data analysis, program/transcript review
- Caregiver Affidavits - support
- CVUSD Transformational Model - Districtwide PD development and implementation, SEL lesson development, site and individual classroom support
- Student Mental Health Supports - Districtwide PD development and implementation, SEL lesson development, site and individual classroom support

- Teacher On Special Assignment (TOSA) (assigned to support 504s)

Provided content, social emotional and cognitive coaching; monitored the progress,placement, and as appropriate, intervention plans of identified/referred students. This educator supported/assisted school sites with the initial meeting to determine eligibility, identification, and assignments of intervention supports/accommodation for the Student Study Team.

The Student Support Services Department utilized contracts, stipends, and extra services to provide a variety of support for all students across the district within the components of the Transformational Model, site leads, and facilitators of student circle cohorts.

- Beyond Student Success Team (SST) License- is a web-based SST and 504 data management tool designed to streamline the process - fully implemented. Districtwide roll out to all school sites for the use of document and data sharing for the SST process.

- AlpenSpruce (K-12 Transfers) - Active platform utilized in the Coachella Valley Unified, Desert Sands Unified and Palm Springs Unified School Districts to support the application, approval/denial process and transition of students who are looking for either inter or intra district transfers within the Coachella Valley. Students may request transfers within their district of residence or request a transfer to one of the other districts through this app.

- Legal Services - this action was not implemented

Services to support the process of guardianship or educational right holders for our at promise students.

Cum Files ECS Scanning and Shredding - this action was not implemented in 25-26. It will be discontinued in 26-27, as it is not needed by the Student Support Services department.

2.3 - Student Attendance Services

Student Wellness & Attendance Coordinator (100%) - Collaborated with attendance staff from all 23 school sites (including the Adult Ed School) to ensure that all data is being collected, analyzed and that procedures are being followed in a uniform manner that followed Ed Code.

- Collaborated with site administration, District Attendance Resource Liaisons, the District Attorney, the Sheriff's Department, Mental Health Services and the families to help identify and overcome obstacles to attendance.
- Held SARB meetings once escalated to the District level. Escalated to Mediation or Citation with the Riverside Courts and sat in as a representative of the CVUSD.

District Attendance Resource Liaisons (2)

- Collaborated with attendance staff from all 23 school sites to ensure that all data is being collected, analyzed and that procedures are being followed in a uniform manner that followed Ed Code.
- Collaborated with site administration, District Coordinator of Student Wellness & Attendance, the District Attorney, the Sheriff's Department, Mental Health Services and the families to help identify and overcome obstacles to attendance.
- Attended and participated in SARB meetings once escalated to the District level. Escalated to Mediation or Citation with the Riverside Courts and may have sat in as a representative of the CVUSD.
- Conducts home visits to assist in the location of targeted students/families and to provide communication and identification regarding Ed Code, compulsory education, obstacles to attendance, alternative attendance options, and other supports available to families.

Attendance Clerks (6 Positions)

Attendance Clerks were integral to the district’s efforts to monitor and improve student attendance. These six dedicated staff members worked closely with site administrators, attendance teams, and families to address attendance issues early and proactively. The Clerks carried out the following duties:

- Monitored daily attendance and verified legally excused absences.
- Updated the district’s AERIES SIS with communication from parents and teachers.
- Audited teacher attendance records to ensure accuracy.

2.4 - Transformational Model/Social Emotional Wellness
District Support Counselor - Oversight and implementation of:

- Targeted Student Interventions - As needed emergency and crisis support for identified students including: Homeless, Foster, LGBTQ+, students in crisis. Provides PD/ interventions/ supports, communicates/ disseminates information to site admin/staff, provides immediate crisis support as needed for students.
- Homeless/Foster Youth Liaison - Targeted supports including identification, transportation, basic necessities, mental health, etc.
- Caregiver Affidavits - support with identified families in understanding the process of becoming a caregiver
- CVUSD Transformational Model - Districtwide PD development and implementation, SEL lesson development, site and individual classroom support
- Student Mental Health Supports - Districtwide PD development and implementation, SEL lesson development, site and individual classroom support
- Crisis and Trauma intervention/supports/PD for students and staff. Including but not limited to self harm, suicidal ideation, substance abuse, child abuse, neglect, student identity, situational crisis(displacement/ runaway/ residency status/ bullying & harassment/ etc.).

Restorative Justice, Social-Emotional Learning, Transformational Learning, and Wellness Centers support.
(Safe & Healthy Activities)- At least 20% of award must be spent)

Support for Long Term English Learners for Suspension - District-Level Supports will include:
District-Level Supports
Data-Driven Identification & Monitoring

- Monitor suspension, attendance, language proficiency, and academic data.
- Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns.

Professional Development
Train teachers, administrators, and classified staff in:

- Culturally and linguistically responsive practices
- Restorative justice alternatives to suspension
- Trauma-informed care for LTELs experiencing school disengagement

Support for Long Term English Learners for Suspension - School-Level Supports
Tiered Re-engagement Systems

- Implement MTSS with embedded LTEL supports:
- Strong school climate, inclusive pedagogy, Social Emotional Learning (SEL) routines
- Progress monitoring/student check-ins
- Restorative circles, and behavior intervention plans

Mental Health & Wellness Supports 2.4a

- Provided on-campus counseling, and small-group SEL supports tailored to ELs and LTELs.
- Address root causes of suspension and absenteeism such as anxiety, bullying, transportation, or family responsibilities.

Staff Collaboration
- Schedule EL and LTEL-focused collaboration time during PLCs to analyze student progress and adjust supports.
- Promote collaboration between ELD and content teachers.

FNL Stipends (11 leads) (25%) 2.4d

Transformational: PBIS/TM LEADS - $2500 each (Title IV) 2.4b
The PBIS/TM LEADS positions supported the district's Transformational Model by implementing PBIS, Restorative Practices, Transformational Learning, and providing staff professional development. These site leads played an important role in maintaining and monitoring the PBIS Rewards app, along with PBIS stores and behavior matrices across all CVUSD schools.
Implementation: PBIS was in place at all 21 CVUSD schools, with active PBIS Rewards apps, PBIS Stores, and behavior matrices observed across campuses.

District-wide support in the area of student gender and identity. Attend and provide trainings that support our LGBTQ youth. 2.4c

Wellness: 7 Lead Intervention Specialist Teachers (Cert) - 2.4a
Wellness Centers served as Tier 1 & Tier 2 interventions at both middle and high schools, and provided support for individual and small group needs. These centers offered a wide range of services, including mindfulness, coping strategies, self-care, grief support, behavior self-regulation, and more.

- Personnel: 7 Lead Intervention Specialist Teachers
- Sites: 7 secondary school sites hosted Wellness Centers.

2.5 - Homeless/ Foster Youth Support
Homeless/Foster Liaison - District Support Counselor: The position (when filled) was a certificated counselor who was trained to support students, families, and staff in the various programs and supports to ensure equity and access to students experiencing homelessness or who are in the foster system. While the position was vacant, an additional District Support Counselor and Student Support Services personnel provided supports in social emotional crisis, supported with services that provided mental health and overall well-being for students; and trained and supported the district admin and counselors. Students were Identified, tagged in th Student Information System (SIS) and monitored for progress. Students who qualified for the 130 credit waiver towards graduation were also Identified and monitored throughout the year.

Basic Student Needs: To ensure that students experiencing homelessness or in foster care had access to the same resources as their peers, Student Support Services provided essential items such as backpacks and school uniforms. Backpacks were available upon request, while school uniforms, including polos embroidered with school logos and shorts/pants in the school's designated colors, were ordered and delivered directly to school sites. Site Administrators distributed these uniforms based on individual student needs. This process ensured that all identified students, regardless of their housing situation, were able to attend school with the same materials and clothing as other students, promoting equality and inclusion.

Homeless/Foster Student Support: Transportation:
Transportation services for students under the McKinney-Vento Act and Foster Youth were provided through specialized bus routes tailored to meet their unique needs. Once students were identified, bus routes were set up within 48 hours, with communication sent to parents or guardians to ensure clarity. Transportation was arranged for students residing in hotels, motels, shelters, or other special circumstances, making sure they had access to consistent schooling.

Homeless/Foster Student Support:
Conferences / Professional Development (PD) for Staff: To ensure that staff members were equipped to meet the needs of homeless and foster youth, Student Support Services staff attended professional development (PD) and conferences. These learning opportunities focused on equipping staff with the knowledge necessary to address both academic and social-emotional needs of students, in accordance with education code requirements. By staying updated on best practices and legal rights, staff was able to provide effective and equitable services, ensuring that homeless and foster students receive the support

2.6 - Mental Health Services
Wellness: Mental Health Services - Latino Commission during the School Year and Summer
The commission provided extensive support to the district with a team of 22 therapists assigned to all 22 school sites. This also included substance abuse counselors at secondary schools, 6 roving counselors who support elementary sites, and additional services available at the 1st Street office.

This partnership allowed the Latino Commission to offer Tier 2 and Tier 3 mental health and social-emotional support services, addressing both caseload support and emergency crisis intervention. These services were available to all CVUSD students and their families throughout the school year, summer, and during breaks.

Key Services Provided:
Therapeutic Services: Individual therapy, family therapy, and group therapy. Substance Abuse Counseling: Available to secondary students in need of support. Case Management: Coordination and support services for students and families.
Crisis Support: Immediate support for students experiencing social-emotional or mental health crises.
The Latino Commission played a critical role in addressing the mental health needs of CVUSD students by offering timely, culturally responsive services that ensure students and families receive the support they need.

2.7 - Health Services
School Nurses (5) -
School nurses played a key role in supporting the health and well-being of students, which in turn impacted their academic performance and school attendance. Certificated school nurses supported in reducing absenteeism by addressing health concerns that could prevent students from attending school. They conducted daily health screenings, and annual vision and hearing assessments, and provided additional screenings as required for 504 Plans, SSTs, IEPs, and Care Plans.

Licensed Vocational Nurses (7)

Licensed Vocational Nurses (LVNs) worked closely alongside school nurses to support a comprehensive healthcare approach within the school setting. LVNs helped ensure that students receive the necessary care and attention in a safe and healthy school environment. By providing direct health services and support, LVNs played an important role in facilitating smooth daily operations and maintaining a high standard of care for both students and staff.

Health Service Technicians (21) -
Health Service Technicians supported the day-to-day operations of school health services. They served as a bridge between students, parents, district nurses, and school and district staff, ensuring effective communication and collaboration. They managed medical records, performed routine health checks, and ensured that medical supplies and equipment are properly maintained. Health Service Technicians also assist with medication distribution, first aid, and health inspections, ensuring that students' health needs are met promptly and accurately. In addition, they provided clerical support, helping to ensure that health-related tasks are efficiently managed at their assigned school sites.

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

2.1 Expanded Learning - material differences - differences between what was budgeted and expended are due to extra services and overtime costs for classified and certificated staff, transportation and costs for supplies and materials not being processed yet.

2.2 - Student Support Services
- Cum Files ECS Scanning and Shredding - this action was not implemented, and will not continue in 26-27
- Legal Services - this was not implemented

2.3 - Student Attendance Services - no material differences

2.4 - Transformational Model/Social Emotional Wellness
Material differences in Action 2.4 are due to the non-implementation of actions, in part due to the unknown availability of Title IV funding at the beginning of the 2025-26 School year. The actions that were not implemented or partially implemented include:
- Restorative Justice, Social-Emotional Learning, Transformational Learning, and Wellness Centers supports - this action wasnot implemented - Title IV
- Transformational: PBIS/TM LEADS - $2500 each - Title IV
- District-wide support in the area of student gender and identity. Attend and provide trainings that support our LGBTQ youth. - TitleIV

2.5 - Homeless/ Foster Youth Support
Homeless Foster Student Support Services

District Support Counselor - this position remained vacant for the 2025-26 school year, and will not be in the 2026-27 LCAP, as part of a reduction of force (RIF).

Expenditures also included resources (uniforms, clothes, school supplies, backpacks) and transportation costs for Homeless/Foster Youth,

and professional development for staff who support Foster and Homeless youth.

2.6 - Mental Health Services - A contract amendment was approved by the school board on August 14, 2025 to increase the Latino Commission Counseling (LCC) contract amount to serve our newest elementary school, North Shore Elementary School, and also cover the Head Start program, and 11 days of summer school in June 2026.

2.7 - Health Services - No material differences.

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

2.1 Expanded Learning - All Expanded Learning programs were effective in providing opportunities for students to engage in academic intervention, sports, drumline, and other afterschool activities that they otherwise would not have the opportunity to participate in. Attendance was an area of improvement and CVUSD will increase recruitment efforts for the 2025-26 school year.

ASES
The ASES After School Program has been effective in making progress toward its goal of providing safe, structured, and high-quality after school services that support student academic growth and enrichment. Across 19 K–8 school sites and 180 instructional days, the program consistently maintained required student-to-staff ratios, ensuring student safety and appropriate supervision.

Academic support and enrichment activities contributed to sustained student engagement and participation, while strong site coordination and ongoing monitoring supported consistent program delivery. Overall, the actions implemented to date have been effective in meeting program goals, maintaining compliance with ASES requirements, and providing students with a stable and supportive after school environment.

The provision of supplies, materials, equipment, and transportation services has been effective in supporting progress toward the ASES program goal of providing safe, accessible, and high-quality after school programming. Access to appropriate academic and enrichment materials enabled engaging, standards-aligned activities that supported student participation and learning across all 19 school sites.

Transportation services were also effective in reducing barriers to participation by improving student access to the program and ensuring safe, reliable dismissal. Together, these supports contributed to increased student engagement, consistent attendance, and equitable access to program services. Overall, these actions have been effective in strengthening program implementation and supporting student success.

The 21st Century After School Program
The 21st Century After School Program has been effective in making progress toward its goal of providing high-quality, safe, and engaging after school services for students across K–8 sites. Maintaining required student-to-staff ratios ensured student safety and appropriate supervision throughout the 9-hour program day. Academic support and enrichment activities contributed to strong student engagement and participation. Ongoing site coordination and monitoring supported consistent implementation across all sites. Overall, the program has been effective in delivering reliable services and supporting student success.

The provision of supplies, materials, equipment, and transportation services has been effective in supporting progress toward the 21st

Century After School Program goal of providing accessible, high-quality after school programming. Access to appropriate materials enhanced student engagement in academic and enrichment activities, while transportation services reduced barriers to participation and improved safety and attendance. Overall, these supports strengthened program implementation and contributed to equitable access for students across all sites.

Transportation services have been effective in supporting progress toward the 21st Century After School Program goal of increasing student access and participation. Transportation reduced barriers to attendance and improved both access and safety for students. This support contributed to more consistent participation in program activities and strengthened overall program implementation.

ASSETS
The ASSETS After School Program has been effective in making progress toward its goal of providing high-quality, safe, and engaging after school services at CVHS. Maintaining required student-to-staff ratios ensured student safety and appropriate supervision throughout the 180-day program. Academic support and enrichment activities contributed to strong student engagement and participation. Ongoing coordination and

monitoring supported consistent implementation. Overall, the program has been effective in delivering reliable services and supporting student success.

The provision of supplies, materials, equipment, and transportation services has been effective in supporting progress toward the ASSETS After School Program goal at CVHS. Access to appropriate materials supported engaging academic and enrichment activities, while transportation reduced barriers to participation and improved student access and safety. Overall, these supports strengthened student engagement and contributed to consistent program implementation.

ELOP
The ELOP After School Program has been effective in making progress toward its goal of providing high-quality, safe, and engaging expanded learning opportunities for students across K–12 school sites. Maintaining required student-to-staff ratios ensured student safety and appropriate supervision throughout the 9-hour program day. Academic support and enrichment activities contributed to strong student engagement and participation. Ongoing site coordination and monitoring supported consistent implementation across all sites. Overall, the program has been effective in delivering reliable services and supporting student success.

2.2 - Student Support Services

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 33.6% in 2025, a decline of 8.9%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.3% in 2025, a decline of 0.6%. The Expulsion rate decreased for "maintained" students from 0.1% in 2023 to 0.1% in 2025.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2025 comparatively, the favorable response percentage has improved in all areas below.

Survey Question - 2023 Response - 2025 Response - Change Change in percentage of agree/strongly agree responses:
I feel respected, accepted, and welcomed at school - 80% (2023), 82% (2025), change = +2 %
I feel I am valued at school - 73% (2023), 76% (2025), change = +3 %
I feel safe at school - 67% (2023), 73% (2025), change = +6 %
I have access to a safe place at school - 76% (2023), 80% (2025), change = +4 %

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.2 is effectively supporting student needs in the area of social emotional health, but there is also room to improve.

Sub-actions in Action 2.2:

- Cum Files ECS Scanning and Shredding - partially effective because it was not used on wide scales as expected
- San Joaquin County Office of Ed Beyond SST System 3 Year Contract in 2025-26 - All 22 sites are using or transitioning onto the platform. Platform speaks directly to AERIES and SEIS and contains, hosts data, work samples, assessment data and allows access for all team members for the SST Team members and follows the student regardless of site.
- Director of Student Support Services. Director salary (47%) - effective in overseeing personnel and service organizations that provide safety and overall well-being for students, and programs to help families overcome obstacles and barriers to attendance, as well as supporting families with resources needed to facilitate student well-being and academic success.
- Child Welfare Coordinator (100%) - Communicated with all families about their Parent/Student Rights, and monitored programs for Mental Health, Wellness, Homeless/Foster Students. The Coordinator also worked to identify at-risk students and provide them with resources to support their needs, particularly students with Suspensions/Expulsions, Chronic Absenteeism, and/or students at-risk of dropping out.
- TOSA- Student Support Services (100%) - Implemented. Supported all 21 schools in the initial 504 meeting and advised sites for follow up. Has held/scheduled 2 Beyond SST PD/Trainings for site Administrators and will be pushing out to teachers.

AlpenSpruce - (K-12 Transfers). Software platform Effectiveness:
Requests for Inter District Transfers - 284 (incoming) 1,252 (outgoing)
Requests for Intra District Transfers - 804

Legal Services -Use of Services in 24-25 has been minimal

2.3 - Student Attendance Services
Metrics used to measure the effectiveness of Action 2.3 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 -2.12)

Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 -2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 33.6% in 2025, a decline of 8.9%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.3% in 2025, a decline of 0.6%. The Expulsion rate decreased for "maintained" students from 0.1% in 2023 to 0.1% in 2025.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2025 comparatively, the favorable response percentage has improved in all areas below.

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I feel safe at school - 67% (2023), 73% (2025), change = +6 %
I have access to a safe place at school - 76% (2023), 80% (2025), change = +4 %

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.3 is effectively supporting student needs in the are of social emotional health, but there is also room to improve.

Sub-actions in Action 2.3:

- Attendance Coordinator

Collaborated with attendance staff from all 23 school sites to ensure that all data was being collected, analyzed and that procedures were being followed in a uniform manner that followed Ed Code.

- Collaborates with site administration, District Attendance Resource Liaisons, the District Attorney, the Sheriff's Department, Mental Health Services and the families to help identify and overcome obstacles to attendance.
- Held SARB meetings once they were escalated to the District level. Escalated cases to Mediation or Citation with the Riverside Courts and sits in as a representative of the CVUSD during proceedings.

- District Attendance Resource Liaison (2) -
- Attendance Clerks (6)

The above positions have been very effective, through their work, the following was accomplished:

Approximately 4,700 students were identified by Student Support Services at the beginning of the year for targeted interventions beginning the first month of school. Administrators, Student Support Services staff and Attendance Clerks held Attendance meetings with flagged families about the importance of regular attendance.

- Families for 280 students are currently on a SART contract with a school site
- Families for 106 students are currently on a SARB contract with Student Support Services and the DAs Office
- 3 Families have been advanced to mediation with the DAs office and the Riverside County Sheriff's Department
- 2 Families have been issued Citations
- Chronic absenteeism has decreased from 42.5% (2023) to 33.6% (2025)
- As of 1/5/2026 Chronic Absentee rate is 28%

All Attendance Clerks monitored and provided targeted outreach to improve attendance and reduce Chronic Absenteeism. 49 - "No Show" students were dropped by school sites
7 - Students dropped through the 5-step process for 10+ consecutive days 1,782 - Scheduled SARTS

56 - Home visits made to find and support families in the SART process 409 - SART contracts signed
105 - Students escalated to the SARB Process

2.4 - Transformational Model/Social Emotional Wellness
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 33.6% in 2025, a decline of 8.9%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.3% in 2025, a decline of 0.6%. The Expulsion rate decreased for "maintained" students from 0.1% in 2023 to 0.1% in 2025.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2025 comparatively, the favorable response percentage has improved in all areas below.

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I feel safe at school - 67% (2023), 73% (2025), change = +6 %
I have access to a safe place at school - 76% (2023), 80% (2025), change = +4 %

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.4 is effectively supporting student needs in the are of social emotional health, but there is also room to improve. This action was not fully implemented in 25-26. When fully implemented, the expectation is that we will continue to increase performance on the Dashboard Indicators above, and the Student LCAP Survey responses.

Sub-actions in Action 2.4:
Restorative Justice, Social-Emotional Learning, Transformational Learning, and Wellness Centers support. (Title IV)
Currently, no training contracts have been approved for these areas at this time.

Transformational: PBIS/TM LEADS - $2500 each (Title IV)
The PBIS/TM LEADS positions supported the district's Transformational Model by implementing PBIS, Restorative Practices, Transformational Learning, and providing staff professional development. These site leads played an important role in maintaining and monitoring the PBIS Rewards app, along with PBIS stores and behavior matrices across all CVUSD schools.

- Implementation: PBIS is in place at all 21 CVUSD schools, with active PBIS Rewards apps, PBIS Stores, and behavior matrices observed across campuses.

Support in the area of student gender and identity. Attend and provide training that supports our LGBTQ youth. (Title IV) Effectiveness:

- Administrator assigned to GIS at all sites
- GIS Lead teachers assigned at 8 sites, plus 1 district lead.

23 Site Admin trained in LGBTQ+ and Gender Support Plans

-

FNL Stipends (11 leads) (25%) - LCFF - Currently 14 schools have active programs with applications with the Riverside County Friday Night Live Program.

Wellness: 7 Lead Intervention Specialist Teachers (Cert) - LCFF
Effectiveness:
Significant increase in student usage of Wellness Centers, particularly in areas of conflict resolution, stress management, grief support, and healthy relationships.

- Students remain in the classroom setting and accessing academics.
- Decrease in altercations and decrease in recidivism with suspensions.
- Suspension rates have seen 3 consecutive years decline 3.9% (2023), 3.6% (2024), 3.3%(2025)

2.5 - Homeless/ Foster Youth Support
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12). Action 2.5 is effective in supporting Foster and Homeless Youth, based on the Dashboard Indicators below. While it remains higher than the rate for the "ALL " student group of 36.9%, there has been a significant decline in the Chronic Absenteeism Rate for both Foster and Homeless student groups. There has also been a decrease in the suspension rate and an increase in the graduation rate for both student groups. Although this position was vacant for a large part of the school year, the duties of this position were picked up by other department personnel, in the interim, and we can see the improvements in the Dashboard indicators.

Dashboard Indicators for the Homeless and Foster Youth Student groups:

Chronic Absenteeism:
2023 2025 Difference
HOM: 52.7% 39.7% - 13.0 %
FY: 52.5% 43.1% - 9.4 %

Suspension Rate:
2023 2025 Difference
HOM: 3.9% 4.7% + 0.8 %
FY: 8.3% 6.0% - 2.3 %

Expulsion Rate:
2023 2025 Difference
HOM: 0% 0.2% + 0.2 %
FY: 0% 0.0% 0 %

Graduation Rate:

2023 2025 Difference
HOM: 75% 83.6% + 8.6 %
FY: n/a 66.7% n/a

District Support Counselor 100% - LCFF - this position was vacant for the 2025-26 school year. The Director of Student Support Services and the District Support Counselor served foster youth during the school year.

- 3 students received emergency transportation supports from homeless shelters or hotels.
- 524 identified McKinney Vento students have had uniforms ordered for them
- Chronic absenteeism decreased from 42.5% (2023) to 33.6% (2025)
- Homeless student population saw a major improvement, with chronic absenteeism dropping by 10.8% in the past year
- Suspension rates have seen a decline in 3 consecutive years 3.9%(2023), 3.6%(2024), 3.3%(2025)
- Homeless students have increased their graduation rate by 5.8% (2025)

Uniforms distributed to 14 elementary school sites
Backpacks and school supplies delivered to all 21 school sites

Homeless/Foster Student Support: Basic Student Needs - Title I

Backpacks were provided and available as needed in the Student Support Services Department. School uniforms, including polos embroidered with school logos, and shorts/pants in the assigned school color were ordered and delivered to school sites. Site Administrators distributed them on an as needed basis.

Homeless/Foster Student Support: Transportation McKinney Vento and Foster students transportation.
All identified students' needs were routed to transportation and CVUSD staff set up parent communication within 48 hours. Students currently receiving specialized bus routing from hotels, motels, shelters, special circumstances locations:

Homeless/Foster Student Support: Conferences/ PD for Foster/Homeless - Title I
Effectiveness: Student Support Services staff were trained to support student needs and meet Ed. Code requirements. Staff are able to provide equitable and knowledgeable access to services, for both academic and social emotional needs, as they relate to student rights.

2.6 - Mental Health Services
Metrics used to measure the effectiveness of Action 2.2 include: CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 33.6% in 2025, a decline of 8.9%. The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.3% in 2025, a decline of 0.6%. The Expulsion rate decreased for "maintained" students from 0.1% in 2023 to 0.1% in 2025.

In response to questions about acceptance, feeling valued, and feeling safe at school, students responded with the following percentages in 2023 and 2025 comparatively, the favorable response percentage has improved in all areas below.

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I have access to a safe place at school - 76% (2023), 80% (2025), change = +4 %

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.6 is effectively supporting student needs in the are of social emotional health, but there is also room to improve. This action was minimally implemented in 24-25, which may account for the slight decrease in student responses about feeling valued, accepted, welcomed, and valued at school.

Wellness: Mental Health Services - Latino Commission during Summer
Wellness: Mental Health Services - Latino Commission
Quarterly Service Data:
Students are provided with on site immediate crisis support as well as case load management for mental health services.

- R.I.S.K. Reports submitted (Self Harm/Suicidal Ideation) - Approximately 25 students have been assessed by our therapists requiring the Mobile Crisis Unit to be called out to the school site to support students in immediate crisis needing immediate transport for evaluation.

From July 1 - Oct 31, 2025 Districtwide:

- 723 unduplicated students received services
- 595 Students participated in Individual Therapy Sessions
- 18 Students participated in Family Therapy Sessions
- 22 Students participated in Group Therapy Sessions
- 87 Students participated in Substance Abuse Counseling

Top Reasons Seen for:

- Anxiety - 87
- Behavior Support (ADHD) - 48
- Behavior Support (ODD) - 46
- Anger - 45
- Family Issues (Divorce/Separation) - 44
- Suicide Ideation - 39

Safety Assessment Surveyed and/or served over the last 12 months:

- Self Harm - 43
- Suicidal Ideation - 64

- Suicidal Gestures - 10

- 51/50 Hold - 11

Trauma Support - Students Surveyed Pediatric ACE Screener
- 636 students surveyed - 123 students assessed as High Risk for mental health crisis

Impact and Effectiveness: These services are designed to address a range of needs from general emotional support to more intensive mental health and crisis interventions. The data from the first quarter of the 2025-26 contract period indicates that the Latino Commission has successfully supported many students and families, making significant progress in providing vital therapeutic and crisis services.

On the 2025 CA School Dashboard - The Indicator for Suspension is GREEN with a rate of 3.3% - a 0.6% decrease from 2023. Over the last several years, CVUSD has decreased its suspension rate from 5.1% (YELLOW) in 2018 to 3.3% (GREEN in 2025.

On the 2025 CA School Dashboard - The Indicator for Chronic Absenteeism is YELLOW with a rate of 33.6% - a 5.5% decrease from 2023. Over the last three years, CVUSD has decreased its Chronic Absenteeism rate from 46% in 2022 to 33.6% in 2025.

2.7 - Health Services
School Nurses (5) - LCFF
By addressing both physical and mental health concerns, school nurses ensured that students were healthy, comfortable, and ready to learn. Their expertise in managing chronic conditions, administering medications, and providing health education empowers students to take control of their well-being, reducing absenteeism and promoting a positive learning environment. This comprehensive care ultimately contributes to improved student performance and overall educational success.

Metrics to measures effectiveness of action 2.7:
CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

On the 2025 CA School Dashboard - The Indicator for Suspension is GREEN with a rate of 3.3% - a 0.6% decrease from 2023. Over the last several years, CVUSD has decreased its suspension rate from 5.1% (YELLOW) in 2018 to 3.3% (GREEN in 2025.

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I have access to a safe place at school - 76% (2023), 80% (2025), change = +4 %

Dashboard Indicators for Chronic Absenteeism and Suspension, and responses to the LCAP Student Survey questions indicate that Action 2.7 is effectively supporting student needs in the area of social emotional health, but there is also room to improve.

School Nurses:
By addressing both physical and mental health concerns, school nurses ensured that students were healthy, comfortable, and ready to learn. Their expertise in managing chronic conditions, administering medications, and providing health education empowers students to take control of their well-being, reducing absenteeism and promoting a positive learning environment. This comprehensive care ultimately contributes to improved student performance and overall educational success.

Licensed Vocational Nurses:
LVNs helped manage routine health tasks such as administering medications, conducting health screenings, and providing first aid, allowing school nurses to focus on more complex health cases. Their support ensured that students received prompt, consistent care, reducing health-related disruptions to learning.

Health Service Technicians:
They helped ensure that students received timely care by performing tasks such as health screenings, tracking immunizations, and supporting students with chronic conditions. Their work allowed school nurses to focus on more complex health issues, ensuring that the entire health team can address the needs of students efficiently. By providing essential support, Health Service Technicians contribute to a healthy, safe environment that enables students to focus on their education and achieve academic success.

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.

Changes to Metrics for Goal 2:
There has been a change in reporting and data for Metric 2.4 - Middle School Dropout Rate (Priority 5):
For the Baseline and Year 1 Outcome data, the data source was not identified and the rates were 0% for each column in the 25-26 LCAP, which is believed to be a rounding down of 0.16% and 0.11% respectively. The data has been updated, using CALPADS Report 1.14, and will continue to be reported with the use of the CALPADS 1.14 Report going forward.

Changes in Actions in Goal 2:
2.1 - Expanded Learning - no changes are anticipated for the 2026-27 school year

2.2 - Student Support Services -
- Legal services were not utilized in 2025-26 and will be discontinued for 26-27.
- Bus monitors (15) that were previously included in LCAP Action 2.2, have been moved to Action 1.2 and part of the classified salaries portion of the transportation expenditure. All LCFF S/C expenditures related to transportation are now captured in Action 1.2.

2.3 Student Attendance Services - no changes are anticipated for the 2026-27 school year

2.4 - Transformational Model/Social Emotional Wellness

- Wellness: 7 Lead Intervention Specialist Teachers (Certificated). 6.5 FTE will be funded with LCFF S/C, and 0.5 FTE will be funded with the remaining $111,000 of the Children and Youth Behavioral Health Initiative (CYBHI) grant.

2.5 - Homeless/ Foster Youth Support - RIF Counselor

- The District Support Counselor position to support Foster and Homeless Youth was vacan in the 2025-26 school year and will not continue in the 2026-27 LCAP, as part of the Fiscal Stabilization plan. Student Support Services personnel, such as the Director of Student Support Services, the Coordinator of Child Welfare and the remaining District Support Counselor will work collaboratively to support Foster and Homeless Youth going forward.

2.6 - Mental Health Services
Wellness: Mental Health Services - Latino Commission during the School Year and Summer
CVUSD will reduce the contractual amount for Latino Commission Services to $2.3 million in 26-27, from approximately $4.2 million in 2025-26

For 25-26, $2,015,720 of the $4,097,600 25-26 Latino Commission contract cost was moved from LCFF S/C to other funding sources.

2.7 - Health Services - no changes are anticipated for the 2026-27 school year.
During the 25-26 school year, we had budgeted for 20 + 1 Health Technicians, but only included 20 Health Technicians in Action 2.7. With the addition of a new elementary school, North Shore Elementary, in August 2025, we will include 21 Health Technicians in LCAP Action 2.7.

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	Expanded Learning	The Expanded Learning funding formula and guidance has prioritized Foster Program and students who face being unhoused. In order to support these efforts, students who have either indicator have priority in enrollment at the beginning of the year or are prioritized on the waiting list. The EXLP program is designed for, and supportive of, students who are English learners or low income.	$18,096,056.00	No

Action #	Title	Description	Total Funds	Contributing
		The majority of our EXLP employees are products of the Coachella Valley Unified School District as well as previous participants of CVUSD's Expanded Learning Programs. We also employ high school students who in turn become staff while attending the local community college as well as CSUSB. This "home-grown" staffing model is instrumental in serving our population as many employees have first hand knowledge or can identify with our population. CVUSD EXLP has chosen not to have any fees associated with enrollment or special programming therefore there is no cost associated with participation. We also have an outstanding partnership with our Special Education Department and students are supported through the collaboration. These services help students be successful and participate in many EXLP activities. ASES program provides after school enrichment activities as outlined in the California Department of Education (CDE) approved program plan and grant requirements. The program plan outlines all activities which are tied to current academic standards and/or best practices and meets the Continuous Quality Standards for Expanded Learning Programs. The program model also supports Social Emotional Learning (SEL) and MTSS by providing a space in which students can find success in the activities provided and enriches their educational journey and knowledge. ASES Frontier (Sea View & West Shores) After school program provides enrichment activities, transportation and support for schools identified by CDE as Frontier Sites. This grant serves Sea View Elementary and West Shores. 21st Century Community Learning Centers (CCLC) & 21st CCLC Equitable Access A Federally funded program that provides five-year grant funding to establish or expand after-school programs that provide students with academic and enrichment opportunities. 21st CCLC serves students in transitional kindergarten through eighth grade. Funding is also utilized to purchase supplies that support activities provided to students, transportation, parent engagement, and supplies and services.		

Action #	Title	Description	Total Funds	Contributing
		ASSETs Core & ASSETs Equitable After School Safety and Education for Teens (High School) Funding is utilized to compensate for Certificated, Classified Extra and Contracted Services to provide direct services to students enrolled in ASSETs at all 3 high schools. Funding is also utilized to purchase supplies Expanded Learning Opportunities Program (ELOP) “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.		
2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services	Student Support Services (SSS) provides contracts, services and staff to monitor the ever changing safety, social-emotional, and mental health needs of the students of CVUSD and then develop systems, collaborate with partners, create and implement protocols, and provide professional development to support those needs. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2025 CA Dashboard, the FY student group suspension rate is 6.0% (Orange), an increase of 1.7% from 2024 to 2025. While there has been a significant decline in the FY suspension rate since 2023 (RED - 8.3%), it remains 2.7% higher than the All Student group rate of 3.3% (GREEN) in 2025. Additionally, on the 2025 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (43.1%), Long Term English Learners (42.1%), Students with Disabilities (41.0%) and White (36.1%) and RED for Two or MOre Races (48.6%). Based on the 2025 CA School Dashboard, CVUSD was identified for Differentiated Assistance for	$615,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
	• Child Welfare Coordinator • TOSA-Student Support Services	the LTEL Student group's suspension rate - which was very High at 9% (Red). This action is primarily focused on SED, EL, LTEL, and FY students, however the safety, social-emotional and mental health resources dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District, school and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. Student Support Services assists in the identification of At Promise/ Homeless/ Foster/ Home Hospital/ 504/ Transfers/ and students in need of additional support. Students are assigned to various staff members, who monitor their caseloads, track grades and attendance, identify barriers to attendance or access to academics, and provide information and support to the students and their families. In addition, the staff of Student Support Services are continually participating in training and are monitoring updates within Education Codes to ensure that Board Policies and the Annual Parent Notification as well as site administration is up to date in regards to the legalities of student rights. Student support services utilizes a district level team made up of the following positions: • Director of Student Support Services (SSS) Acts as an advocate for students by overseeing: safety plans, discipline, behavior interventions, educational rights, mental wellbeing, suspension/expulsions, investigations, and various student support services throughout the district. • Coordinator of Child Welfare Supports students by teaching/reteaching PBIS, training administrators in Behavior Support Guidelines and Restorative Practices in the integration process. Works towards increased attendance and a more positive school climate which will lead to academic success.		

Action #	Title	Description	Total Funds	Contributing
		• Teacher On Special Assignment (TOSA) (assigned to support 504s) Provides content, social emotional and cognitive coaching; monitors the progress, placement and as appropriate, intervention plans of identified/referred students. This educator supports/assists school sites with the initial meeting to determine eligibility, identification, and assignments of intervention supports/accommodation for the Student Study Team. The Student Support Services Department utilizes contracts, stipends, and extra services to provide a variety of supports for all students across the district within the components of the Transformational Model, site leads, and facilitators of student circle cohorts. • Beyond Student Success Team (SST) License- is a web-based SST and 504 data management tool designed to streamline the process • AlpenSpruce (K-12 Transfers) - is an online application that is connected with our tri-districts to support intra and inter-district student transfers		
2.3	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support	CVUSD was identified for Differentiated Assistance for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%. Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%). Based on the 2025 CA Dashboard, the FY student group suspension rate is 6.0% (Orange), an increase of 1.7% from 2024 to 2025. While there has	$1,050,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
	the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Student Wellness & Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor	been a significant decline in the FY suspension rate since 2023 (RED - 8.3%), it remains 2.7% higher than the All Student group rate of 3.3% (GREEN) in 2025. Additionally, on the 2025 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (43.1%), Long Term English Learners (42.1%), Students with Disabilities (41.0%) and White (36.1%) and RED for Two or MOre Races (48.6%). Based on the 2025 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was very High at 9% (Red). This action is primarily focused on SED, EL, and FY students, however the personnel resources (attendance team, attendance resource liaisons, attendance clerks) and the attendance incentive resources dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for metrics 2.6, 2.7 and 2.8. The attendance personnel provides support to the district staff, families and students in order to increase attendance by tracking both district level and site level attendance, identifying students at risk of becoming chronically absent, communicating with families regarding attendance, acknowledging and encouraging 95% or higher attendance rates, providing home visits, running data analysis reports, meeting with parents, monitoring and overseeing the School Attendance Review Team (SART) process; holding School Attendance Review Board (SARB) meetings; conducting Mediation meetings, communicating and collaborating with the District Attorney's Office, and locating missing students. Attendance personnel work with families to identify and overcome barriers to attendance. By identifying and supporting students with attendance concerns or barriers to access, there should be a direct correlation to increased attendance rates, higher academic success, and increased graduation		

Action #	Title	Description	Total Funds	Contributing
		rates. This can be measured utilizing AERIES attendance, grade reports and graduation rates. The Attendance Team includes: Student Wellness & Attendance Coordinator Supports the attendance needs of school sites by training and guiding practices that will support our families with getting their students to school, also by facilitating the SARB process. District Attendance Resource Liaison (2) Supports our community in the area of Student Support Services, to include site attendance reports, outreach, home visits, and community events. Utilized to help support families in getting students back in school and to increase attendance rates. Attendance Clerks (6) Attendance Clerks compile attendance records to provide up-to-date attendance for daily/weekly use by site administrators and for the report card period. They work with students/families daily and during registration. They prepare packets for the SART & SARB process and conduct Home visits to assist in locating families and addressing obstacles regarding student non-attendance. Attendance Awards and Supplies • District student awards and recognitions. • Attendance Awareness Month (October) supplies, flyers, rewards. • Ongoing recognition supplies. • Materials are used to promote to students and families the importance of maintaining 95% or higher attendance		
2.4	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our	The Transformational Model improves and supports services for all students, staff and families for CVUSD. This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various programs; monitoring student social emotional wellbeing; and providing coping skills and strategies to assist students in self-regulation.	$1,535,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
	community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Support for Long Term English Learners for Suspension - District-Level Supports will include: Data-Driven Identification & Monitoring • Monitor suspension, attendance, language proficiency, and academic data. • Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of	The program also includes work with our community partners. Additional support through contracts include PBIS Rewards for incentives and tracking of Positive Behaviors. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2025 CA Dashboard, the FY student group suspension rate is 6.0% (Orange), an increase of 1.7% from 2024 to 2025. While there has been a significant decline in the FY suspension rate since 2023 (RED - 8.3%), it remains 2.7% higher than the All Student group rate of 3.3% (GREEN) in 2025. Based on the 2024 CA Dashboard, the FY student group suspension rate is low at 4.3% (Green), a decline of 4.0% from 2023 to 2024. While there has been a significant decline in the FY suspension rate, it remains 0.7% higher than the All Student group rate of 3.6%. Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red). Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%). This action is primarily focused on SED, EL, LTEL, and FY students, however the personnel resources (district support counselor, PBIS/Transformational Model Leads, Transformational Model Circle Facilitators, and Wellness Center Staff) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.		

Action #	Title	Description	Total Funds	Contributing
	discipline patterns. Staff supported with LCFF S/C funds in this action include: • District Support Counselor • Lead Intervention Specialist Teachers (Certificated) (7)	Expected Outcomes: Students will have an increased sense of belonging measured with survey results, increased attendance rates, decreased suspension rates, and increased graduation rates. The district has a large team of trained staff to support the Transformational Model, including: Restorative Justice, Social Emotional Learning, and Wellness Centers Support. District Support Counselor - SEL support Position focus: to support the social emotional aspect of our students and staff, year round. • Gender support meetings • Organize and facilitate workshops • Friday Night Live • Sprigeo • Kindness Challenge • Counseling for Crisis Response/Intervention • School site PBIS/Transformational Model Leads (21) • Friday Night Live (FNL) Leads (11) - teacher extra services The Student Support Services Department utilizes various vendors, contracts, stipends and extra services to provide a variety of supports for all students across the district including: • Monthly Professional Development Supplies and Materials- Supplies for wellness centers to support students needs, - Social Skills lessons (BOOK), printing of flyers to advertise wellness center/self regulation strategies and services. Support for Long Term English Learners for Suspension - District-Level Supports will include: District-Level Supports Data-Driven Identification & Monitoring • Monitor suspension, attendance, language proficiency, and academic data. • Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns.		

Action #	Title	Description	Total Funds	Contributing
		Professional Development Train teachers, administrators, and classified staff in: • Culturally and linguistically responsive practices • Restorative justice alternatives to suspension • Trauma-informed care for LTELs experiencing school disengagement Support for Long Term English Learners for Suspension - School-Level Supports Tiered Re-engagement Systems • Implement MTSS with embedded LTEL supports: • Strong school climate, inclusive pedagogy, Social Emotional Learning (SEL) routines • Progress monitoring/student check-ins • Restorative circles, and behavior intervention plans Mental Health & Wellness Supports • Provide on-campus counseling, and small-group SEL supports tailored to ELs and LTELs. • Address root causes of suspension and absenteeism such as anxiety, bullying, transportation, or family responsibilities. Staff Collaboration • Schedule EL and LTEL-focused collaboration time during PLCs to analyze student progress and adjust supports. • Promote collaboration between ELD and content teachers. • Wellness: 7 Lead Intervention Specialist Teachers (Certificated)		
2.5	Homeless/ Foster Youth Support Student Support Services Staff support Foster & Homeless Youth	The Student Support Services department (a team composed of the Director, a District Support Counselor, a Student Wellness & Attendance Coordinator, a Child Welfare Coordinator, a Teacher on Special Assignment (TOSA), and two District Attendance Resource Liaisons) provide support to identified Homeless & Foster families and students.	$70,099.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Support Services personnel provided support for Homeless & Foster Youth in social-emotional crises by connecting students with services that provide mental health and overall well-being for students. and trained and supported the district administration and counselors. In addition to social-emotional support, support for Foster/Homeless Youth includes transportation, uniforms, school supplies and materials, and connecting families to district and community resources. Students who were Identified were tagged in the Student Information System (SIS) and monitored for progress. Students who qualified for the 130 credit waiver towards graduation were also Identified and monitored throughout the year. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. District and school level HOM and FY student groups will be served via this action, to decrease Chronic Absenteeism and Suspension Rates, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. Based on the 2025 CA Dashboard, the FY student group suspension rate is 6.0% (Orange), an increase of 1.7% from 2024 to 2025. While there has been a significant decline in the FY suspension rate since 2023 (RED - 8.3%), it remains 2.7% higher than the All Student group rate of 3.3% (GREEN) in 2025. Additionally, on the 2025 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (43.1%), Long Term English Learners (42.1%), Students with Disabilities (41.0%) and White (36.1%) and RED for Two or MOre Races (48.6%). Based on the 2025 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was very High at 9% (Red). By providing support and access to services for students in the categories of Homeless & Foster Youth, there should be a direct correlation between		

Action #	Title	Description	Total Funds	Contributing
		increased attendance rates, reduction in suspension rates, higher academic success, and increased graduation rates. This can be measured utilizing AERIES attendance reports, suspension reports, grade reports and graduation rates. Support for Foster and Homeless Youth includes the following: Basic Student Needs (school supplies, toiletries, clothing)- School supplies and school uniforms in elementary, also includes PE uniforms in secondary for our foster and McKinney Vento students. Items distributed at the beginning of the school year. Transportation- McKinney Vento and Foster students transportation. These students have the right to continue at their original school of residence as we see best fits the child. The CVUSD Transportation Department has been providing this support. Conferences/ Professional Development for Foster/Homeless- Attendance to RCOE training for our 2 District Counselors and student support staff, as applicable. CVUSD students will benefit from the implementation of the laws and assembly/senate bills that are passed or revised to provide our students with greater opportunity to succeed.		
2.6	Mental Health Services	Latino Commission Counseling In addition to the mental health therapists at each school site, the agency will provide services through two district-based Coordinated Care counselors who can provide support to students who are chronically absent, are disengaged from school, having difficulty meeting the demands of education and/or have experienced trauma, adverse experiences, or challenges. The work the Coordinated Care counselors will provide will directly support CVUSD's MTSS, Transformational Justice Model which utilizes Restorative Justice practices, Social- Emotional Learning, Positive Behavioral Interventions and Supports, culturally responsive practices, and trauma-informed strategies. CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and	$2,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2025 CA Dashboard, the FY student group suspension rate is 6.0% (Orange), an increase of 1.7% from 2024 to 2025. While there has been a significant decline in the FY suspension rate since 2023 (RED - 8.3%), it remains 2.7% higher than the All Student group rate of 3.3% (GREEN) in 2025. Additionally, on the 2025 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (43.1%), Long Term English Learners (42.1%), Students with Disabilities (41.0%) and White (36.1%) and RED for Two or MOre Races (48.6%). Based on the 2025 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was very High at 9% (Red). This action is primarily focused on SED, EL, and FY students, however the personnel resources (Latino Commision Counseling Therapists) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore decreasing the Chronic Absenteeism and Suspension rates for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2. By providing each school site with a licensed therapist, this provides Tier 2 & 3 supports for students identified with more advanced mental health needs. This can include small groups or one to one support for identified needs. The need for Latino Commission Counseling services is based on staff referrals, counselor referrals, parent requests, student requests, and intake forms. Expected Outcomes include a decrease and/or reduction in the following indicators:		

Action #	Title	Description	Total Funds	Contributing
		• Chronic absenteeism • Dropout rates, suspensions, expulsions, and instances of classroom removal • Referrals of students to law enforcement agencies and number of criminal offenses committed by students And an Increase and/or Improvement in: • Attendance rates • Graduation rates • Rate of participation and retention of student involvement in classrooms • Academic performance • Improve school climate • Wellness: Mental Health Services - Latino Commission		
2.7	Health Services Staff supported with LCFF S/C funds in this action include: • School Nurses (5) • Licensed Vocational Nurses (7) • Health Service Technicians (21)	CVUSD was identified for Differentiated Assistance for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2025 CA Dashboard, the FY student group suspension rate is 6.0% (Orange), an increase of 1.7% from 2024 to 2025. While there has been a significant decline in the FY suspension rate since 2023 (RED - 8.3%), it remains 2.7% higher than the All Student group rate of 3.3% (GREEN) in 2025. Additionally, on the 2025 Dashboard, the Chronic Absenteeism rate is orange for the following student groups: Foster Youth (43.1%), Long Term English Learners (42.1%), Students with Disabilities (41.0%) and White (36.1%) and RED for Two or MOre Races (48.6%). Based on the 2025 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was very High at 9% (Red). This action is primarily focused on SED, EL, and FY students, however the health services resources and personnel (Licensed Vocational Nurses	$3,983,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(LVNS), Health Services Technicians, and Bus Monitors) dedicated to this action are also expected to improve outcomes for AI, HOM and FY student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator will be served via this action, therefore assisting in outcomes for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for metrics 2.6, 2.7 and 2.8. School Health Services Personnel include: School Nurses (5) Promote the academic success of students by providing essential healthcare services, promoting wellness, managing chronic conditions, and addressing health-related barriers to learning that prevent students from regularly attending their educational programs and gaining educational benefit and academic success. Licensed Vocational Nurses (7) Work with School Nurses in promoting the academic success of students by providing essential healthcare services. They assist School Nurses by providing aid to students with medical needs, administering medications, performing health screenings, managing chronic conditions, Health Service Technicians (21) The health services technicians assist students with various medical conditions requiring specific care. Due to the geographical nature of our district the additional health mobility aids assist in ensuring student medical needs are met.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen parent and community partnerships through effective communication for student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Parent Engagement

In the LCAP Parent survey, many parents expressed a need for better communication between the school and families.The need for improved communication channels and more proactive engagement with parents is a recurring theme. Participants believe that better communication would lead to a more cohesive and supportive school community.
However, in the LCAP Parent Survey - Question #19 Communication, 89% of parents (a decrease of 4% from 2024) agreed or strongly agreed with the statement "I consistently receive information and updates from the school/district".

Parent Square is utilized districtwide as the primary tool for all school-to-home communication. As of January 2026, staff have used ParentSquare to send a total of 434,389 auto notices, 45,958 Direct Messages, 1,006 app alerts, and 2,856 posts. A total of 99% of parents are contactable, from which 83% of parents have chosen to receive notifications via email, 17% have opted to receive notifications through text messages, and 23% have downloaded the Parent Square app.

By utilizing the communication support, the district aims to increase communication to its educational partners through a variety of strategies to ensure timely dissemination of information that is relevant to the community at large.

Parent workshops, Resource Fairs, Events, and Meetings play a crucial role in increasing and supporting services for foster youth, English Learners, and low-income students by addressing their unique needs. These materials and supplies help create inclusive and supportive environments, facilitate effective communication between parents and educators, and empower parents with the knowledge and tools to advocate for their children's educational success.

Community Engagement Personnel:
Through the work of community engagement personnel, communication to community partners and parents will be of utmost importance to ensure that school plans, policies, events and other pertinent information is being disseminated to all educational partners.

Community Engagement personnel are essential to address the need for parental involvement and family engagement. This includes addressing efforts of the school district to seek parent input in making decisions for the school district and each individual school site. Additionally, research has shown that strong family-school partnerships lead to improved student outcomes, such as: improved identification of needs, improved social emotional development, and improved attendance, improved academics, lower suspension rates, increased graduation rates, and improved preparation for college/career.

Technology resources can also facilitate communication between parents and teachers, allowing for better support and collaboration.

To measure progress and identify the impact of these investments, we will use the following metrics:
1. Usage Statistics: Track the utilization of new furniture and technology supplies in parent centers. Measure how frequently they are used by students, parents, and educators.

2. Parental Engagement: Monitor the level of parental involvement and participation in educational activities facilitated by the upgraded parent centers. This can include attendance at workshops, meetings, and other events.

3. Student Outcomes: Evaluate academic performance indicators such as grades, attendance rates, and graduation rates among foster youth, English Learners, and low-income students who have access to the improved resources and support services.

4. Feedback Surveys: Collect feedback from parents, students, and educational partners regarding the impact of the investments in new furniture and technology supplies. Use this qualitative data to assess satisfaction levels and identify areas for improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance at Back To School Night	2023-24 Attendance at Back To School Night 5 sites data is represented and we had 682 participants (136.4 parent average)	2024-25 Attendance at Back To School Night 11 sites data is represented and we had 2,364 participants (214.9 parent average)	2025-26 Attendance at Back To School Night 15 schools held Back to School Night.	2026-27 Attendance at Back To School Night 226 parent average per event	2026-27 Attendance at Back To School Night N/A parent average per event
3.2	Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops	2024-25	2025-26	2026-27	2026-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14 sites data is represented and we had 853 Parents attend 59 parent workshops (14.45 parent average)	Attendance at Parent Liaison Workshops 17 sites data is represented and the average # of parents that attended workshops is 35.	Attendance at Parent Liaison Workshops 46 workshops were held across 18 schools.	Attendance at Parent Liaison Workshops 24 Parent average per event	Attendance at Parent Liaison Workshops N/A Parent average per event
3.3	Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 13 sites data is represented and we had 500 Parents attend 50 Coffee with the Principal Meetings (10 parent average)	2024-25 Attendance at Coffee with the Principal 16 sites data is represented and we had 173 Parents attend Coffee with the Principal Meetings (10.8 parent average)	2025-26 Attendance at Coffee with the Principal 47 Coffee with the Principal sessions were held across 16 school sites.	2026-27 Attendance at Coffee with the Principal 15 Parent average per event	2026-27 Attendance at Coffee with the Principal N/A Parent average per event
3.4	LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 93%	Spring 2025 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 91%	Spring 2026 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 86%	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 100%	Spring 2025 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	LCAP Family Survey My student feels respected, accepted and welcome at school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: 94%	Spring 2025 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: 93%	Spring 2026 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: 88%	Spring 2027 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: 100%	Spring 2025 LCAP Family Survey My student feels respected, accepted and welcome at school. Strongly Agree/Agree: -1%
3.6	LCAP Family Survey My culture, opinions, and input are valued at my student's school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 95%	Spring 2025 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 93%	Spring 2026 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 88%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%	Spring 2025 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: -2%
3.7	LCAP Family Survey My student feels safe at school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: 93%	Spring 2025 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: 91%	Spring 2026 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: 87%	Spring 2027 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: 100%	Spring 2025 LCAP Family Survey My student feels safe at school. Strongly Agree/Agree: -2%
3.8	LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey	Spring 2025 LCAP Family Survey I consistently receive information	Spring 2026 LCAP Family Survey I consistently receive information	Spring 2027 LCAP Family Survey I consistently receive information	Spring 2025 LCAP Family Survey I consistently receive information

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	I consistently receive information and updates from the school/district. Strongly Agree/Agree: 95%	and updates from the school/district. Strongly Agree/Agree: 93%	and updates from the school/district. Strongly Agree/Agree: 89%	and updates from the school/district. Strongly Agree/Agree: 100%	and updates from the school/district. Strongly Agree/Agree: -2%
3.9	LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making for parents. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 93%	Spring 2025 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 89%	Spring 2026 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 83%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%	Spring 2025 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: -4%
3.10	LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 94%	Spring 2025 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 92%	Spring 2026 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 89%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%	Spring 2025 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: -2%
3.11	LCAP Family Survey I understand my legal rights and can advocate	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate	Spring 2025 LCAP Family Survey I understand my legal rights and	Spring 2026 LCAP Family Survey I understand my legal rights and	Spring 2027 LCAP Family Survey I understand my legal rights and	Spring 2025 LCAP Family Survey I understand my legal rights and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for my student and all students. Responses are inclusive of parents of unduplicated pupils and parents of students with exceptional needs.	for my student and all students. Strongly Agree/Agree: 95%	can advocate for my student and all students. Strongly Agree/Agree: 93%	can advocate for my student and all students. Strongly Agree/Agree: 93%	can advocate for my student and all students. Strongly Agree/Agree: 100%	can advocate for my student and all students. Strongly Agree/Agree: -2%

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.

3.1 - Parent Engagement

Parent Workshops & Engagement Activities - Parent workshops and activities have been successfully implemented at all school sites, ensuring consistent access and engagement opportunities for families districtwide. School principals, parent community liaisons, and the Community Engagement Manager collaboratively support these efforts by coordinating events and ensuring alignment with site needs.

Parent Workshops Educational Supplies and Materials - Parent workshops and materials were implemented at the district level to ensure consistency, equity, and broad access for families across all school sites. These efforts were coordinated in collaboration with school administrators, parent community liaisons, and district leadership to align content with district priorities and site-specific needs.

The Monthly CVUSD Parent Workshops have proven to be highly effective in increasing parent engagement, strengthening school-to-home connections, and providing families with valuable educational resources and support. Participation has continued to increase each year, demonstrating growing parent interest and involvement in district-sponsored workshops. During the 2025–2026 school year, students were also incorporated as workshop presenters, providing them with opportunities to develop leadership, public speaking, and presentation skills while actively engaging with parents and community members. This collaborative approach has enhanced both family engagement and student empowerment throughout the district.

- Our goal was to provide valuable resources and knowledge to parents, helping them better support their children both academically and personally. We've been collecting feedback through surveys to help guide the planning of future workshops to ensure they meet the needs of our families.

Workshops were held monthly from November 2025 through May 2026: The following workshops were held at the District Office and were well-received and attended by our community:

- Setting Limits
- Managing Your Child's Meltdowns, Tantrums, and Aggression

- How Can I Pay for College?
- Suicide Awareness
- How to Support my Student to Further their Education
- Healthier Eating Habits
- A Day in the Life of an Elementary Student
- Free & Low Cost Summer Resources for Families

Community Resource Fairs - Supplies and Materials
The CVUSD Community Resource Fair held on Saturday, January 31, 2026, at Desert Mirage High School was highly successful, bringing together more than 35 community agencies to provide valuable resources and services to families. Students actively participated through performances and engagement in raffles, helping to create a welcoming and vibrant atmosphere. Parents also took part in raffles and had opportunities to connect directly with community partners. The event served as a meaningful opportunity to share essential resources and strengthen school–community connections across CVUSD.

3.2 - Communication to Educational Partners
This year the collaborations with community partnerships increased; more community partnerships were established and the efforts helped increase student and parent motivation. Over 11,000 students were served by the various partnerships: this year we included partnerships with the Walter Clark Organization, Angel Tree List through Hope Lutheran Church, Mountain View Country Club, St. John's Community Health, Desert Horse Park, and United Farm Workers (UFW).

Aeries Communication Platform - Parent Square - LCFF
All school sites and the district office are using Parent Square. A total of 99% of parents are contactable.
ParentSquare is used to send communications primarily via email, text, and app notifications to parents, guardians, and students. These notifications keep the recipients informed and encourage engagement with the school.

Translators (2) - LCFF
They provided English to Spanish and Spanish to English interpreting at CVUSD board meetings. They also supported our special education department, translating and interpreting for IEP meetings. They played a key role in ensuring that parents have equal access to district materials and information.

3.3 - Community Engagement
Other language supports (purepecha, other languages, etc) - LCFF - this action was fully implemented

Parent Community Outreach Manager (50%) - Title I, 50% LCFF S/C
The Community Engagement Manager provided comprehensive district-level leadership in the planning, coordination, and implementation of family and student engagement initiatives throughout CVUSD. She coordinated, hosted, planned, and purchased supplies for the CVUSD Parent Workshops, ensuring all events were fully supported and accessible to families.

She actively participated in leadership meetings and professional trainings, and also served in key administrative capacities, including taking meeting minutes, sending reminders, creating meeting flyers for the Native American Parent Advisory Committee (NAPAC), and posting

communications through ParentSquare to ensure consistent outreach and engagement.

In addition, she served as the district liaison for Operation School Bell, helping distribute clothing and essential items to over 2,200 students and coordinating the receipt and distribution of multiple community donations to school sites throughout the year. She also organized the Prom Dress Giveaway for its second year, providing over 300 prom dresses to students across the district, and organized and participated in district Backpack Giveaways, expanding access to essential school supplies for students in need, and established the CVUSD Student

Her role as liaison for the Do The Right Thing program supported districtwide student recognition, resulting in over 2,000 students being acknowledged for positive behavior, and she also coordinated the Do The Right Thing Student Scholarship, awarding 21 graduating seniors.

Community Liaisons (100% Title I) - Partially Implemented
-CVUSD budgeted for 22 Parent Community Liaisons to work a 5 hour day, plus benefits. At the time of the 2025-26 LCAP approval, negotiations for the change in the number of hours in the work day from 8 to 5 hours were ongoing. Subsequently, instead of 22 Parent Liaisons hired at 5 hours each, 3 parent liaisons were hired for 6 hour positions and were stationed at the district office, to support all sites.

The revised Parent Community Liaisons model was implemented with three district liaisons supporting multiple school sites. While the liaisons worked diligently to assist families, coordinate events, and respond to site needs, service delivery was not at the same level as in previous years due to the reduced staffing structure and expanded coverage areas.

Although the liaisons provided support to the best of their ability, parents and school sites experienced fewer in-person engagement opportunities overall. Many sites did not have the same frequency of parent workshops, Coffee with the Principal events, or consistent outreach activities as in prior years. In addition, the volume of LCAP parent surveys collected was lower than in previous cycles, impacting the level of parent feedback gathered across the district.
Overall, the liaisons remained committed and responsive, but the reduced capacity affected the depth and consistency of parent engagement services district-wide.

Classified Extra Services (Administrative Assistant, Parent Community Liaisons, Custodial Staff):
Overtime for parent workshops happening after contractual time: - Parent Liaisons to support parents - Custodian to help clean area after training - LCFF
Overall, the implementation of overtime and extra service hours to support parent workshops and other parent-related activities occurring outside of contractual work hours has been highly effective. This approach has allowed the district to ensure that parent engagement events—such as workshops, meetings, resource fairs, and community activities—are fully staffed and properly supported without placing additional strain on regular work schedules.

LCAP Infographic, Guide, Printing, Translation - LCFF
This action was not implemented

Postage - The postage budget was used to support overall parent engagement efforts by ensuring timely communication directly to families' homes. This included mailing reminder letters prompting parents to update and maintain accurate Parent Portal information, which is essential for attendance tracking, grades, and school notifications.

ThoughtExchange Online Platform - LCFF
This action was fully implemented. By using ThoughtExchange, the district is able to align its actions and services with the needs of students and families, ensuring that the support provided is both relevant and impactful.

We use this Survey Platform in several ways, most notably to get input and feedback on the LCAP and also to provide feedback on professional development sessions provided and advisory meetings' content and impact. We need our community's input to tell us what our students and families need, and also how the actions and services provided for students are supporting their success.

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.

3.1 - Parent Engagement
Parent Workshops & Engagement Activities - no material differences
Parent Workshops Educational Supplies and Materials - no material differences
Community Resource Fairs (2-3) Supplies and Materials - no material differences

3.2 - Communication to Educational Partners
There were material difference for action 3.2

3.3 - Community Engagement

- Parent Community Outreach Manager - no material differences

- 21 Parent Community Liaisons (100% Title I) - Funding was budgeted for 22 Parent Community Liaisons to work a 5 hour day, plus benefits. At the time of the 2025-26 LCAP approval, negotiations for the change in the number of hours in the work day from 8 hours to 5 hours per day was ongoing. Subsequently, instead of 22 Parent Liaisons hired at 5 hours each, 3 parent liaisons were hired for 6 hour positions and were stationed at the district office, to support all sites. Therefore, the actual expenditures were substantially less than the amount budgeted.

- LCAP Infographic, Guide, Printing, Translation - LCFF - Budget was not utilized.
- ThoughtExchange Online Platform - LCFF - no material differences

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

3.1 - Parent Engagement
The Metrics for measuring the effectiveness of actions 3.1, 3.2, and 3.3 are as follows: Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance
The metrics and indicators below are mixed in showing the effectiveness of the actions in Goal 3 in engaging parents and community members. Attendance at Parent workshops and school events has increased over the previous year, however the the Parent LCAP Survey results, have a lower favorability percentage year over year, with a favorability score in the high 80 percentile. Wea re seeing success in the continued decrease in the Chronic absenteeism rate, which correlates with more students regularly attending school.

- Improved outcomes on the Parent LCAP Survey:

Survey Question - 2023 Response - 2025 Response - Difference in percentage of agree/strongly agree responses
My student's teachers communicate their academic progress to their students and their families regularly. 93% (2023), 86% (2025), change = - 7%
My student feels respected, accepted and welcome at school. 94% (2023), 88% (2025), change = - 6%
My culture, opinions, and input are valued at my student's school. 95% (2023), 88% (2025), change = - 7%
My student feels safe at school. 93% (2023), 87% (2025), change = - 6%
I consistently receive information and updates from the school/district. 95% (2023), 89% (2025), change = - 6%
The school/district provides opportunities for parent involvement and to provide input for decision-making. 93% (2023), 83% (2025), change = - 10%
As a parent/guardian, I feel welcomed visiting my student's school. 94% (2023), 89% (2025), change = - 5%
I understand my legal rights and can advocate for my student and all students. 95% (2023), 93% (2025), change = - 2%

An increase in student attendance:
Chronic Absenteeism 42.5% (2023), 33.6%, (2025), change = - 8.9%

Parent Workshops & Engagement Activities, Supplies, and Materials
The district-level implementation of parent workshops and materials has proven effective in increasing family engagement and ensuring consistent messaging across all school sites. Each of these workshops typically saw between 50-75 attendees.Families report greater awareness of available resources and increased confidence in supporting their students' academic and social-emotional needs. This coordinated approach has also led to improved communication between schools and families, contributing to stronger student outcomes and a more supportive learning environment districtwide.

Parent Feedback: Feedback from parents has been overwhelmingly positive, with many expressing their appreciation for the workshops. Comments like, "Thank you for always putting together these informational workshops," and "Your workshops are never boring, and you always engage parents," highlight the impact these sessions have had in fostering greater parent involvement and enhancing their ability to support their children's success.

Community Resource Fair(s) - Supplies and Materials
The implemented community resource fair was effective in connecting families with essential services and supports. The event featured over 35 community agencies that provided information, resources, and direct assistance to attendees, resulting in increased awareness of available programs. Although the second planned fair was not implemented due to weather conditions in November, the successful fair demonstrated the value of these events in strengthening community partnerships and supporting family needs.

3.2 - Collaborations with other Community Partners
Through partnerships with organizations such as the Assistance League of Coachella Valley, St. John's Community Health, the UFW Foundation, local recreation districts, and other agencies, families gained direct access to services at school sites and district events. This increased participation at parent workshops, resource fairs, and school-based events, while also strengthening trust and communication between families and schools.

Overall, these partnerships enhanced service delivery, improved family engagement, and ensured that students and parents received more comprehensive, coordinated support across the community.

Aeries Communication Platform - Parent Square - LCFF
Parent Square is utilized districtwide as the primary tool for all school-to-home communication. As of January 2026, staff have used ParentSquare to send a total of 434,389 auto notices, 45,958 Direct Messages, 1,006 app alerts, and 2,856 posts. A total of 99% of parents are contactable, from which 83% of parents have chosen to receive notifications via email, 17% have opted to receive notifications through text messages, and 23% have downloaded the Parent Square app.

Zoom - LCFF
As of January 2026, there are 1,225 active Zoom users with an average satisfaction rate of 98%. Zoom has been used to host 581,134 meetings totaling to 4,429,211 minutes supporting 158,485 participants, and 44 webinars that provided 153,043 minutes of information to the community.

Virtual access to meetings and events increases engagement opportunities for students and families who may face barriers for in-person participation. Zoom supports equitable access to academic support sessions, parent meetings, and district communications that contribute to student success. The availability of virtual participation options increases flexibility for students and parents to engage with school and district activities. This expanded access has supported broader efforts to improve student attendance, academic performance, and graduation outcomes by reducing participation barriers.

Translators (2) - LCFF
In addition to providing English to Spanish and Spanish to English interpreting at CVUSD board meetings the translators also provided interpreting at our LCAP Advisory Meetings. Parents commented that they are appreciative that some LCAP meetings are presented entirely in Spanish, and when they are presented in English, there are multiple interpreters to assist.

3.3 Community Engagement
The Metrics for measuring the effectiveness of this action are as follows: Workshop surveys, LCAP surveys, and tracking all data in our district generated spreadsheet.

Other language supports (purepecha, other languages, translating and interpreting services at board meetings and advisory meetings, etc) - LCFF- these language supports have helped parents and community members, who are not fluent in English, engage in advisory committees, informational meetings, board meetings, etc.

Parent Community Outreach Manager (100%) - Title I
Parent Community Outreach Manager
The effectiveness of the Community Engagement Manager role is demonstrated through strengthened family engagement, expanded community partnerships, and increased access to resources for students and families across CVUSD. Through coordinated workshops, large-scale events, and targeted recognition programs, the role has directly supported higher levels of parent participation and student engagement.

The position has also improved district-wide communication and organization by centralizing planning efforts for parent workshops, advisory committees, and community events, ensuring consistency and accessibility across sites. Additionally, partnerships secured and maintained through this role have resulted in meaningful material support, including clothing, school supplies, scholarships, and recognition opportunities for students.

Overall, the Community Engagement Manager has played a key role in building stronger school-to-home connections, increasing student recognition, and ensuring that families have greater access to district resources and supports.

21 Parent Community Liaisons (50%) LCFF, 50% Title I
Instead of having 22 Parent Community Liaisons, the district implemented a model with three liaisons who serve multiple school sites to ensure all schools and families receive consistent support. These liaisons have a designated space at the district office to welcome parents and provide assistance in person or via Zoom. They support parents and principals by coordinating and assisting with resource fairs, parent workshops, and school-based parent meetings, while also providing families with access to valuable resources and information to support student success.

The implementation of three Parent Community Liaisons has been moderately effective in ensuring that all schools and families receive consistent support and access to resources. By serving multiple sites, assisting with parent workshops, meetings, and resource fairs, and providing guidance both in person and via Zoom, the liaisons have strengthened communication between parents and schools. Overall, the liaisons remained committed and responsive, but the reduced capacity affected the depth and consistency of parent engagement services district-wide.

Classified Extra Services (Administrative Assistant, Parent Community Liaisons, Custodial Staff):
Overtime for parent workshops happening after contractual time: - Parent Liaisons supported parents and provided childcare. Custodians helped clean the area after training - LCFF
Providing classified staff and other personnel with the opportunity to work extra service hours has created the necessary flexibility to host events in the evenings and other non-contractual times when parents are most available to attend. This has resulted in increased participation, smoother event operations, and stronger overall support for families.

LCAP Infographic, Guide, Printing, Translation - LCFF
The action was not implemented

ThoughtExchange Online Platform - LCFF
This online platform allowed the district to survey educational partners and collect insights on district plans, initiatives, and programs. It has been a critical tool for gauging the effectiveness of the LCAP, as well as gathering input on professional development sessions and advisory meetings.

During the 2025-26 school year, through April 24, 2026 - Thought Exchange had:
- 31 Engagements/Surveys
- 17,000 participants

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.

3.1 - Parent Engagement
- Parent Workshops Educational Supplies and Materials - no changes in 25-26 or for 2026-27
- Community Resource Fairs (2-3) Supplies and Materials - no changes in 25-26 or for 2026-27

3.2 - Communication to Educational Partners
- Moving forward, the department plans to expand the number of community partnerships while continuing to strengthen and retain existing collaborations that have proven successful. This approach will build on the strong foundation already established with current partners, ensuring that families continue to receive consistent access to trusted services and resources.

- At the same time, increasing new partnerships will allow the district to broaden the range of support available to students and families, including additional health services, academic enrichment opportunities, and basic needs assistance. The goal is to create a more comprehensive network of support that enhances parent engagement and directly supports student success across all school sites.

3.3 - Community Engagement
Parent Community Liaisons - 22 Parent Liaison positions will be partially funded (16.67%) for the 2026-27 school year with Title I funding. The remaining position costs will be funded with other funding sources. The program will transition from the current model of 3 district liaisons back to a full staffing model of 22 Parent Community Liaisons assigned across school sites. In addition, the start and end times for the position will be updated to reflect the revised duties and expanded site-based support structure. This change is intended to strengthen consistency of services and increase direct support for families at all school sites. In 26-27, only 1 of the 6 hour workday for Parent Liaisons will be funded with Title I. This represents a decrease in budget from $1,513,340 in the 25-26 LCAP to $357,046 in the 26-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	Parent Workshops & Engagement Activities Parent Workshops Educational Supplies and Materials Community Resource Fairs (2-3) Supplies and Materials Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement, promote collaboration between	$120,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schools and families and maximize the impact of services in addressing family support needs.		
3.2	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2)	Communication and Collaboration with community partners and the provision of materials and supplies for these collaborations, along with outreach and advertising materials, high-tech mailing, interpreter/ translator salaries, and other language supports, significantly increase and support services for Foster Youth, English Learners, and low-income students. These efforts address their needs by fostering stronger connections and partnerships between schools and communities, enhancing access to resources and information, and ensuring effective communication for families with diverse linguistic backgrounds. Although designed primarily to support the needs of EL, FY, and SED student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of communication with educational partners. Communication Expenditures Include: • Collaborations with Community Partners, Supplies and Materials • AERIES Communication Platform • Zoom - Platform for Virtual Meetings • Outreach and Advertising Materials • Translator Salaries (2) - Translators translate district documents such as IEP's, LCAP, Human Resources documents, legal notices and flyers. In addition they are qualified to interpret for district meetings such as board meetings, etc.	$444,031.00	Yes
3.3	Community Engagement Staff supported with LCFF S/C funds in this action include:	Community Engagement Personnel significantly increases and supports services for foster youth, English Learners, and low-income students. These roles play critical parts in addressing their needs by coordinating outreach efforts, facilitating communication between schools and families, providing targeted support services, and ensuring smooth logistical operations. Although designed primarily to support the needs of EL, FY, and SED	$747,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
	• Community Engagement Manager • Parent Community Liaisons (22)	student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of communication with educational partners. We will continue to measure progress continuing with workshop surveys, LCAP surveys, and inputting all data in our district generated spreadsheet. The district generated spreadsheet includes attendance records with parent and staff information, workshop titles, and dates. Community Engagement Personnel and Expenditures include: • Community Engagement Manager • Parent Community Liaisons (22) • Classified Extra Services (Administrative Assistant, Parent Community Liaisons, Custodial Staff) • Other Language Supports • LCAP Infographic Guide • Thought Exchange Online Platform		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide professional learning to build the capacity of all staff to enhance learning.	Broad 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.

Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student academic growth. Studies show MTSS creates a common language between teachers, families and administrators for the benefit of student success.

Goal 4 was developed based on our 2026 LCAP Staff Survey which identified the needs for in-depth professional development on educational concepts, such as training on supporting the learning needs and challenges of students (51% of certificated staff would like more training in this area), and managing student behaviors (40% of certificated staff would like more training in this area).
Other areas of Professional Development that staff would like to participate in include:

For Certificated Staff:
Academic Standards and Instructional Materials (28% of staff would like more training in this area.)
Technology - (38% of staff would like more training in this area.)
Teaching Strategies - (30% of staff would like more training in this area.)
Other - (17% of staff would like more training in this area.)

Other Areas of Interest included:
Multilingual Learners & Language Development
Special Education, Inclusion & Student Support
Instructional Practices & Student Engagement

Assessment, Data, & Educational Technology

For Classified Staff:
Areas of Professional Development that Classified staff would like to participate in include:

- Special Education, Inclusion & Student Behavior - Supporting students with special needs
- Instruction, Curriculum & Academic Interventions
- Student Well-Being & Social-Emotional Support - conflict resolution, bullying, de-escalation techniques (behavior management)
- Job-Specific Skills, Systems & Professional Growth
- Communication, Customer Service & Workplace Culture
- Safety, Technology & Operations

In addition to ongoing professional development to support first-best instruction and the instructional framework, CVUSD will be implementing comprehensive professional development for ELD Instruction, and Behavior Management in 2026-27. The professional development will begin with an all staff PD day at the beginning of the school year (August) and follow up training and coaching throughout the school year. By providing Professional Learning opportunities to teachers and staff, educators will be equipped with strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. With these professional development opportunities for educators and staff, all students will develop a deeper understanding of literacy and numeracy concepts, which leads to improved foundational and problem-solving skills, and increased engagement.

Studies have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes when training is content-focused; incorporates active learning utilizing adult learning theory; supports collaboration; uses modeling of effective practice; provides coaching and expert support; offers opportunities for feedback and reflection.
Implementation of Multi-Tiered System of Support - Professional Learning - Contracts

By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Additionally, by offering ongoing learning opportunities for all district staff members, employees will gain the skills and knowledge necessary to support students across our district.

Through contracting with professional learning organizations, we will be able to provide systemic growth within our educators and staff. Professional learning helps educators and staff address and analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students’ needs.

Implementation of Multi-Tiered System of Support - Professional Learning - Conferences

With the skills and knowledge to support teachers and classroom personnel, our educators will be able to systematically support students' academic success focused on literacy and numeracy concepts, which lead to improved foundational and problem-solving skills, and

increased engagement.

Attending educational conferences can contribute significantly to educators' professional development. Workshops, seminars, and interactive sessions provide opportunities to enhance the teaching skills and incorporate new pedagogical techniques, and gain insights to maintain an effective classroom management. This translates to improved teaching practices and better learning outcomes for students.

Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

By providing substitute coverage for Professional Learning opportunities within the work day, we will equip teachers and staff with training they need to implement the strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. Through this training, teachers will be able to help all students develop a deeper understanding of literacy and numeracy concepts, lead to improved foundational and problem-solving skills, and increase engagement.

By providing substitute coverage for Professional Learning opportunities within the work day, we will equip teachers and staff with training they need to implement the strategies for a Multi-Tiered System of Support with Tier 1 Best First Instruction. Through this training, teachers will be able to help all students develop a deeper understanding of literacy and numeracy concepts, lead to improved foundational and problem-solving skills, and increase engagement.

Induction/BTSA Coaches (3) will:

- Provide ongoing, job-embedded coaching and mentoring to new teachers to improve instructional effectiveness and classroom practice.
- Support implementation of the district's instructional framework, including explicit instruction, gradual release of responsibility, differentiated instruction, and formative assessment practices.
- Assist new teachers in analyzing student achievement data to identify unfinished learning and plan targeted instruction and interventions.
- Facilitate professional growth through observation, feedback, reflection, and individualized goal setting aligned to the California Standards for the Teaching Profession.
- Increase teacher retention by providing comprehensive support during the critical first years of teaching.

Learning Recovery Emergency Block Grant (LREBG) Funding:
Action 4.2
$107,390 in Learning Recovery Emergency Block Grant funds will be used to provide professional development and coaching for school and department staff on evidence-based instructional practices, intervention strategies, and social-emotional supports designed to accelerate learning recovery. These trainings will build staff capacity to address learning loss, close achievement gaps, and support the academic and social-emotional well-being of students impacted by interrupted learning. Professional development activities will prioritize strategies that improve outcomes for students in greatest need, including unduplicated pupil groups such as English learners, foster youth, and low-income students.

The professional development is an allowable use of Learning Recovery Emergency Block Grant (LREBG) funds because it will:

- Support academic learning recovery and close learning gaps for students affected by interrupted learning.

- Help staff address student social-emotional well-being, trauma, mental health, or other barriers to learning.
- Provide coaching or training related to evidence-based learning supports and interventions.
- Provide professional development and coaching related to the 2023 Mathematics Framework or the English Language Arts/English Language Development Framework

Metrics:
CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post - professional development, and post-workshop/training staff surveys.

Action 4.5
The Learning Recovery Emergency Block Grant (LREBG) will fund 1 of 3 Induction/BTSA Coaches, in the amount of $213,990.
The Induction/BTSA Coach directly supports learning recovery by accelerating the development of new teachers' instructional expertise, ensuring that students receive high-quality Tier 1 instruction and targeted support to address learning gaps. Through coaching, data analysis, and professional learning, the position increases the district's capacity to provide effective instruction that improves student outcomes in literacy, mathematics, and other core academic areas.

Using LREBG funds to support an Induction/BTSA Coach is an allowable use of funds per Ed Code Section 32526(c)(2)(A-F), under Allowable Use of LREBG funds - B - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
vi. Providing professional development and coaching on either or both of the following:
I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Research from the Learning Policy Institute and the Institute of Education Sciences has found that:
- Comprehensive induction and mentoring programs improve teacher effectiveness.
- New teachers who receive coaching demonstrate stronger instructional practices than those who do not receive support.
- Students taught by teachers participating in high-quality induction programs achieve higher academic outcomes.
- Induction programs significantly improve teacher retention, reducing turnover and ensuring greater instructional continuity for students.

Metrics:
The effectiveness of the Induction/BTSA Coach will be measured by the number of teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

Based on the Learning Recovery Emergency Block Grant (LREBG) Needs Assessment - the following areas of need were identified.
Schools In Greatest Need of Learning Recovery Supports in ELA & MATH:

ELA
The following schools were identified as having a very Low performance level on the ELA Indicator, on the 2025 CA School Dashboard :

- La Familia High School
- Oasis Elementary
- Sea View Elementary
- Toro Canyon Middle School
- West Shores High School

All other schools have a "Low" Performance level in ELA.

MATH
The following schools were identified as having a Very Low performance level on the MATH Indicator, on the 2025 CA School Dashboard :

- Bobby Duke
- Coachella Valley High School
- Desert MIrage High School
- La Familia High School
- Oasis Elementary
- Sea View Elementary
- Toro Canyon Middle School
- West Shores High School

Schools with a "Low" Status Level in Math - (all other schools except for Peter Pendleton and Westside Elementary)

- Cahuilla Desert Academy
- Cesar Chavez
- Coral Mountain Academy
- John Kelley
- Las Palmitas
- Mecca
- Mountain Vista
- Palm View
- Saul Martinez
- Valle Del Sol
- Valley View

Student Groups In Greatest Need of Learning Recovery Supports for ELA:
ELA
Student Groups with Very Low Status Level:

- Long Term English Learners
- Homeless
- African American

- American Indian
- Two or More Races

Student Groups with Low Status Level:
- All Students
- English Learners
- Foster Youth
- Students With Disabilities
- White

MATH
Student Groups with Very Low Status Level:
- Long Term English Learners
- English Learners
- Foster Youth
- Students With Disabilities
- Homeless
- African American
- American Indian
- Two or More Races

Student Groups with Low Status Level:
- All Students
- White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	August - Summer PD - participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants.	No Baseline Data is available as this is a new Goal in 2024-25	Of the participants who attended the August - Summer PD - 249 Secondary teachers and 387 Elementary teachers attended the August PD.	August and/or Summer PD was not held in the 25-26 school year.	Number and Participation Rate of teachers who attended professional development in 2026-27: 70%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	August - (Summer) PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.	No Baseline Data is available as this is a new Goal in 2024-25	Was your trainer/presenter knowledgeable about the topic presented? The average response was 3.8 out of 4. Did the trainer/presenter communicate effectively? 100% of participants responded "yes" Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4. How likely would you be implementing what you learned today? The average response was 3.8 out of 4.	August and/or Summer PD was not held in the 25-26 school year.	% of participants who rated August PD as positive, relevant and impactful to their teaching: 80%	N/A
4.3	Post - August PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement.	No Baseline Data is available as this is a new Goal in 2024-25	99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria. 90% of	August and/or Summer PD was not held in the 25-26 school year.	After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices /	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the staff has been trained on Gradual Release.		strategies and student engagement is noted: 70%	
4.4	Post - August PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development.	No Baseline Data is available as this is a new Goal in 2024-25	At end of year 2024, 25% of students ended in Tier 1 on the iReady diagnostic in Reading.	August and/or Summer PD was not held in the 25-26 school year.	Growth in performance on iReady, IXL, Diagnostic Assessments	N/A
4.5	October PD - participation rates to measure the percentage of teachers/classified staff who attend the professional development sessions compared to the total number of eligible participants.	No Baseline Data is available as this is a new Goal in 2024-25	Of the participants who attended the October PD Day - 85 participants completed the post-training survey.	The October PD did not take place in 2025. The Oct. PD was moved to the 2 days before the start of school.	Number and Participation Rate of teachers who attended professional development in 2026-27: 95%	N/A
4.6	October PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.	No Baseline Data is available as this is a new Goal in 2024-25	Was your trainer/presenter knowledgeable about the topic presented? 100% of participants responded with a 4, on a scale of 1-4. Did the trainer/presenter communicate effectively? 100%	The October PD did not take place in 2025. The Oct. PD was moved to the 2 days before the start of school.	% of participants who rated October PD as positive, relevant and impactful to their teaching: 80%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of participants responded "yes" Overall, how satisfied were you with the professional development you received? The average response was 3.7 out of 4. How likely would you be implementing what you learned today? The average response was 3.8 out of 4.			
4.7	Post - October PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement.	No Baseline Data is available as this is a new Goal in 2024-25	99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria. 90% of the staff has been trained on Gradual Release. 923 recorded elementary classroom walkthroughs. 864 secondary classroom walkthroughs recorded.	The October PD did not take place in 2025. The Oct. PD was moved to the 2 days before the start of school.	After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted: 70%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Post - October PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development.	No Baseline Data is available as this is a new Goal in 2024-25	9% of students grew on iReady diagnostic from Beginning of the Year (13%) to Mid -Year (22%) 2025 in Tier 1 Reading.	The October PD did not take place in 2025. The Oct. PD was moved to the 2 days before the start of school.	Growth in performance on iReady, IXL, Diagnostic Assessments	N/A
4.9	March PD - participation rates to measure the percentage of teachers/classified staff who attend the professional develop sessions compared to the total number of eligible participants.	No Baseline Data is available as this is a new Goal in 2024-25	At the end of the March 2025 PD on Gradual Release, we had 90% of staff attend the training. Make-up trainings for those who missed are required by the end of the year.	The March PD will not take place in 2026. The March. PD was moved to the 2 days before the start of school.	Number and Participation Rate of teachers who attended professional development in 2026-27: 95%	N/A
4.10	March PD - Feedback Surveys immediately after the professional development to assess satisfaction, relevance, and perceived impact.	No Baseline Data is available as this is a new Goal in 2024-25	Was your trainer/presenter knowledgeable about the topic presented? The average response was 3.8 out of 4. Did the trainer/presenter communicate effectively? 100% of participants responded "yes" Overall, how satisfied were you with the	The March PD will not take place in 2026. The March. PD was moved to the 2 days before the start of school.	% of participants who rated March PD as positive, relevant and impactful to their teaching: 80%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional development you received? The average response was 3.7 out of 4. How likely would you be implementing what you learned today? The average response was 3.8 out of 4.			
4.11	Post - March PD - observations/ walkthroughs to assess changes in practices/ strategies and student engagement.	No Baseline Data is available as this is a new Goal in 2024-25	99.75% of CVUSD Classrooms have evidence of Learning Intentions and Success Criteria with over 4,000 observation/walkthroughs having been recorded by March.	The March PD will not take place in 2026. The March. PD was moved to the 2 days before the start of school.	After Walkthroughs and/or observations - the % of classrooms where evidence of PD practices / strategies and student engagement is noted with an average of 70%	N/A
4.12	Post - March PD - Student Achievement Data to determine if there are any observable improvements following the implementation of strategies learned during the professional development.	No Baseline Data is available as this is a new Goal in 2024-25	7% of students grew on iReady diagnostic from Mid-Year (22%) to End of Year (29%) 2025 in Tier 1 Reading.	The March PD will not take place in 2026. The March. PD was moved to the 2 days before the start of school.	Growth in performance on iReady, IXL, Diagnostic Assessments	N/A
4.13	LCAP Survey - Certificated Staff Question:	Spring 2024 LCAP Survey - responses from Certificated Staff:	Spring 2025 LCAP Survey - Certificated Staff:	Spring 2026 LCAP Survey - responses from Certificated Staff:	Spring 2027 LCAP Survey - responses from Certificated Staff:	Spring 2026 LCAP Survey - Certificated Staff:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	I am provided the training and resources needed to do my job.	I am provided the training and resources needed to do my job. 80% agree/strongly agree	I am provided the training and resources needed to do my job. Agree/strongly agree: 74%	I am provided the training and resources needed to do my job. 73% agree/strongly agree	I am provided the training and resources needed to do my job. 90% agree/strongly agree	I am provided the training and resources needed to do my job. Agree/strongly agree: -7%
4.14	LCAP Survey - Certificated Staff Question: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job.	Spring 2024 LCAP Survey - responses from Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. 77% agree/strongly agree	Spring 2025 LCAP Survey - Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. Agree/strongly agree: 74%	Spring 2026 LCAP Survey - Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. Agree/strongly agree: 72%	Spring 2027 LCAP Survey - responses from Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. 87% agree/strongly agree	Spring 2026 LCAP Survey - Certificated Staff: The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. Agree/strongly agree: -5%
4.15	LCAP Survey - Certificated Staff Question: The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.	Spring 2024 LCAP Survey - responses from Certificated Staff: The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job.	Spring 2025 LCAP Survey - Certificated Staff: The professional learning offered by our DISTRICT is effective in enhancing my skills and	Spring 2026 LCAP Survey - Certificated Staff: The professional learning offered by our DISTRICT is effective in enhancing my skills and	Spring 2027 LCAP Survey - responses from Certificated Staff: The professional learning offered by our DISTRICT is effective in enhancing my	Spring 2026 LCAP Survey - Certificated Staff: The professional learning offered by our DISTRICT is effective in enhancing my skills and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		67% agree/strongly agree	knowledge for better performance in my job. Agree/strongly agree: 61%	knowledge for better performance in my job. Agree/strongly agree: 57%	skills and knowledge for better performance in my job. 80% agree/strongly agree	knowledge for better performance in my job. Agree/strongly agree: -10%
4.16	LCAP Survey - Classified Staff Question: I feel all professional development is relevant to my profession.	Spring 2024 LCAP Survey - responses from Classified Staff: I feel all professional development is relevant to my profession. 75% agree/strongly agree	Spring 2025 LCAP Survey - Classified Staff: I feel all professional development is relevant to my profession. Agree/strongly agree: 65%	Spring 2026 LCAP Survey - Classified Staff: I feel all professional development is relevant to my profession. Agree/strongly agree: 64%	Spring 2027 LCAP Survey - responses from Classified Staff: I feel all professional development is relevant to my profession. 85% agree/strongly agree	Spring 2026 LCAP Survey - Classified Staff: I feel all professional development is relevant to my profession. Agree/strongly agree: -11%
4.17	LCAP Survey - Classified Staff Question: Employees are aware of training opportunities and how it relates to employee success.	Spring 2024 LCAP Survey - responses from Classified Staff: Employees are aware of training opportunities and how it relates to employee success. 74% agree/strongly agree	Spring 2025 LCAP Survey - Classified Staff: Employees are aware of training opportunities and how it relates to employee success. Agree/strongly agree: 69%	Spring 2026 LCAP Survey - Classified Staff: Employees are aware of training opportunities and how it relates to employee success. Agree/strongly agree: 69%	Spring 2027 LCAP Survey - responses from Classified Staff: Employees are aware of training opportunities and how it relates to employee success. 85% agree/strongly agree	Spring 2026 LCAP Survey - Classified Staff: Employees are aware of training opportunities and how it relates to employee success. Agree/strongly agree: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.18	LCAP Survey - Classified Staff Question: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job.	Spring 2024 LCAP Survey - responses from Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 74% agree/strongly agree	Spring 2025 LCAP Survey - Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. Agree/strongly agree: 62%	Spring 2026 LCAP Survey - Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. Agree/strongly agree: 64%	Spring 2027 LCAP Survey - responses from Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 85% agree/strongly agree	Spring 2026 LCAP Survey - Classified Staff: The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. Agree/strongly agree: -10%

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.

4.1 - Transformational Model Training (Ex Services) - Title IV - this was not implemented during the 2025-26 school year, however a refresh/training will be implemented in 2026-27, along with professional development in conflict management and de-escalation of student behaviors for classified and certificated staff.

LETRS for Cohort 4,5 (Ex Services) - Title I
During the 2025–26 school year, LETRS Training was implemented with 60 educators to support student learning through targeted reading and writing instruction using the Science of Reading.

40 teachers completed Year 2; while 20 more teachers completed Year 1.

Classified Employee Trainings - School Year (Oct/Mar)
Classified Employee Training Support for non instructional positions - Diverse trainings were provided twice monthly on Wednesdays to support staff capacity, compliance, and best practices across the district.

Classified Employee Training Support for non instructional positions - this was not implemented in 2025-26. In 26-27 professional development in conflict management and de-escalation of student behaviors will be offered for classified staff.

District Leadership Academy: for 25-26 - Gary Soto training, 160 teachers, instructional coaches, and district and site administrators were trained on the Coachella Valley Unified School District Instructional Framework with five essential components: strategies for effective and consistent implementation; building collective efficacy; empowering teams to have shared ownership for student outcomes; building courageous leaders to provide explicit feedback; providing effective systems of intervention; and elevating instructional impact with systematic explicit lessons for student achievement. Each of our three cohorts have completed 3 full days of training.

Dual Language: - Provide training to teachers, sub coverage - Overall, the planned professional development was implemented as intended. Dual Language teachers in grades K, 2, 3, 4, 5, 6, 7, 8 and 9th participated in training sessions with substitute coverage as needed. The training focused on The Bridge (cross-linguistic strategies), Designated ELD, and Bi-literacy Pathway Requirements and student data use, with about 90 teachers participating. Implementation followed the plan with no major changes. A challenge was coordinating substitute coverage across all sites. Classroom visits were also conducted to observe the use of strategies and support implementation in both languages.

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contract
Family Engagement Symposium -
The Community Engagement Manager attends these meetings and ensures that all relevant materials and strategies are shared with Parent Community Liaisons to further support their work in fostering family-school partnerships.

Gary Soto Contract - 160 teachers, instructional coaches, and district and site administrators were trained on the Coachella Valley Unified School District Instructional Framework with five essential components: strategies for effective and consistent implementation; building collective efficacy; empowering teams to have shared ownership for student outcomes; building courageous leaders to provide explicit feedback; providing effective systems of intervention; and elevating instructional impact with systematic explicit lessons for student achievement. Each of our three cohorts have completed 3 full days of training.

- LETRS (Language Essentials for Teachers of Reading and Spelling) Cohort 5 (contract): During the 2025–26 school year, LETRS Training was implemented with 60 educators to support student learning through targeted reading and writing instruction using the Science of Reading. 40 teachers completed Year 2; while 20 more teachers completed Year 1.

- AERIES Professional Development - Ed Effectiveness - Aeries professional development was provided through a contract to support counselor training in academic planning, master scheduling, and query development. Trainings were designed based on counselor survey feedback identifying a need for improved data access and query skills. The plan includes three in-person training days and one 3-hour virtual session, with scheduling aligned toward the end of the year. Implementation supports improved use of student information systems and data accuracy.

Thinking Maps - training in Thinking Maps was not implemented in 2025-26. In 26-27 CVUSD will continue to focus on the Instructional Framework and the phases of the gradual release instructional model.

UCI Math (Contract) - To support the preparation of CVUSD teachers and Instructional Coaches to understand and successfully implement research from the 2023 California Mathematics Framework, the UCI Math Project partnered with the district to provide Professional Development. This professional development supported teachers and coaches in understanding the vertical progression of major math topics at each grade level. Standards were analyzed, and teachers and coaches engaged in hands-on, conceptual lessons to deepen their math content knowledge in order to better support classroom instruction. Significant time was devoted to modeling, discussing, and analyzing research-based pedagogy.

Title I Compliance Professional Development - Title I - This action was not implemented in 2025-26.

Transformational: Restorative Justice training (contract) - This action was not implemented in 2025-26. A refresh/training will be implemented in 2026-27, along with professional development in conflict management and de-escalation of student behaviors for classified and certificated staff.

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences

- EL staff support professional development including Riverside County professional development such as NISO, and statewide collaborations

During the current school year, the planned action to provide EL staff support professional development, including participation in RCOE, NISO, and statewide collaboration opportunities, was partially implemented. While some professional development opportunities and collaborative trainings were accessed, participation was not fully implemented at the level originally planned across all sites and staff. In 2026-27 CVUSD will contract with two providers, RCOE and Wisconsin Center for Education Products and Services (WCEPS), to provide comprehensive professional development in EL Strategies and supports.

- External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches - The planned action to provide external professional development on English Learner (EL) strategies for certificated staff, classified staff, and administrators has not yet been implemented, as the training is scheduled to occur during the summer of the 2026–2027 school year.

- Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) - this action was partially implemented as the Director and Coordinator of State & Federal Accountability (SFA) did attend NISO and LCAP Workshops at Riverside County Office of Education (RCOE) throughout the year, they did not attend the CAASFEP or All Titles Conference due to budget constraints.

- Migrant Department conferences and professional development - this action was not implemented in 2025-26, due to the late notice of status of Migrant funding. This action is included in the 2026-27 LCAP and will be implemented in the 2026-27 school year.

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

- Subs for LETRS Professional Development - implemented
- Subs for Transformational Model - not implemented
- Subs for Dual Language Professional Development - implemented

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries

- In 2025-26 there were 4 budgeted Induction teachers. Each teacher was at max or almost max caseload. The induction coaches provided 1:1 support to mentees, guidance on the completion of the clear credential program, and Saturday workshops on topics selected by their candidates. Additionally, four teachers were supported as part of the Peer Assistance and Review process. The coaches provided 1:1 coaching once a week and supported their professional growth that was identified as “needing improvement” during the evaluation process.

MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for the 2025-26 school year. 18 candidates (including year 1 and year 2) were enrolled in the RCOE Induction Program.

Additionally the following numbers of teachers were served by the Induction Coaches:
- 17 Interns
- 4 PAR Teachers
- 0 Long-Term Subs

Induction Support to attend Calif Teachers; Assoc, AVID Center and any other PD required
- Implemented - The Induction program provided by RCOE for year 1 and year 2 teachers to clear their credentials. Approximately 8 teachers attended the Good Teaching Conference in 2025-26. PAR and Induction teachers, along with their coaches, attended the conference.

Induction Support (mileage, etc.)
- Implemented: 4 Induction coaches supported multiple teachers across the district and were reimbursed for mileage. Coaches are paired with candidates based on strengths and specializations, and additionally the coaches schedules are aligned to the candidates non-instructional time, which maximizes the amount of time they are able to work with candidates, but may increase mileage costs.

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.

4.1 - Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
- Transformational Model Training (Ex Services) - Title IV - not implemented, Title IV funding was not used
- LETRS for Cohort 4, 5 (Ex Services) - Title I - no material differences
- Classified Employee Training Support for non instructional positions - Classified PD Grant - not implemented, no expenditures

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contract
- Family Engagement Symposium - LCFF - Partially implemented, no expenditures were submitted.
- Thinking Maps - this contract was budgeted in the 25-26 LCAP, but it was not executed and no funds were expended.
- Title I Compliance Professional Development - Title I - This action was minimally implemented, resulting in a material difference
- Restorative Practices training including Restorative Justice - LCFF - this action was not implemented and the LCFF S/C funds were not expended

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences

- EL Staff Support Professional Development - this action was not implemented and funding was not utilized
- Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) - this was partially implemented. The Annual CAASFEP conference was attended, but not the “All Titles” Conference.
- External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches - this was not implemented

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes
Subs for Transformational Model - not implemented, no budgeted funds were expended

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries

- No material differences

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

The Metrics for measuring the effectiveness of actions 4.1, 4.2, 4.3, and 4.4 are as follows: CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

- Based on the CAASPP ELA results, the 2023 data shows that 26.12% of all students met or exceeded the standard, compared to 30.08% in 2025, an increase of 3.96%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP ELA from 2023 to 2025, except for Foster Youth with a -0.29% decline and Homeless students with a decline of -16.66% decline.
- Based on the CAASPP Math results, the 2023 data shows that 13.89% of all students met or exceeded the standard, compared to 20.10% in 2025, an increase of 6.21%. All student groups increased the percentage of students who met or exceeded the standard on the CAASPP Math from 2023 to 2025, with a -0.26% decline, Homeless students with a decline of -1.22% decline and White students with a -4.91% decline.
- The Graduation rate for all students increased from 78.6% in 2023 to 89.8% in 2025, an increase of 11.2%.
- Dashboard Data shows an increase in the ELPI Indicator (which measures the percentage of English Learners making progress in acquiring the English Language) from 46% in 2023 to 48.1% in 2025, an increase of 2.1%.
- Chronic Absenteeism for "ALL" students decreased from 42.5% in 2023 to 33.6% in 2025, a decline of 8.9%.
- The Suspension rate for "ALL" students decreased from 3.9% in 2023 to 3.3% in 2025, a decline of 0.6%.

The increase in performance levels on these Dashboard Indicators, indicates that the actions in Goal 4 that support Professional Development, are effective in increasing student academic performance, lowering the Chronic Absenteeism and Suspension rates , and

decreasing Chronic Absenteeism across the district.

LCAP Survey - responses from Certificated Staff: 2024 2026 Difference

- I am provided the training and resources needed to do my job. 80% 73% - 7%
- The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job. 77% 72% - 5%
- The professional learning offered by our DISTRICT is effective in enhancing my skills and knowledge for better performance in my job. 67% 57% -10%

LCAP Survey - responses from Classified Staff:

- Employees are aware of training opportunities and how it relates to employee success. 74% 70% - 4%
- The professional learning offered by our site or dept is effective in enhancing my skills and knowledge for better performance in my job. 74% 64% -10%

4.1 - Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services
Summer Training - August 2024

- LETRS for Cohort 4, 5 (Ex Services) - Title I

64 teachers and instructional coaches are being trained on the Language Essentials for Teachers of Reading and Spelling (LETRS) in the science of reading with five essential components of reading: phonics, phonemic awareness, vocabulary, reading comprehension, and fluency. The LETRS training also focuses on the skills of teaching writing, spelling, and oral language.

Out of 4 units for our year two participants (44), 66 units have been completed and received certificates of completion. Upon completion of each unit, participants receive extra service compensation for their time spent on the training outside their work day. For our year one participants (20), 0 units have been completed due to the late start of training.

For Fall 2025 i-Ready Reading Levels, the percentage of students scoring at or above grade level increased 1% compared to Fall 2024. Winter 2026 i-Ready administration will take place in January, which will provide growth comparison data. For ELPAC, students in level 3 and 4 increased 8% on ELPAC in 24-25 from 23-24 school year. Based upon CAASPP 2025 English Language Arts, students showed a 4 point increase above 2024.

Classified Employee Training Support for non instructional positions - Classified PD Grant
Trainings provided a concise review of behavior management and academic support strategies for students with disabilities, with an emphasis on supporting students with autism spectrum disorder. Paraprofessionals and support staff strengthened their understanding of foundational behavior principles and evidence-based interventions to effectively support instruction and manage student behavior. On the 2025 CA School Dashboard, our SWD student group had a 1% decline in suspensions with a rate of 4.4% (GREEN).

District Leadership Academy - Gary D. Soto training
After two sessions for two of the three cohorts, 120 surveys have captured data on several components. Staff members have reported feeling that the strongest practices at sites are on advanced teacher influence, goal consensus, and knowledge of one another's work, while best

instructional practices include lesson structure, teacher clarity, and data chats. Additionally, attendees acknowledge the Instructional Framework guides instructional practices to improve student outcomes for their sites and our district. Feedback is given as clear, actionable, and helps clarify and strengthen instructional practices for student mastery.

For Fall 2025 i-Ready Reading Levels, the percentage of students scoring at or above grade level increased 1% compared to Fall 2024. Winter 2026 i-Ready administration will take place in January, which will provide growth comparison data. For ELPAC, students in level 3 and 4 increased 8% on ELPAC in 24-25 from 23-24 school year. Based upon CAASPP 2025 English Language Arts, students showed a 4 point increase from 2024. Based upon CAASPP 2025 Mathematics, students showed an 8.1 points increase from 2024.

Dual Language: - Provide training to teachers, sub coverage - LCFF

- Overall, the professional development was implemented as planned. Teachers participated in training focused on improving instructional strategies and supporting language development in both Spanish and English. Classroom visits were conducted to observe implementation and ensure students are using both languages. Implementation matched the plan with no major changes. A success was strong teacher participation. Challenges included coordinating substitute coverage and scheduling visits across sites. Participation and feedback are used to monitor impact on instruction and biliteracy progress.

4.2 - Implementation of Multi-Tiered System of Support - Professional Learning -Contract
Family Engagement Symposium - LCFF - Partially Implemented

- All resources shared were shared with Parent Community Liaisons

Gary D. Soto Contract - Ed Effectiveness
With five District Leadership Academies, five Principal Cohort Leadership Coaching sessions, two Instructional Coaches trainings, and 22 initial Principal Coaching One-on-One sessions, participants have expressed a high level of commitment for our district wide focus on the Instructional Framework and Feedback practices of administrators.

Staff members have reported feeling that the strongest practices at sites are on advanced teacher influence, goal consensus, and knowledge of one another's work, while best instructional practices include lesson structure, teacher clarity, and data chats. Additionally, attendees acknowledge the Instructional Framework guides instructional practices to improve student outcomes for their sites and our district. Feedback is given as clear, actionable, and helps clarify and strengthen instructional practices for student mastery.

For Fall 2025 i-Ready Reading Levels, the percentage of students scoring at or above grade level increased 1% compared to Fall 2024. Winter 2026 i-Ready administration will take place in January, which will provide growth comparison data. For ELPAC, students in level 3 and 4 increased 8% on ELPAC in 24-25 from 23-24 school year. Based upon CAASPP 2025 English Language Arts, students showed a 4 point increase from 2024. Based upon CAASPP 2025 Mathematics, students showed an 8.1 points increase from 2024.

LETRS for Cohort 5 - Contract -
To date, this action has been effective in supporting progress toward improving student achievement and growth in reading and writing. LETRS Training provided teachers and coaches with the understanding of the science of reading, while aligned to the CVUSD Instructional Framework. Fall-to-Winter data shows improvement in reading, with the percentage of students at or above grade level increasing from 14% to 24% in reading. The percentage of students performing three or more grade levels below also decreased from 41% to 34% in reading.

These results show progress and reinforce the importance of maintaining the future trainings using the LETRS program as part of the district's science of reading training to support our students in reading instruction and access to grade level reading materials.

UCI Math - For Fall 2025 i-Ready Math Levels, the percentage of students scoring at or above grade level increased 1% compared to Fall 2024. Winter 2026 i-Ready administration will take place in January, which will provide growth comparison data. Based upon CAASPP 2025 Mathematics, students showed an 8.1 points increase above 2024.

- Aeries Professional Development - Professional development is improving counselor capacity in academic planning, master scheduling, and data management within Aeries. Training in queries is enhancing the ability to access and clean student data for more accurate reporting. Counselors are better equipped to support student needs through improved system use. Continued training is expected to further strengthen effectiveness.

Title I Compliance Professional Development - Title I - not implemented
Restorative Practices training including Restorative Justice - not implemented

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences
Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) - the Director and Coordinator of State and Federal Accountability did not attend the CAASFEP or All Titles conference during the 2025-26 school year.

EL Department Professional Development - The planned action to provide EL staff support professional development, including participation in RCOE, NISO, and statewide collaboration opportunities, was partially implemented during the current school year. As a result, the effectiveness of this action in making progress toward the goal has been limited but still meaningful for participating staff.

Staff who were able to attend professional development sessions benefited from increased knowledge and capacity in English Learner instructional strategies, assessment practices, and program implementation. These learning opportunities supported improved understanding of EL program expectations and strengthened collaboration among participating staff.

External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches - not effective due to non-implementation - The planned action to provide external professional development on English Learner strategies for certificated staff, classified staff, and administrators has not yet been implemented, as it is scheduled for Summer 2026–2027. As a result, there are no completed activities to evaluate at this time.

Because implementation has not yet occurred, the effectiveness of this action in making progress toward the goal cannot yet be determined. No data is currently available regarding staff participation, changes in instructional practice, or impacts on English Learner student outcomes related to this professional development.

The district is currently in the planning and preparation phase, which will support successful implementation when the training occurs in Summer 2026–2027.
Migrant Department conferences and professional development - not implemented

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

- Subs for Dual Language Professional Development - Walkthrough observations show that some teachers have begun applying the training to improve instruction, but additional support is needed. A follow-up session is planned to reinforce strategies and ensure consistent implementation that supports students' language development and academic growth.

- Subs for LETRS Professional Development - To date, this action has been effective in supporting progress toward improving student achievement and growth in reading and writing. LETRS Training provided teachers and coaches with the understanding of the science of reading, while aligned to the CVUSD Instructional Framework. Fall-to-Winter data shows improvement in reading, with the percentage of students at or above grade level increasing from 14% to 24% in reading. The percentage of students performing three or more grade levels below also decreased from 41% to 34% in reading. These results show progress and reinforce the importance of maintaining the future trainings using the LETRS program as part of the district's science of reading training to support our students in reading instruction and access to grade level reading materials.

- Subs for Transformational Model - this was not implemented

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries

- Induction Teachers on Special Assignment (BTSA) (4) - 4 induction coaches provided 1:1 support to mentees, guidance on the completion of the clear credential program
- MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for 2025-26 school year - 18 teachers were enrolled in the induction program for 25-26
- 8 candidates completed the Induction Program in the 2025-26 school year, 2 of the candidates were able to complete the program early (Fast-tracked).
- The remaining 10 candidates completed their Year 1 program requirements for the Induction Program
- Induction Support to attend Calif Teachers; Assoc, Avid Center and any other PD required - A group of 8 teachers and Inductions coaches attended the Good Teaching Conference and have worked with their Induction Coach to implement best practices in their classrooms

Appropriately Assigned Teachers:

- Total Teaching FTE (Full time Equivalent Position) = 809
- Teachers with Clear Credential = 86.2% (786 FTE) - an decrease from 89.5% in 2022-23
- Intern Teachers Properly Assigned = 2.7% (23 FTE) - an increase from 2.2% in 2022-23
- Teachers without Credentials and Mis-assignments = 7.0% (59 FTE) - an increase from 5.1% in 2022-23
- Credentialed Teachers Assigned Out-of-Field** = 1.0% (9 FTEs) - an increase from 0.6% in 2022-23
- Incomplete = 0.0% (0 positions) - a decrease from 2.4% in 2022-23
- Unknown = 0.0% (0 positions) - a decrease from 0.2% in 2022-23
- N/A = 0.0% (0 positions) - no change from 2023-24

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.

4.1 - District Leadership Academy - the format of the District Leadership Academy will be on a smaller scale, going into year 3 of implementation. School teams will meet less frequently and Site and District Administrators will lead the program, instead of contracting with an outside agency. Costs will be significantly reduced.

4.1 Dual Language: - Provide training to teachers, sub coverage - $169,230.76 - this action was moved to 4.4c because it is for subs - not extra services

4.2 - The following are new professional development provider contracts for the 2026-27 school year, based on a comprehensive needs assessment, to support English Learners and Long Term English Learners:
Wisconsin Center for Education Products and Services (WCEPS) - Professional Learning in delivering high quality Integrated and Designated ELD $294,500 Title lll
Training in August - on PD day for teachers, and check-in throughout the year. Will train teachers, administrators, and paraeducators.

RCOE Comprehensive Professional Development - Strengthening instructional practice for LTEL and at risk of LTEL (professional learning for the 2 elementary, 1 middle and 1 high school that have the lowest performance on the Dashboard for their EL and LTEL student groups.- $21,600 Title lll

The following professional development will be provided for the 2026-27 school year, based on feedback from classified and certificated personnel on the LCAP Survey:

- Behavior Management Training - including de-escalation techniques, for certificated and classified personnel.

- Gary D. Soto (contract) - CVUSD will not be continuing the contract with Gary D. Soto in the 2026-27. The Gary D. Soto contract was funded with Educator Effectiveness Grant funds in the 2024-25 LCAP and the 2025-26 LCAP, but this grant funding will be expiring at the end of the 2025-26 school year. The District Leadership Academy, work that was done in collaboration with Gary D. Soto training in 2024-25 and 2025-26, will be on a smaller scale, going into year 3 of implementation. School teams will meet less frequently and Site and District Administrators will lead the program, instead of contracting with an outside agency.

- Thinking Maps was not implemented in 2025-26 and will not continue in the 2026-27 LCAP.

In the 2026-27 LCAP - $107,390 in Learning Recovery Emergency Block Grant funds will be used to provide professional development and coaching for school and department staff on evidence-based instructional practices, intervention strategies, and social-emotional supports designed to accelerate learning recovery. These trainings will build staff capacity to address learning loss, close achievement gaps, and support the academic and social-emotional well-being of students impacted by interrupted learning. Professional development activities will prioritize strategies that improve outcomes for students in greatest need, including unduplicated pupil groups such as English learners, foster youth, and low-income students.

4.3 - Implementation of Multi-Tiered System of Support - Professional Learning - Conferences

- VAPA (Secondary) - Professional Development

This action was discontinued after the 2024-25 school year, due to non-implementation, but the title was not deleted from the language in Action 4.3 of the 2025-26 LCAP. The Title " VAPA (Secondary) - Professional Development" will not be included in the 2026-27 LCAP.

4.4 - Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes

Sub Coverage for professional development for DL teacher: CABE conference, DL articulation, or other professional learning opportunities. - This action was previously action 4.1g - in 25-26 with a budget of $169,230.76. It moved to 4.4c because it is for subs - not extra services

The following actions have been added in the 2026-27 LCAP:

- Strategies for English Learners and Long Term English Learners - Integrated and Designated ELD - substitutes - for ongoing training and check-in throughout the year $36,000 Title lll
- Substitutes for Site ELD Data Chats - $35,200 Title lll
- Substitutes for RCOE Comprehensive Professional Development - Strengthening instructional practice for LTEL and at risk of LTEL - $13,488 Title lll

4.5 - Implementation of Multi-Tiered System of Support - Professional Learning Salaries
Due to a reduction in force (RIF) there will be one less Induction Coach (for a total of 3) for the 2026-27 school year. In addition, because of the expiration of Educator Effectiveness funding at the end of the 25-26 school year, there will be a change in funding for 26-27. The change in funding breakdown for 26-27 is below:

- 1 Coach will continue to be funded with LCFF S/C
- 1 Coach will continue to be funded with Title II
- 1 Coach will be funded with LREBG (Learning Recovery Emergency Block Grant) funds, instead of Educator Effectiveness funding

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	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	Professional learning helps educators and staff analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023 CA School Dashboard. Student success is measured by increased attendance rates, growth in	$9,375,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. • Transformational Model Trainings - extra services • Comprehensive Professional Learning on ELD Strategies & Best Practices • Dual Language (DL) Collaboration Sessions • Classified Employee Training Support - non instructional positions • District Leadership Academy • Professional development on the use of integrated ELD in core content to target the needs of ELs and LTELs to improve outcomes for both student groups. • Professional development for teachers, administrators, and other school-based personnel to build capacity to ensure the best first instruction which allows English learners access to core content instruction.		
4.2	Implementation of Multi-Tiered System of Support - Professional Learning -Contracts	By utilizing expert partners and companies for Professional Learning opportunities, we will be providing training to teachers and staff with strategies for a Multi-Tiered System of Support (MTSS) Tier 1 Best First Instruction. All students will develop a deeper understanding of literacy and numeracy concepts, that will lead to improved foundational and problem-solving skills, and increased engagement. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024, and 2025 CA School Dashboard. Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. Professional Development opportunities include, but not limited to: MTSS for Leadership, LETRS Science of Reading, Literacy Development, UCI Math, AVID, STEAM, PUENTE, Cognitive Coaching, Transformational Model, English Language	$3,203,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. Contracts for Professional Development Include: • Family Engagement Symposium • LETRS for Cohort 5 • Contracts for Professional Development on English Learner Strategies • UCI Math - Irvine Math Project • Aeries Professional Development • Title I Compliance Professional Development • Restorative Practices training including Restorative Justice $107,390 in Learning Recovery Emergency Block Grant funds will be used to provide professional development and coaching for school and department staff on evidence-based instructional practices, intervention strategies, and social-emotional supports designed to accelerate learning recovery. These trainings will build staff capacity to address learning loss, close achievement gaps, and support the academic and social-emotional well-being of students impacted by interrupted learning. Professional development activities will prioritize strategies that improve outcomes for students in greatest need, including unduplicated pupil groups such as English learners, foster youth, and low-income students. The professional development is an allowable use of Learning Recovery Emergency Block Grant (LREBG) funds because it will: • Support academic learning recovery and close learning gaps for students affected by interrupted learning. • Help staff address student social-emotional well-being, trauma, mental health, or other barriers to learning. • Provide coaching or training related to evidence-based learning supports and interventions. • Provide professional development and coaching related to the 2023 Mathematics Framework or the English Language Arts/English Language Development Framework Metrics to measure the effective use of LREBG funds in Action 4.2 include: CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3),		

Action #	Title	Description	Total Funds	Contributing
		Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.		
4.3	Implementation of Multi-Tiered System of Support - Professional Learning - Conferences	Student success is measured by increased attendance rates, growth in English Language Proficiency, and in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024, and 2025 CA School Dashboard. Conferences Include: • Annual CAASFEP Conference, Annual "All Titles" Conference (Federal Funding Compliance) • EL Staff Professional Development - Related Expenses • External professional development on EL strategies for certificated, classified and/or administration including literacy, math and MTSS coaches • Migrant Department conferences and professional development	$85,300.00	No
4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	Substitutes are necessary for teachers to be released from the classroom to attend professional learning opportunities with minimal disruption to classroom learning. Professional Development opportunities include, but not limited to: LETRS Science of Reading, Transformational Model, English Language Development, Student Discourse, Dual Language, Foundational Skills, and Small Groups. Student success is measured by increased attendance rates, growth in both literacy and math scores on local district assessments and the annual CAASPP and ELPAC assessments. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024,	$627,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and 2025 CA School Dashboard. Throughout the year, substitutes will be needed so classroom teachers can attend the following trainings: • Dual Language Professional Development • LETRS Professional Development • Transformational Model • Site ELD Data Chats • Strategies for English Learners and Long Term English Learners - Integrated and Designated ELD		
4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	Under district instructional leadership, they provide support to teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects. This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024, and 2025 CA School Dashboard. • Induction Teachers on Special Assignment (BTSA) (3) 1 - funded with LCFF S/C 1 - funded with Title II 1 - funded with LREBG • MOU: Program Facilitation Fees for Agency's Enrolled Candidates in RCOE's Center for Teacher Innovation Program for 2025-26 school year • Induction Support to attend Calif Teachers; Assoc, Avid Center and any other PD required The Learning Recovery Emergency Block Grant (LREBG) will fund 1 of 3 Induction/BTSA Coaches, in the amount of $213,990. The Induction/BTSA Coach directly supports learning recovery by accelerating the development of new teachers' instructional expertise, ensuring that students receive high-quality Tier 1 instruction and targeted	$815,314.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support to address learning gaps. Through coaching, data analysis, and professional learning, the position increases the district's capacity to provide effective instruction that improves student outcomes in literacy, mathematics, and other core academic areas. Using LREBG funds to support an Induction/BTSA Coach is an allowable use of funds per Ed Code Section 32526(c)(2)(A-F), under Allowable Use of LREBG funds - B - Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: vi. Providing professional development and coaching on either or both of the following: I. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve. II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Research from the Learning Policy Institute and the Institute of Education Sciences has found that: • Comprehensive induction and mentoring programs improve teacher effectiveness. • New teachers who receive coaching demonstrate stronger instructional practices than those who do not receive support. • Students taught by teachers participating in high-quality induction programs achieve higher academic outcomes. • Induction programs significantly improve teacher retention, reducing turnover and ensuring greater instructional continuity for students. Metrics: The effectiveness of the Induction/BTSA Coach will be measured by the number of teachers successfully completing the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	La Familia Continuation High School will improve student outcomes as reported on the California School Dashboard utilizing a multi-tiered system of supports. This focused improvement will include: • The graduation rate will increase by 5% annually for all students, including Socioeconomically Disadvantaged (SED), English Learner, Long Term English Learner (LTELs) and Hispanic students. • College and Career Readiness will improve by a minimum of 2% annually as measured by the CCI for all students, including EL and LTEL students. • The suspension rate will improve by a minimum of 2% annually for all students, including SED, EL, LTEL, and Hispanic students. • The ELPI for EL and LTELS will improve by 5% annually for ELs and LTELs. Based on the most recent TAMO (Teacher Assignment Monitoring Outcomes) Data, from 2023-24, 84.1% of La Familia High School's teachers held a clear credential, 9.5% of teachers were working out-of-field (in a subject area different from the credential they held), and 6.4% of teachers were considered ineffective. In numbers of FTE (Full Time Equivalent) positions, 13.2 FTEs held a clear credential, 1.5 FTEs was working out-of-field, and 1.0 FTE was considered ineffective. To address staffing challenges and promote equitable access to quality education, the district will implement targeted support strategies for teachers working without credentials or out-of-credential area at La Familia High School, which has a high concentration of low-income students. These efforts are designed to improve teacher effectiveness, reduce turnover, and ensure that all students receive high-quality instruction. Key actions will include: • Targeted Professional Development • Mentorship and Coaching: instructional coaching to provide real-time feedback and lesson modeling • Induction Support: to address the needs of non-credentialed teachers, support will be provided to strengthen instructional readiness	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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 state budget created an “Equity Multiplier” to support students with high level needs. Schoolsites with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70% are eligible for LCFF Equity Multiplier funding.

The LCFF Equity Multiplier (EM) funding program began with the 2023–24 school year. Schools were eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in the California Department of Education's (CDE's) Stability Rate Data Report. In addition to receiving LCFF Equity Multiplier funding from 2023-24, La Familia High School continues to be eligible for LCFF Equity Multiplier Funding based on the 2025-26 enrollment data.

2022-23
La Familia HS non-stability rate = 42.1%
La Familia HS socioeconomically disadvantaged rate = 97.8%

2023-24 LCFF Equity Multiplier Funding amount = $204,206

2023-24
La Familia HS non-stability rate = 62.04%
La Familia HS socioeconomically disadvantaged rate = 86.12%

2024-25
La Familia HS non-stability rate = 53.37%
La Familia HS socioeconomically disadvantaged rate = 96.19%
LCFF Equity Multiplier Funding amount = $331,485

2025-26 LCFF Equity Multiplier Funding amount = $379,206

The Equity Multiplier Focus Goal is based on the following student group data from the 2025 CA School Dashboard:-
Graduation Rate:
The following Student Groups had very low performance with a RED Indicator on the CA School Dashboard:
All Students: 61.9% (increase of 7.1% from 2024 Dashboard)
English Learners: 62.5% (increase of 6.3% from 2024 Dashboard)
Long Term English Learner: 64.5% (increase of 9.3% from 2024 Dashboard)
Hispanic Students: 61.9% (increase of 7.0% from 2024 Dashboard)
Socioeconomically Disadvantaged: 61.1% (increase of 6.6% from 2024 Dashboard)

College & Career Indicator

The following Student Groups had a VERY LOW (RED) performance level:
English Learner: 0.0% prepared (no change from 2024)
Long Term English Learner: 0.0% prepared (no change from 2024)

The following student groups increased from Very Low (Red) to Low (Orange) on the 2025 CA Dashboard:
All Students: 3.6% met prepared (an increase of 2.4% from 2024 Dashboard)
Hispanic Students: 3.6% prepared (an increase of 2.4% from 2024 Dashboard)
Socioeconomically Disadvantaged: 3.7% prepared (an increase of 2.5% from 2024 Dashboard)

The following student groups did not have a performance color because data cannot displayed for privacy reasons (less than 30 students in the group):
Foster Youth
Homeless
Students with Disabilities

CAASPP ELA:
All Students: -163 points from standard met (Orange), an increase of +33.6 points
English Learners: - 178.2 points from standard met (Orange), an increase of +23.1 points
Long Term English Learners: -187points from standard met (no color), an increase of +12.5 points
Hispanic: -164.4 points from Standard Met (Orange), an increase of +32.2 points
Socioeconomically Disadvantaged: -164-4 points from Standard Met (Orange), an increase of +36.8 points

CAASPP Math:
All Students: -224.4 points from standard met (Orange), an increase of +43.5 points
English Learners: -233.7 points from standard met (Orange), an increase of +39.4 points
Long Term English Learners: -253.9 points from standard met (no color), an increase of +31.6 points
Hispanic: -225.3 points from Standard Met (Orange), an increase of +42.6 points
Socioeconomically Disadvantaged: -225.3 points from Standard Met (Orange), an increase of +42.7 points

The following educational partner groups were consulted to share and analyze local data and data from the 2023 and 2024 CA School Dashboard, and provide input on prioritizing students' needs and best actions/services to meet those needs.

- Participants: Parents, community members, teachers, principal, staff
- Topics discussed: Title I, Part A Schoolwide Program; School-level data analysis; School Plan for Student Achievement; Equity Multiplier funds and required LCAP goal, metrics, and actions

Areas of Need:
Graduation Rate: 61.9% (District graduation rate = 89.8%)
College Career Indicator: 3.6% (District graduation rate = 45.5%)
English Language Arts: 5.31% of students met the grade level standard
Math: 3.54% of students met the grade level standard

At La Familia High School, strengths include supportive teachers, a strong sense of community, effective academic aid programs, early graduation opportunities, and beneficial extracurricular activities. However, areas for improvement include better food options, enhanced facility maintenance, improved restroom and transportation conditions, stricter discipline enforcement, more diverse course offerings, and increased space for growth and safety. Additional suggestions include expanded community service opportunities, more shade structures, and modernized school facilities to accommodate growing staff and student needs.

Students, parents, and staff were surveyed to determine how the LCFF Equity Multiplier funds should be utilized at La Familia High School. The survey responses identified the following needs:

1. Academic Intervention, Tutoring & Credit Recovery:
   - Tutoring programs
   - Academic support and intervention / Academic Center / Academic Aides
   - Study Skills Support
   - Credit recovery
   - Math and English support

2. Career Readiness & College Preparation
   - CTE programs
   - Workforce certification programs (CPR, OSHA, CNA)
   - Business / Job training / Internships / Interview skills
   - AP and college classes
   - Career-connected learning opportunities

3. Social-Emotional & Mental Health Support
   - Programs to improve social skills
   - Engaging and supportive learning environments
   - Counseling services
   - Peer support groups
   - Mentorship/check-in systems

4. Student Engagement & School Connection
   - Arts, music, dance, and enrichment
   - After-school opportunities
   - More engaging learning experiences
   - Leadership opportunities
   - Student recognition programs / Attendance incentives

5. Family Engagement & Student Support Networks

- Parenting workshops
- Family support services / Monthly family meetings
- Parent advocate/community groups
- Guidance and mentoring
- Personalized support

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate (Priority 5) CA Dashboard N/A indicates that data is not available for privacy reasons because the student group has less than 11 students	2023 Graduation Rate: All: 55.7% EL: 54.8% LTEL: N/A HOM: N/A FY: N/A SED: 55.2% SWD: N/A	2024 Graduation Rate: All: 54.8 % EL: 56.2 % LTEL: 55.2 % HOM: N/A FY: N/A SED: 54.5 % SWD: N/A	2025 Graduation Rate: All: 61.9% (Red) EL: 62.5% (Red) LTEL: 64.5% (Red) HOM: 53.8% (no color) FY: N/A SED: 61.1% (Red) SWD: 66.7% (no color)	Graduation Rate (Priority 5) 2026 CA Dashboard All: 70.7% EL: 63.8% LTEL: N/A HOM: N/A FY: N/A SED: 64.2% SWD: N/A	Graduation Rate: All: +6.2% EL: +7.7 % LTEL: N/A HOM: N/A FY: N/A SED: +5.9% SWD: N/A
5.2	CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 0% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0% SWD: N/A	CAASPP ELA – 2024 CA School Dashboard: % of students that met or exceeded the standard All: 0 % EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0 %	CAASPP ELA – 2025 CA School Dashboard: % of students that met or exceeded the standard All: 5.31% (Orange) EL: 1.82% (Orange) LTEL: 0.0% HOM: N/A FY: N/A	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 9% EL: 9% LTEL: 9% HOM: 9% FY: 9% SED: 9%	CAASPP ELA – 2025 CA School Dashboard: % of students that met or exceeded the standard All: +5.31 % EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: +5.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: N/A	SED: 5.71% (Orange) SWD: N/A		SWD: N/A
5.3	CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 0% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0% SWD: N/A	CAASPP Math – 2024 CA School Dashboard: % of students that met or exceeded the standard All: 1.19% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 1.28 % SWD: N/A	CAASPP Math – 2025 CA School Dashboard: % of students that met or exceeded the standard All: 3.54% (Orange) EL: 1.82% (Orange) LTEL: 0.0% HOM: N/A FY: N/A SED: 3.81% (Orange) SWD: N/A	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 9% EL: 9% LTEL: 9% HOM: 9% FY: 9% SED: 9% SWD: 9%	CAASPP Math – 2025 CA School Dashboard: % of students that met or exceeded the standard All: + 3.54% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: +3.81% SWD: N/A
5.4	Percentage of students completing CTE programs (Priority 8)	CTE Completion 2023 CA Dashboard – Additional Reports: All: 8.5% EL: 2.4% LTEL: N/A HOM: N/A FY: N/A SED: 8.6% SWD: N/A	CTE Completion 2024 CA Dashboard – Additional Reports: All: 8.4% EL: 9.6% LTEL: 10.4% HOM: N/A FY: N/A SED: 8.5% SWD: 3.8%	CTE Completion 2025 CA Dashboard – Additional Reports: All: 8% EL: 4.2% LTEL: 4.8% HOM: 7.7% FY: 0.0% SED: 5.6% SWD: 4.8%	2026 Percentage of students completing CTE programs (Priority 8) All: 17.5% EL: 11.4% LTEL: N/A HOM: N/A FY: N/A SED: 17.6% SWD: N/A	CTE Completion 2025 CA Dashboard – Additional Reports: All: -0.5% EL: +1.8% LTEL: N/A HOM: N/A FY: N/A SED: - 3.0% SWD: N/A
5.5	College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard:	2024 – CCI CA Dashboard:	2025 – CCI CA Dashboard:	College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard	2025 – CCI CA Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 0.9% EL: 0% LTEL: N/A HOM: N/A FY: N/A SED: 1% SWD: N/A	All: 1.2% EL: 0.0% LTEL: 0.0% HOM: N/A FY: N/A SED: 1.3% SWD: N/A	All: 3.6% (Orange) EL: 0.0% (Red) LTEL: 0.0% (Red) HOM: 0.0% (no color) FY: N/A SED: 3.7% (Orange) SWD: 0.0% (no color)	All: 10% EL: 10% LTEL: N/A HOM: N/A FY: N/A SED: 10% SWD: N/A	All: +2.7% EL: 0.0% LTEL: N/A HOM: N/A FY: N/A SED: +2.7% SWD: N/A
5.6	Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 88.72% B. Special Education Program School Attendance rate: 92.43% C. Overall Average Attendance Rate: 90.57%	2024-25 Attendance Rate August 19, 2024 – May 23, 2025 A. Regular Program School Attendance rate: 80.65% B. Special Education Program School Attendance rate: 87.39% C. Overall Average Attendance Rate: 84.02%	2025-26 Attendance Rate August 20, 2025 – April 24, 2026 A. Regular Program School Attendance rate: 75.36% B. Special Education Program School Attendance rate: 76.14% C. Overall Average Attendance Rate: 75.45%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 94.72% B. Special Education Program School Attendance rate: 98.43% C. Overall Average Attendance Rate: 96.57%	2024-25 Attendance Rate A. Regular Program School Attendance rate: -13.36% B. Special Education Program School Attendance rate: -16.29% C. Overall Average Attendance Rate: -15.12%
5.7	Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8) * Ineffective is defined as one or more relevant attributes of the assignment that had no legal authorization from	Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8) * Out-of-Field is defined as someone who has a credential but has not yet demonstrated subject matter	N/A	Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8) * Out-of-Field is defined as someone who has	Appropriately Assigned Teachers (Priorities 1, 2, 4, 5, 8) * Out-of-Field is defined as someone who has	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	a permit, credential or waiver. ** Out-of-Field is defined as someone who has a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. *** "Unknown" indicates that insufficient information about the assignment was reported to CALPADS which resulted in an "unknown" determination of the assignment authorization.	competence in the subject area(s) or for the student population associated with the assignment. ** Ineffective is defined as one or more relevant attributes of the assignment that had no legal authorization from a permit, credential or waiver. 2023-24 Teacher Preparation and Placement: Total Teaching FTE (Full time Equivalent Position) = 15.7 Teachers with Clear Credential = 84.12% (13.2 positions) Out of Field* = 9.5% (1.5 positions) Ineffective** = 0.8% (1 positions) Source: DataQuest 2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)		a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. ** Ineffective is defined as one or more relevant attributes of the assignment that had no legal authorization from a permit, credential or waiver. 2023-24 Teacher Preparation and Placement: Total Teaching FTE (Full time Equivalent Position) = 15.7 Teachers with Clear Credential = 84.12% (13.2 positions)	a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment. ** Ineffective is defined as one or more relevant attributes of the assignment that had no legal authorization from a permit, credential or waiver. 2024-25 Teacher Preparation and Placement: Teachers with Clear Credential = 100% Out of Field* = 0% Ineffective** = 0% Source: DataQuest 2024-25 Teaching Assignment Monitoring	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Out of Field* = 9.5% (1.5 positions) Ineffective** = 0.8% (1 positions) Source: DataQuest 2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)	Outcomes by Full-Time Equivalent (FTE)	
5.8	English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard Percentage Making Progress	ELPI - District Level 2025 CA School Dashboard: EL: 21.8% Making Progress (Red) LTEL: 23% Making Progress (Red)	N/A	ELPI - District Level 2025 CA School Dashboard: EL: 21.8% Making Progress (Red) LTEL: 23% Making Progress (Red)	ELPI - District Level 2025 CA School Dashboard: EL: 26.8% Making Progress (Orange) LTEL: 28% Making Progress (Orange)	N/A

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 - Academic Intervention and Enrichment Program (AIEP):
Partially implemented

- Extra service/Overtime hours for classified staff to run all components of the program. - partially implemented
- Extra service hours for certificated staff to run all components of the program. - partially implemented
- A Second site vehicle 7-9 passenger van for field trips, sports games, and work-based learning experiences. After-school bussing for students wanting to participate in the program. - implemented
- Curricular materials, sports/club equipment, and Wellness center program needs. - implemented

- Funds to increase learning space including double sized extra portable classroom to regain access of the library and an MPR space. - not implemented

The Academic intervention and Enrichment Program was launched twice for the 2025 - 2026 school year, the first time there was about 20 students but the program was cancelled, due transportation difficulties. Transportation was not consistent and students were not transported home in a timely manner. The second time the program was launched, only 9 students signed up, therefore it was cancelled due to low participation numbers. La Familia High School went through a transition, with a new principal to start the school year, and then a new principal mid-way through the school year. As such, actions and expenditures were not implemented as planned.

A portion of the AIEP Plan that was successfully implemented was that materials were received, and students participated in 4 sports (boys and girls) this school year. Additionally, to support students social-emotional needs Equity Multiplier Funds were utilized for the wellness center, to expand and add a mentor and triage specialist, which allowed the team to more effectively provide services to students. A second passenger vehicle was purchased, which will be utilized in the coming school year - for the work-study program.

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.

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):
Material Differences: La Familia High school expended all LCFF Equity multiplier funds budgeted in the 25-26 LCAP.

- Extra service/Overtime hours for classified staff to run all components of the program - the funds budgeted were partially utilized.
- Extra service hours for certificated staff to run all components of the program - the funds budgeted were partially utilized.
- A Second site vehicle 7-9 passenger van - the purchase process is underway, but expenditures have not been incurred yet.
- Funds to increase learning space including double sized extra portable classroom - material difference due to non-implementation.
- Hired an additional At-Risk Counselor

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

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):
Like in the debut year (2024-25), the implementation process faced hurdles related to transportation. This after school portion of the action was minimally effective due to lack of implementation. Support for the wellness center (supporting students' social-emotional needs), and after school sports program were effective. Mid-year, La Familia High School was able to hire an At-Risk Counselor to support students academically and provide guidance on their graduation plans.

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

"The ELPI for EL and LTELS will improve by 5% annually for ELs and LTELs." was added to the Goal Description, to show a focus on improving performance for EL and LTEL student groups on the ELPI Indicator.

Action 5.1 - Academic Intervention and Enrichment Program (AIEP):

With increased LCFF Equity Multiplier funding, we are proposing the addition of a larger indoor meeting space (a double-sized portable) to create additional opportunities for larger group collaborations both during and after school.

"Increase ELPI percentage making progress by 5% per year" - was added to the "metrics' section in the description for Action 5.1.

Metric 5.7 - Appropriately Assigned Teachers was added to the metrics for Goal 5 (Priorities 1, 2, 4, 5, 8)
Appropriately Assigned Teachers will be used as a metric to monitor equitable access to qualified educators and to ensure students at the Equity Multiplier school receive high-quality instruction from appropriately credentialed staff. Research consistently demonstrates that access to effective, properly assigned teachers is a critical factor in improving student achievement, engagement, and overall educational outcomes. Monitoring this metric will help the school assess the effectiveness of Equity Multiplier-funded strategies designed to strengthen staffing stability, educator capacity, and equitable learning opportunities for students.

Metric 5.8 - English Learner Progress Indicator (ELPI) was added for the metrics for Goal 5 (Priority 4)
ELPI will be used as a metric to monitor the progress of English Learner students in developing English language proficiency and advancing toward reclassification. This metric supports the district's commitment to ensuring equitable access to rigorous academic content and language development opportunities for English Learners at the Equity Multiplier school. Research demonstrates that sustained progress in English language acquisition is essential for improving academic achievement, increasing access to core curriculum, and closing opportunity gaps. Monitoring ELPI will allow the school to assess the effectiveness of Equity Multiplier-funded strategies designed to strengthen designated and integrated English Language Development (ELD), improve instructional practices, and provide targeted supports that accelerate language acquisition and academic success for English Learners.

- Continue funding the additional At-Risk Counselor

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	Academic Intervention and Enrichment Program (AIEP)	Based on the Evidenced Based Community Schools Model - La Familia High School will implement an Academic Intervention and Enrichment program during and after school, for 32 weeks, 8 hours per week, Additionally, based on feedback from Educational Partners, La Familia High School will utilize LCFF Equity Multiplier funds to implement actions and services to support School Climate, Parent Engagement, Academic Success, and College and Career. Academic Intervention and Enrichment program will be facilitated with: * Classified Staff Extra Services/Overtime	$710,691.00	No

Action #	Title	Description	Total Funds	Contributing
		* Certificated Staff Extra Services * Curricular materials, sports/club equipment, and Wellness center program needs * Program administrative, clerical, and printing costs. Positive rewards for academic growth achievements * Transportation School Climate: • PBIS Activities and Supplies and PBIS Rewards Program - school-wide activities to promote a positive school climate, rewards for promoting engagement, participation, and social-emotional learning. Parent Engagement: • Parent Engagement: PIQE (Parent Institute for Quality Education) - empowering parents to be successful advocates for their children's education • Parent Engagement Personnel Academic Support: • Academic Coaching • Intervention Support • Structural Academic Intervention: School within a school • Summer School, Summer School Bridge Program - August College & Career: • The 3 E's Program: Enroll, Employment or enlist - support students in planning for their journey after high school • Senior College Tour Field Trip Metrics: * Increase CAASPP ELA and Math scores by 3% yearly. * Increase Attendance rate 3% per year. * Decrease Chronic Absenteeism 3% per year. * Decrease Suspension Rate 1% per year. * Increase SEL Survey 3% per year * Increase ELPI percentage making progress by 5% per year		

Action #	Title	Description	Total Funds	Contributing

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
$$75,668,260	$10,051,054

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
43.929%	0.000%	$0.00	43.929%

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:** Implementation of Multi-tiered System of Instructional Supports **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10%	Implementation of this action, with data driven instruction, will provide staff the time and tools needed to determine areas of needs for EL, LTEL, Foster, and Low Income students, and plan how best to support students. Instructional supports were primarily selected to provide unduplicated students with essential tools and greater access to high-quality Tier 1 leadership, instruction, and support. As the implementation of these instructional supports will also benefit all student groups and allow for consistent districtwide	CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), Local progress monitoring assessments in ELA and Math

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
	(increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts was low (Orange) (-68.6 points below Standard Met). On the 2025 CA School Dashboard, the performance levels for Graduation Rate increased 11.2% to 89.8% (Green). The performance level for Math (-93.4 points below Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023	practices, the instructional supports will be implemented districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math (Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate		

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
	2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange) Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55% (O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99% (R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G)		

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
	CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) 2025 CA School Dashboard: Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:** LEA-wide		
1.2	**Action:** Supplemental Supports to Strengthen the Instructional Core **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10% (increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English	Implementation of this action, with data driven instruction, will provide staff the time and tools needed to determine areas of needs for EL, Foster, and Low Income students, and plan how best to support students. By providing instructional supports primarily directed to meet the needs of our EL, FY, and SED students district wide, CVUSD will also support other student groups such as Native American, Homeless, and Hispanic students who are struggling. While this action is primarily focused on SED, EL, LTEL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), Local progress monitoring assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts was low (Orange) (-68.6 points below Standard Met). On the 2025 CA School Dashboard, the performance levels for Graduation Rate increased 11.2% to 89.8% (Green). The performance level for Math (-93.4 points below Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.		

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
	Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math (Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99%(R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G)		

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
	2025 CA School Dashboard: Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:** LEA-wide		
1.3	**Action:** Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff Teacher at West Shores High School **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10% (increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English	Student competitions, athletics, music, band, GATE, and visual and performing arts programs are principally directed toward and effective in meeting the needs of unduplicated students by increasing access to enrichment opportunities, strengthening school connectedness, improving attendance, promoting academic engagement, and developing college- and career-ready skills. These programs help address opportunity gaps experienced by low-income students, English learners, and foster youth by providing experiences that build confidence, leadership, collaboration, and academic motivation. Through increased participation and engagement, these programs contribute to improved academic outcomes, higher attendance rates, greater student belonging, and increased readiness for postsecondary success. While this action is primarily focused on SED, EL, LTEL and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts was low (Orange) (-68.6 points below Standard Met). On the 2025 CA School Dashboard, the performance levels for Graduation Rate increased 11.2% to 89.8% (Green). The performance level for Math (-93.4 points below Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator.		

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
	Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math (Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99%(R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G)		

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
	2025 CA School Dashboard: Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:** LEA-wide		
1.4	**Action:** Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (2) • MTSS Director of Elementary • Data Assessment Specialists (2) • Ethnic Studies Teachers (10) • High School Assistant Principals (10) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals • Literacy Coaches (15) • Math Coaches (15) • Elementary Teachers (9) • Secondary Teachers (14) • TK General Ed Instructional Aides (GEIAs) **Need:**	MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. Implementation of action 1.4 includes a support structure for each of 3 school families, with the support of a MTSS Academic Director, a MTSS Coordinator of Data Coaching, a MTSS Data Specialist, a Reading and Math Instructional Coach at each elementary school, and a MTSS Coach at each middle and high school. The MTSS teams will support data driven instruction, and will provide staff the time and tools needed to determine areas of need and support for EL, Foster, and Low Income students. Also, the District will continue to provide additional site-level staffing above and beyond the base-funded instructional staffing to provide targeted instruction and reduce class sizes. To provide students with first-best, targeted instruction, the District continually strives to hire and retain highly qualified teachers by offering various stipends and competitive salaries. Additionally, non-traditional academic positions such as lifeguards, swim instructors, activities directors, and athletic directors support the unique needs of unduplicated students by increasing	CAASPP ELA and Math (Metric 1.1 - 1.4), Graduation Rate (Metric 1.8), College/Career Indicator (Metric 1.11), Local progress monitoring assessments in ELA and Math

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
	Based on LCAP Survey Data, families indicated a need for teachers to engage with their students to motivate and challenge them. Students also indicated on the LCAP Survey that they would like a quality education. Also, the LCAP Family Survey data, shows that families expressed the need for quality teachers and the hiring of regular teaching staff. Challenges continue to exist in hiring qualified and effective science, mathematics, and special education teachers. This presents an ongoing need to retain effective teachers within the district, and support early career teachers in becoming effective teachers, CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10% (increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts was low (Orange) (-68.6 points below Standard Met). On the 2025 CA School Dashboard, the performance levels for Graduation Rate	equitable access to enrichment, leadership, recreational, and extracurricular opportunities that promote engagement, belonging, physical wellness, and positive youth development. These positions help remove barriers to participation for low-income students, English learners, and foster youth, many of whom have limited access to such opportunities outside of school. Through increased participation in school-connected activities, students develop stronger relationships with peers and adults, improve attendance, strengthen social-emotional skills, and enhance their overall connection to school. These outcomes contribute to improved academic achievement, student well-being, and long-term educational success. This action will meet the needs of our EL, LTEL, FY and SED students and will be implemented district-wide as all student groups will benefit from a highly qualified Educational Staff, including the AI, HOM, HIS and SWD student groups.	

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	increased 11.2% to 89.8% (Green). The performance level for Math (-93.4 points below Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA		

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	(Orange) in 2024 and for ELA (Red), Math (Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange) Dashboard Key: R - Red O - Orange Y - Yellow G - Green		

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
	B - Blue CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99%(R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) 2025 CA School Dashboard: Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3%		

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		
1.5	**Action:** College and Career Readiness Staff supported with LCFF S/C funds in this action include: • High School & Middle CTE Teacher Salaries (28) • College/Career PUENTE Counselors • Coordinator of CTE • Coordinator of Secondary Counselors **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10% (increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts was low (Orange) (-68.6 points below Standard Met). On the 2025 CA School Dashboard, the performance levels for Graduation Rate increased 11.2% to 89.8% (Green). The	CVUSD will continue to provide a robust college/career readiness program. Students are engaged in programs and services ranging from CTE Programs and Pathways, PUENTE, AVID Student Leadership, College and Career Centers, VAPA, and more. MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. All these components will provide students with access to core curriculum, data driven instruction, and progress monitoring. Students also have access and are encouraged to participate in CTE Programs and Pathways, AP Courses, Dual Enrollment, Summer School, AVID Leadership, PUENTE, College Readiness Testing, University Visits, Dual Language coursework and more. While this action is primarily focused on SED, EL, LTEL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), A-G Completion Rate (Metric 1.10), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13), AP Passing Rate (Metric 1.15), Dual Enrollment (Metric 1.18)

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	performance level for Math (-93.4 points below Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math		

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	(Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange) Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue		

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	CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99%(R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) 2025 CA School Dashboard: Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:**		

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	LEA-wide		
1.6	**Action:** Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Support Assistants (ELSA) (3) • EL Coordinator (1) • Dual Language Coordinator (1) **Need:** STUDENT GROUPS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: The EL and LTEL student groups performed significantly lower on state and local assessments than the “all students”group. Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math (Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also	The data points in the Identified Need section will be addressed with: * Migrant support - after school and during the summer * Migrant Outreach teacher providing 1 on one 1 support for MIgrant students * EL Mentors who work directly with students, EL TOSA, and an EL Coordinator who supports EL students, parents, and staff with the implementation and evaluation of instructional programs. * Dual Language Program through 9th grade, to promote biliteracy and give students an alternate means to Meet prepared on the CA School Dashboard CCI indicator by earning the Seal of Biliteracy. * Dual Language (DL) Coordinator who supports DL students, parents, and staff with the implementation and evaluation of instructional programs. * Support for Long Term English Learners for Language Acquisition, ELA, and Math - District-Level Supports will include: -Data-Driven Principal Meetings: Include LTEL-specific data (ELPAC levels, ELPI growth, reclassification rates) in regular data chats with principals. • EL and LTEL-Focused PD: Provide targeted PD on integrated and designated ELD strategies aligned with the instructional framework, with specific LTEL scenarios. • District-Wide Monitoring Tool: Use Ellevation dashboard to track LTELs.	CAASPP ELA and Math (Metrics 1.1-1.4), English Learner Progress Indicator (ELPI) (Metric 1.5) ELPAC (Metric 1.6), Reclassification Rate (Metric 1.7), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), Percent of Students earning the State Seal of Biliteracy (Metric 1.17)

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	expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange) % of Students that Met/Exceeded Grade Level Standards Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue	• Curriculum Audits: Ensure curriculum across content areas includes scaffolds and culturally relevant materials that support LTELs. The district's data demonstrate that English Learners, Migrant students, Long-Term English Learners, low-income students, and other unduplicated pupil groups experience lower academic achievement, lower English language proficiency outcomes, lower college and career readiness indicators, and other barriers to educational success when compared to district averages. Because these needs exist across multiple schools and grade spans, the district has determined that the most effective method for improving outcomes is through coordinated LEA-wide systems of support that strengthen instruction, language development, family engagement, and access to rigorous educational opportunities. The district expects that implementing these actions on an LEA-wide basis will principally benefit unduplicated students by addressing the root causes of identified performance gaps while also improving educational opportunities for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99%(R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) 2025 CA School Dashboard: Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • Budget Specialists (2) **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10% (increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts was low (Orange) (-68.6 points below Standard Met). On the 2025 CA School Dashboard, the performance levels for Graduation Rate increased 11.2% to 89.8% (Green). The performance level for Math (-93.4 points below	Each school receives LCFF Supplemental/Concentration funds and Title I funds to help students meet state academic content and performance standards, and address the eight state priorities (Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes, Student Engagement, Parent Involvement, School Climate). the State and Federal Projects Team plays a role: * Supporting school administration as they develop their School Plans * Providing guidance on conducting needs assessments and researching evidence-based interventions. * Involving Educational Partners (including the SSC and ELAC) in the SPSA Evaluation and Planning Process. * Assisting sites in budget monitoring * Ensuring expenditures are aligned and compliant with state and federal guidelines. * Planning and monitoring of district and school plans and expenditures. While this action is primarily focused on SED, EL, LTEL and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metrics 1.1-1.4), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11), CTE Completion Rate (Metric 1.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math	District data indicate that unduplicated students, including English Learners, low-income students, foster youth, migrant students, and Long-Term English Learners, experience lower academic achievement in ELA and Mathematics, lower College/Career Readiness outcomes, and higher rates of Chronic Absenteeism than their peers. Addressing these performance gaps requires not only direct services but also strong planning, monitoring, accountability, and resource allocation systems to ensure that school-level actions are evidence-based and responsive to identified student needs. The State and Federal Projects Team supports schools in designing, implementing, monitoring, and evaluating programs that specifically address the needs of unduplicated students. Their work ensures that Supplemental, Concentration, and Title I funds are strategically invested in actions that improve student outcomes and that schools remain focused on closing achievement gaps.	

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
	(Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange) SCHOOLS within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: 7 elementary schools, 3 middle schools, 2 high schools.		

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
	Per the Fall 2023 Dashboard results, three schools were identified for CSI and six schools were identified for ATSI. School specific actions will continue to be needed to support student group needs within each identified school. Per the Fall 2023 Dashboard results, one school exited CSI status and nine schools exited ATSI status, demonstrating that strategic use of LCFF funds within the SPSA contribute to a school's ability to address specific needs as part of improving outcomes for students. Based on the 2024 Dashboard, with the strategic use of LCFF and CSI funds, two schools, Oasis Elementary and Palm View Elementary exited CSI. All schools but 1 of the 7 schools that were identified for ATSI in 2023 were able to exit in 2024. The one school that remained in ATSI was Sea View Elementary, identified for ATSI for its White Student group, for the Suspension Indicator (Red) and the Chronic Absenteeism Indicator (Orange). Based on the 2025 Dashboard,one school continued to be identified as a CSI school, La Familia High School, based on low graduation rate, although they did have an increase in the 2025 graduation rate from 54.8% in 2024 to 61.9% in 2025 (an increase of 7.1%). Additionally, West Shores High School was identified as a TSI school, for their English Learners student group who had a RED status in all Dashboard Indicators.		

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 Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:** LEA-wide		
1.8	**Action:** Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (5) • Data, Accountability, and Assessment Coordinator **Need:** CAASPP test data from 2023 shows 26.12% of students met or exceeded ELA standards, while 13.89% met or exceeded the standards in Math. CAASPP test data from 2025 shows 30.08% (increase of 3.96%) of students met or exceeded ELA standards, while 20.10% (increase of 6.21%) met or exceeded the standards in Math. Additionally, on the 2023 CA School Dashboard, the performance levels for Graduation Rate (78.6%) and Math were very low (Red) (-110 points below Standard Met) and the performance level for English Language Arts was low (Orange) (-68.6 points below Standard Met).	MTSS is inclusive of high-quality differentiated instruction, integrated data systems, and academic support. All these components will provide students with access to core curriculum, data driven instruction, and progress monitoring. Restructuring of the IT department and staffing positions to perform data quality services, will allow CVUSD to have current, actionable data to drive instructions, programs and practices. While this action is primarily focused on SED, EL, LTEL, and FY students, the resources dedicated to this action are also expected to improve outcomes for all student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	CAASPP ELA and Math (Metrics 1.1-1.4), ELPAC (Metric 1.6), Graduation Rate (Metric 1.8), College & Career Indicator (Metric 1.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2025 CA School Dashboard, the performance levels for Graduation Rate increased 11.2% to 89.8% (Green). The performance level for Math (-93.4 points below Standard Met) had an increase of 16.6 points from 2023, changing from Red to Yellow on the CA Dashboard. However, based on the 2025 CA School Dashboard, 79.9% of students are not meeting the standard. The performance level for English Language Arts at -57.6 points below standard met (Yellow) 69.2% of students not meeting the standard. Both the 2023 and 2025 CA School Dashboard scores indicate a continuing need to support students in English Language Arts & Mathematics performance across all grade levels in the district. CVUSD was identified for Differentiated Assistance for the EL and SED student groups for low performance in English Language Arts, and for the EL, FY and SED students groups for low performance on the Math Indicator, based on the results of the Fall 2023 Dashboard. CVUSD was also identified for Differentiated Assistance for the EL student group's low performance level on the CCI Indicator, and the EL and SED student groups' low performance level (Red) on the Graduation Rate Indicator. Based on the 2024 and 2025 Dashboards, CVUSD was identified for Differentiated Assistance (DA) based on the outcomes for		

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
	one student group, the Long Term English Learner (LTEL) student group. LTELs met the criteria for DA in Math (Red) and ELA (Orange) in 2024 and for ELA (Red), Math (Orange), Suspension (Red), and Chronic Absenteeism (Orange) in 2025. This action is primarily focused on SED, EL, LTEL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the Red performance level on ELA and Mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups. Unduplicated student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard, leading to CVUSD being identified for Technical Assistance: EL: CAASPP ELA & Math, CCI, Graduation Rate FY: CAASPP Math SED: CAASPP ELA & Math Graduation Rate 2024 - Differentiated Assistant Based on: LTEL: Math (Red), ELA (Orange) 2025 - Differentiated Assistant Based on: LTEL: ELA (Red), Math (Orange), Suspension (Red), Chronic Absenteeism (Orange) Dashboard Key: R - Red		

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
	O - Orange Y - Yellow G - Green B - Blue CAASPP ELA: % of students who met/exceeded Standard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99%(R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) 2025 CA School Dashboard: Student Demographics: English Learners: 40.2%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3% **Scope:** LEA-wide		
1.9	**Action:** Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Director • Head Start and Preschool Teacher (8) **Need:** Not all CVUSD students are reading at grade level by third grade. EL, FY and SED students trail the performance of the "all students" group in these measures. Local assessment results (iReady) in 2025-26 indicate that early learning supports have been effective in supporting skill development and improvement, however additional needed supports for students continue to be needed in developing early literacy and math skills in Preschool, Transitional Kindergarten, Kindergarten, and First Grade. The SED, EL, and FY student groups perform less successfully in CAASPP results than the “all students” group in elementary grades. Student Demographics: English Learners: 40.2% Foster Youth: 0.80% Socioeconomically Disadvantaged: 93.3%	Supporting our Early Learners with Extended-day Kindergarten, Head Start/Preschool, and General Education Instructional Aides (GEIAs) in all TK classes will help build foundational skills in ELA, Math, and English Language Acquisition, prepare them for academic success, promote positive behaviors and attitudes, and foster student success. While this action is primarily focused on SED, EL, and FY students, the resources dedicated to this action are also expected to improve outcomes for AI, HOM, SWD and HIS student groups across the district. District and school level student groups scoring in the Red performance level in ELA, Mathematics, Graduation Rate and CCI will be served via this action.	iReady Diagnostic Test for ELA and Math, student portfolios

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		
2.2	**Action:** Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA- Student Support Services **Need:** CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2025 Dashboard, the HOM suspension rate has moved to Orange (4.7%), and the FY suspension rate is (Orange) 6.0%. The Chronic Absenteeism rate continues to be high with the Indicator at Red for AI (72.4% - no color), Orange for LTEL, FY, SWD and RED for 2 or more races. Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL	A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD unduplicated students. Student Support Services Department staff oversee planning and implementation of these programs for students and professional development for staff. The work is supported by the use of various software programs and services. The implemented programs will result in unduplicated students having greater access to resources, social-emotional supports, and mental health support on campus. Having all staff knowledgeable and the implementation of transformational model programs benefits all student groups and allows for consistent districtwide practices so this services is implemented districtwide.	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

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
	Student group's suspension rate - which was 8.9% (Red). Based on the 2025 CA School Dashboard, CVUSD continued to be identified for Differentiated Assistance for the LTEL Student group's suspension rate - which remained Red at 9.0% This action is primarily focused on SED, EL, LTEL and FY students, however the safety, social-emotional and mental health resources dedicated to this action are expected to improve outcomes for district and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators. Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue Suspension: 2023, 2024, 2025 EL: 3.7% (Y), 3.8% (Y), 3.6% (Y) LTEL: n/a, 8.9% (R), 9.0% (R) FY: 8.3% (R), 4.3% (G), 6.0% (O) SED: 4.0% (Y), 3.9% (Y), 3.4% (G) Chronic Absenteeism: 2023, 2024, 2025 EL: 41.0% (Y), 35.9% (Y), 32.0% (Y) LTEL: n/a, 43.1% (O), 42.1% (O) FY: 52.5% (R), 46.3% (O), 43.1% (O) SED: 43.2% (Y), 39.0 (Y), 34.2% (Y)		

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
	High School Dropout Rate: 2023, 2024, 2025 EL: 17.2% 14.8% 9.7% HOM: 20.8% 11.1% 9.6% FY: N/A 12.5% 20.8% SED: 12.8% 9.3% 6.5% Scope: LEA-Wide **Scope:** LEA-wide		
2.3	**Action:** Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Student Wellness & Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor **Need:**	A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students. In addition, site and district attendance teams will focus on root cause analysis of low attendance rates and works with students and families to mitigate barriers to improve attendance. This action is primarily focused on SED, EL, and FY students, however the personnel resources (attendance team, attendance resource liaisons, attendance clerks) and the attendance incentive resources dedicated to this action are also expected to improve outcomes for district and school level student groups scoring in the red performance level on the Chronic Absenteeism Indicator	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

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
	CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. The attendance team works towards locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. CVUSD was identified for Differentiated Assistance for the HOM and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. The % of EL, LTEL, FY, and SED students that are chronically absent has decreased from 2023 to 2025, but they are still high, compared to pre-pandemic levels in 2018: EL (10.7%), FY (12.7%), SED (12.5%). Chronic Absenteeism: 2023, 2024, 2025 EL: 41.0% (Y), 35.9% (Y), 32.0% (Y) LTEL: n/a, 43.1% (O), 42.1% (O) FY: 52.5% (R), 46.3% (O), 43.1% (O) SED: 43.2% (Y), 39.0 (Y), 34.2% (Y) **Scope:** LEA-wide		
2.4	**Action:** Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and	A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD unduplicated students. Student Support Services Department staff oversee	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6),

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
	overseeing small group leads for various program Support for Long Term English Learners for Suspension - District-Level Supports will include: Data-Driven Identification & Monitoring • Monitor suspension, attendance, language proficiency, and academic data. • Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns. Staff supported with LCFF S/C funds in this action include: • District Support Counselor • Lead Intervention Specialist Teachers (Certificated) (7) **Need:** CVUSD was identified for Differentiated Assistance for the Foster Youth (FY) student group for a high Suspension Rate, and for the AI, HOM, and FY student groups for a high Chronic Absenteeism Rate, based on the results of the Fall CA School 2023 Dashboard. Based on the 2025 CA Dashboard, the FY student group suspension rate increased from 4.3% (Green) in 2024 to 6.0% (Orange) in 2025, but still a decline of 2.3% from 2023 to 2025. The FY suspension rate remains 2.7% higher than the All Student group rate of 3.3%.	planning and implementation of these programs for students and professional development for staff. A component of this work focuses on Attendance including opportunities for home visits, direct support for foster students, professional development, SEL lessons, extra services to implement student programs, and Wellness Centers, unduplicated students will have greater access to resources, social-emotional supports, and mental health support on campus. Having support services for students on campus should improve attendance programs for unduplicated students, but also other student groups and allow for consistent districtwide practices so these services are implemented districtwide. This action is primarily focused on SED, EL, LTEL and FY students, however the personnel resources (district support counselor, PBIS/Transformational Model Leads, Transformational Model Circle Facilitators, and Wellness Center Staff) dedicated to this action will improve outcomes for all student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators.	LCAP Student Survey (Metrics 2.9 - 2.12)

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
	Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red). Additionally, on the 2024 Dashboard, the Chronic Absenteeism rate was orange for the following student groups: Foster Youth (46.3%), Homeless (49.8%), Long Term English Learners (43.1%), Two or More Races (47.9%) and White (45.4%). Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red). Based on the 2025 CA School Dashboard, CVUSD continued to be identified for Differentiated Assistance for the LTEL Student group's suspension rate - which remained Red at 9.0% Suspension: 2023, 2024, 2025 EL: 3.7% (Y), 3.8% (Y), 3.6% (Y) LTEL: n/a, 8.9% (R), 9.0% (R) FY: 8.3% (R), 4.3% (G), 6.0% (O) SED: 4.0% (Y), 3.9% (Y), 3.4% (G) Chronic Absenteeism: 2023, 2024, 2025 EL: 41.0% (Y), 35.9% (Y), 32.0% (Y) LTEL: n/a, 43.1% (O), 42.1% (O) FY: 52.5% (R), 46.3% (O), 43.1% (O) SED: 43.2% (Y), 39.0 (Y), 34.2% (Y) **Scope:**		

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		
2.6	**Action:** Mental Health Services **Need:** Based on the LCAP Family Survey, families indicated the need for more therapists to be able to serve more students and their mental health. There has been an increased need in mental health services since students returned to school after the pandemic. There has been an increase in depression, anxiety, grief, self harm and other mental health crises amongst both students and staff. This prevents students and staff from focusing on academics and has caused an increase in absenteeism. Based on the 2024 CA School Dashboard, CVUSD was identified for Differentiated Assistance for the LTEL Student group's suspension rate - which was 8.9% (Red). Based on the 2025 CA School Dashboard, CVUSD continued to be identified for Differentiated Assistance for the LTEL Student group's suspension rate - which remained Red at 9.0% Dashboard Key: R - Red O - Orange Y - Yellow G - Green	By providing each school site with a licensed therapist, this provides Tier 2 & 3 supports for students identified with more advanced mental health needs. This can include small groups or one to one support for identified needs. The Latino Commission has 2 coordinated care counselors assigned to provide support to students who are chronically absent, are disengaged from school, having difficulty meeting demands of education and/or have experienced trauma, adverse experiences, or challenges. This action is primarily focused on SED, EL, LTEL, and FY students, however the personnel resources (Latino Commision Counseling Therapists) dedicated to this action are also expected to improve outcomes for student groups across the district. District and school level student groups scoring in the red performance level on the Chronic Absenteeism and Suspension Indicators will be served via this action, therefore decreasing the Chronic Absenteeism and Suspension rates for all school-based student groups performing in the red performance level as noted in the Measuring and Reporting Results section for Goal 2.	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Suspension (Metric 2.1), Dataquest - Expulsion (Metric 2.5), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

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
	B - Blue Suspension: 2023, 2024, 2025 EL: 3.7% (Y), 3.8% (Y), 3.6% (Y) LTEL: n/a, 8.9% (R), 9.0% (R) FY: 8.3% (R), 4.3% (G), 6.0% (O) SED: 4.0% (Y), 3.9% (Y), 3.4% (G) Chronic Absenteeism: 2023, 2024, 2025 EL: 41.0% (Y), 35.9% (Y), 32.0% (Y) LTEL: n/a, 43.1% (O), 42.1% (O) FY: 52.5% (R), 46.3% (O), 43.1% (O) SED: 43.2% (Y), 39.0 (Y), 34.2% (Y) **Scope:** LEA-wide		
2.7	**Action:** Health Services Staff supported with LCFF S/C funds in this action include: • School Nurses (5) • Licensed Vocational Nurses (7) • Health Service Technicians (21) **Need:** CVUSD has seen an increase in Chronic Absenteeism since the 2020 school year. While the Chronic Absenteeism rates have declined from 2023 to 2025, they remain significantly high for EL (32.0%), LTEL (42.1%), FY (43.1%) and SED (34.2%) student groups. The attendance team works towards	District data indicate that unduplicated students experience lower academic achievement and higher rates of chronic absenteeism than their peers. School Nurses, Licensed Vocational Nurses, and Health Services Technicians help address these needs by removing health-related barriers that interfere with regular attendance and academic participation. These staff provide direct healthcare services, medication administration, chronic disease management, health screenings, mobility assistance, family outreach, and coordination of care that enable students to remain in school and access instruction. By improving student health, reducing absences related to medical conditions, increasing access to supportive services, and promoting student well-	CA School Dashboard Indicators: Chronic Absenteeism (Metric 2.7), Local Data - Attendance (Metric 2.6), LCAP Student Survey (Metrics 2.9 - 2.12)

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
	locating missing students and identifying barriers to attendance in order to set up and provide students with support and services to increase Average Daily Attendance (ADA) and decrease Chronic Absenteeism. An increase in ADA corresponds with overall academic improvement and success. Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue Chronic Absenteeism: 2023, 2024, 2025 EL: 41.0% (Y), 35.9% (Y), 32.0% (Y) LTEL: n/a, 43.1% (O), 42.1% (O) FY: 52.5% (R), 46.3% (O), 43.1% (O) SED: 43.2% (Y), 39.0 (Y), 34.2% (Y) **Scope:** LEA-wide	being, these positions contribute to improved attendance, stronger academic outcomes, increased engagement, and reduced risk factors associated with suspension for unduplicated pupils. Their services are particularly important for low-income students, foster youth, migrant students, and English Learners who may face additional barriers to accessing healthcare outside of school. This action is primarily focused on SED, EL, and FY students, however the personnel resources (School Nurses, Licensed Vocational Nurses, Health Services Technicians, and Bus Monitors) dedicated to this action will improve outcomes for all student groups in CVUSD.	
3.1	**Action:** Parent Engagement **Need:** There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:	Providing parents of unduplicated pupils the tools they need to help their students to be academically and social-emotionally successful will help mitigate high absenteeism rates and close achievement gaps. Parent workshops, resource fairs, events, and meetings play a crucial role in supporting students and addressing their unique needs. Workshop materials and supplies help create inclusive and supportive environments, facilitate effective communication between parents and educators, and empower parents with the	Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, an increase in student attendance

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: CAASPP ELA & Math, Graduation Rate, CCI FY: CAASPP Math HOM: CAASPP ELA SED: CAASPP ELA & Math, Graduation Rate Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard: LTEL: Suspension, CAASPP Math FY: CAASPP ELA & Math HOM: CAASPP Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA AA: Suspension Rate AI: Suspension Rate TMR: Chronic Absenteeism **Scope:** LEA-wide	knowledge and tools to advocate for their children's educational success, as well as encourage them to get involved in the District decision-making process in order to build their capacity These activities are primarily directed to serve the needs of our English Learner and low income families to ensure equitable access to educational supports and resources regardless of language or socio-economic barriers. As this action with all familles, these services are offered districtwide.	
3.2	**Action:** Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2) **Need:**	Community Engagement personnel are essential to address the need for parental involvement and family engagement. This includes addressing efforts of the school district to seek parent input in making decisions for the school district and each individual school site. Outreach and advertising materials, high-tech mailing, interpreter/translator salaries, and other language supports will significantly increase support services for students and families. These	Attendance at parent Workshops, Improved outcomes on the Parent LCAP Survey, increase parent representation on Parent Advisory Committees.

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 gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: CAASPP ELA & Math, Graduation Rate, CCI FY: CAASPP Math HOM: CAASPP ELA SED: CAASPP ELA & Math, Graduation Rate Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard: LTEL: Suspension, CAASPP Math FY: CAASPP ELA & Math HOM: CAASPP Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA AA: Suspension Rate AI: Suspension Rate TMR: Chronic Absenteeism The LCAP survey states that communication needs improvement. Improvements in communication are seen as vital for better parental involvement and to avoid surprises. Many parents expressed a need for better communication between the school and families. They highlighted inconsistencies in	efforts address their needs by fostering stronger connections and partnerships between schools and communities. Communication is primarily directed to serve the needs of our English Learner, Foster Youth, and low income families to ensure equitable access to educational information, resources, and opportunities regardless of language or socio-economic barriers. As this action improves communication with all familles, these services are offered districtwide.	

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
	notifications about events, meetings, and changes in school schedules. Parents have different preferences for communication methods, some have limited access to technology, and some speak a language other than English. **Scope:** LEA-wide		
3.3	**Action:** Community Engagement Staff supported with LCFF S/C funds in this action include: • Community Engagement Manager • Parent Community Liaisons (22) **Need:** There are gaps in performance, especially for our unduplicated students. Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: CAASPP Math HOM: CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard: LTEL: Suspension, CAASPP Math FY: CAASPP ELA & Math	The Parent Community Engagement Manager, Community Liaisons and online communication and data sharing platforms play a critical role in addressing the needs of our educational partners by coordinating outreach efforts, facilitating communication between schools and families, providing targeted support services, and ensuring smooth logistical operations. Communication is primarily directed to serve the needs of our English Learner and low income families to ensure equitable access to educational information, resources, and opportunities regardless of language or socio-economic barriers. As this action improves communication with all familles, these services are offered districtwide.	We will continue to measure progress continuing with workshop surveys, LCAP surveys, and tracking all data in our district generated spreadsheet.

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
	HOM: CAASPP Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA AA: Suspension Rate AI: Suspension Rate TMR: Chronic Absenteeism The LCAP survey states that communication needs improvement. Improvements in communication are seen as vital for better parental involvement and to avoid surprises. Many parents expressed a need for better communication between the school and families. They highlighted inconsistencies in notifications about events, meetings, and changes in school schedules. The Community survey also indicated a need for improvement in communication between the district and community partners. Addressing these issues is paramount to enhance clarity, ensure mutual understanding, and foster a more robust partnership. **Scope:** LEA-wide		
4.1	**Action:**	By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership	CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric

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
	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard: LTEL: Suspension & CAASPP Math FY: CAASPP ELA & CAASPP Math HOM: CAASPP Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue CA School Dashboard	teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. District data indicate that unduplicated students, particularly English Learners and Long-Term English Learners, continue to experience lower outcomes in ELA, Mathematics, English language proficiency, and College/Career Readiness indicators. Providing extra services that enable staff participation in professional development ensures that teachers, administrators, and classified staff have access to training focused on evidence-based instructional practices, integrated and designated ELD, biliteracy instruction, MTSS implementation, and student engagement strategies. These professional learning opportunities increase staff capacity to provide high-quality first instruction, improve access to grade-level content, strengthen language acquisition, and create supportive learning environments. As a result, the district expects improved academic achievement, increased English learner progress and reclassification rates, higher attendance, stronger student engagement, and improved college and career readiness outcomes for unduplicated pupils. Extra services are essential to engaging staff in these professional development opportunities outside the regular school day and results in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all student groups and allows for consistent districtwide practices so this services is implemented districtwide.	1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

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: % of students who met/exceeded Standard CA School Dashboard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99% (R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, managing		

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
	difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide		
4.2	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning -Contracts **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard: LTEL: Suspension & CAASPP Math FY: CAASPP ELA & CAASPP Math HOM: CAASPP Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA Dashboard Key:	By providing systemic professional development opportunities, inclusive of Administrators, Instructional Coaches, Instructional Leadership teams, and Staff, CVUSD will create a powerful vision and focus for each school site that tightly aligns to the district vision. By utilizing expert partners and companies for Professional Learning opportunities, we will be providing training to teachers and staff with strategies for a Multi-Tiered System of Support (MTSS) Tier 1 Best First Instruction. Within this support, we will plan and implement key target actions MTSS Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Additionally, the district will contract with providers to deliver comprehensive training on ELD strategies and skills, to support the learning needs of the EL and LTEL student groups. Contracted professional learning providers are essential to engaging staff in these professional development opportunities and results in unduplicated students having greater access to	CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

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
	R - Red O - Orange Y - Yellow G - Green B - Blue CA School Dashboard CAASPP ELA: % of students who met/exceeded Standard CA School Dashboard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99% (R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G)	high-quality Tier 1 leadership, instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this services is implemented districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide		
4.4	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard: LTEL: Suspension & CAASPP Math FY: CAASPP ELA & CAASPP Math HOM: CAASPP Math	Substitute teachers allow classroom teachers to participate in professional learning focused on Dual Language instruction, LETRS literacy practices, Transformational Model implementation, English Learner data analysis, and integrated and designated ELD strategies. These trainings are designed to strengthen teacher capacity to meet the needs of unduplicated students, particularly English Learners and Long-Term English Learners, who continue to demonstrate lower performance in academic achievement and language proficiency indicators. By supporting teachers in implementing evidence-based instructional practices, analyzing student data, and increasing access to rigorous grade-level content, the district expects improved outcomes in literacy, language acquisition, academic achievement, and college and career readiness for unduplicated pupils. By providing systemic professional development opportunities, CVUSD will create a powerful vision and focus for each school site that tightly aligns to	CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Chronic Absenteeism (Metric 2.7) , English Learner Progress Indicator (Metric 1.8), Suspension (Metric 2.1). Other metrics include Staff LCAP Survey Results, post -professional development, and post-workshop/training staff surveys.

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 within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue CA School Dashboard CAASPP ELA: % of students who met/exceeded Standard CA School Dashboard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99% (R), 3.54% (O) FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R)	the district vision. Within this support, we will plan and implement key target actions for a Multi-Tiered System of Support (MTSS) for Tier 1 instructional practices which will create success-oriented schools, focused on the key components of the Science of Reading to support literacy and numeracy achievement for all students, determine areas of growth to implement Systematic Explicit Instruction, and encourage professional leadership and growth from within the district. Increasing staff access to professional development through the use of subs during the regular instructional day will result in unduplicated students having greater access to high-quality Tier 1 instruction and support. Having highly qualified staff benefits all students and allows for consistent districtwide practices so this service is implemented districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:** LEA-wide		
4.5	**Action:** Implementation of Multi-Tiered System of Support - Professional Learning Salaries **Need:** Our unduplicated student groups received the lowest performance level on the following state indicators on the 2023 Dashboard: EL: Graduation Rate, CCI, CAASPP ELA & Math FY: Chronic Absenteeism, Suspension, CAASPP Math HOM: Chronic Absenteeism, CAASPP ELA SED: Graduation Rate, CAASPP ELA & Math	Under district instructional leadership, the Induction Coaches provide support to first and second year teachers in the development of an engaging classroom, working with students to maximize learning, and assist in implementing school programs and projects. Induction coaches are essential to the success of teachers who are new to the profession which results in higher teacher recruitment and retention rates which results in unduplicated students having greater access to high-quality Tier 1 instruction. Having highly qualified teachers benefits all students and allows for consistent districtwide practices so this services is implemented districtwide.	Teachers successfully completed the induction program, Teacher Retention, Teaching Assignment Monitoring Outcomes (TAMO) Data from CDE. CA Dashboard Metrics: CAASPP ELA (Metric 1.1), and Math (Metric 1.3), Graduation Rate (Metric 1.8), Other metrics include Staff LCAP Survey Results, post - professional development, and post-

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
	Our unduplicated student groups received the lowest performance level on the following state indicators on the 2024 Dashboard: LTEL: Suspension & CAASPP Math FY: CAASPP ELA & CAASPP Math HOM: CAASPP Math Student groups within CVUSD that received the lowest performance level on one or more state indicators on the 2025 Dashboard: LTEL: CAASPP ELA, Suspension Rate HOM: CAASPP ELA Dashboard Key: R - Red O - Orange Y - Yellow G - Green B - Blue CA School Dashboard CAASPP ELA: % of students who met/exceeded Standard CA School Dashboard 2023 2024 2025 EL: 9.21% (R), 9.55%(O), 8.91% (O) LTEL: n/a, 3.58% (O), 4.69% (R) FY: 33.33% (O), 21.43% (R), 16.67% (O) SED: 24.91% (R), 26.56% (Y), 28.92% (Y) CAASPP Math: % of students who met/exceeded Standard 2023, 2024, 2025 EL: 5.94% (R), 7.49% (O), 8.80% (O) LTEL: n/a, 0.99% (R), 3.54% (O)	This action is primarily focused on EL, FY, and SED student groups, however the resources dedicated to this action are also expected to improve outcomes for student groups, schools and/or student groups at schools that were at the lowest performance level (red) on the 2023, 2024 and 2025 CA School Dashboard.	workshop/training staff surveys.

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
	FY: 17.65% (R), 10.71% (R), 17.39% (O) SED: 12.96% (R), 15.19% (O), 19.22% (O) Graduation Rate: 2023, 2024, 2025 EL: 68.2% (R), 77.2% (Y), 85.3% (G) FY: n/a, 81.3% (n/a), 66.7% (R) SED: 78.3% (R), 84.8% (G), 89.5% (G) CCI - CA Dashboard: 2023, 2024, 2025 EL: 6.8% (VL), 12.6% (Y), 20.6% (Y) FY: n/a, 12.5% (n/a), 25.0% (Y) SED: 27.0% (Low), 34.8% (Y), 44.4% (G) In order to close equity gaps and ensure that our unduplicated students thrive academically, building staff capacity to deliver high-quality Tier 1 instruction is essential. With teacher shortages and new teachers entering the profession, it is essential that we provide support to retain our teachers and prepare them to best support the needs of our unduplicated students. The LCAP Staff Survey identified that certificated staff want to participate in in-depth professional development on educational concepts, English Learner Supports, Standards-driven instruction, The Science of Reading, managing difficult and disruptive student behaviors, and small group management as high areas of importance. **Scope:**		

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		

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

The district will receive $10,051,054 in additional concentration grant add-on funding for 2026-27. All schools in the Coachella Valley Unified School District (CVUSD) have an enrollment of unduplicated student groups greater than 55%. CVUSD uses the concentration grant add-on funding to support existing LCAP actions by retaining certificated and classified personnel who provide direct services to students at all CVUSD school which includes:

Action 1.4 Transitional Kindergarten paraprofessionals
Action 1.4 Secondary Teachers - Class Size Reduction
Action 1.4 Elementary Teachers - Class Size Reduction
Action 1.5 Career Readiness Support: Counselors
Action 2.3 Support and Implementation Staff: additional staff to support attendance outreach
Action 2.4 Wellness Center Support: Certificated Lead Intervention Specialist Teachers

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	23.6:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18.64:1

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	$172,250,754	$75,668,260	43.929%	0.000%	43.929%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$75,668,260.00	$36,570,056.00	$0.00	$16,940,103.00	$129,178,419.00	$89,049,255.00	$40,129,164.00

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	Implementation of Multi-tiered System of Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,258,437.00	$2,176,000.00			$82,437.00	$2,258,437.00	
1	1.2	Supplemental Supports to Strengthen the Instructional Core	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,898,903.00	$2,845,160.00	$9,201,651.00			$542,412.00	$9,744,063.00	
1	1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: - La Familia high school principal, teachers, custodian, and office staff Teacher at West Shores High School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,089,344.00	$7,760,354.00	$5,385,888.00	$9,103,077.00		$360,733.00	$14,849,698.00	
1	1.4	Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: - Curriculum Resource Technician (1) - Instructional Media Assistants (22) - MTSS Data Coaching Coordinators (2) - MTSS Director of Elementary - Data Assessment Specialists (2) - Ethnic Studies Teachers (10) - High School Assistant Principals (10) - Secondary Counselors (12) - Athletic Directors (3)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,517,198.00	$648,266.00	$22,432,000.00	$3,090,460.00		$4,643,004.00	$30,165,464.00	

		- Activities Directors (3) - Aquatic Instructors (2) - Lifeguards (2) - Elementary Assistant Principals - Literacy Coaches (15) - Math Coaches (15) - Elementary Teachers (9) - Secondary Teachers (14) - TK General Ed Instructional Aides (GEIAs)														
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	**1.5**	College and Career Readiness Staff supported with LCFF S/C funds in this action include: - High School & Middle CTE Teacher Salaries (28) - College/Career PUENTE Counselors - Coordinator of CTE - Coordinator of Secondary Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,868,443.00	$4,030,499.00	$8,344,785.00	$3,075,238.00		$478,919.00	$11,898,942.00	
1	**1.6**	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: - EL Support Assistants (ELSA) (3) - EL Coordinator (1) - Dual Language Coordinator (1)	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$2,091,193.00	$702,629.00	$986,841.00			$1,806,981.00	$2,793,822.00	

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	1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: - Director - Coordinator - Administrative Specialist - Budget Specialists (2)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,759,273.00	$1,353,946.00	$1,653,970.00			$1,459,249.00	$3,113,219.00	
1	1.8	Technology Staff supported with LCFF S/C funds in this action include: - IT Services Technicians (5) - Data, Accountability, and Assessment Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$829,868.00	$1,720,500.00	$2,550,368.00				$2,550,368.00	
1	1.9	Early Learners Staff supported with LCFF S/C funds in this action include: - Early Learners Director - Head Start and Preschool Teacher (8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,397,962.00	$625,614.00	$1,167,058.00	$3,387,918.00		$3,468,600.00	$8,023,576.00	
2	2.1	Expanded Learning	All	No			All Schools	Ongoing	$9,064,634.00	$9,031,422.00		$16,864,331.00		$1,231,725.00	$18,096,056.00	
2	2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: - Director of Student Support Services - Child Welfare Coordinator - TOSA- Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$585,707.00	$30,052.00	$615,759.00				$615,759.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: - Student Wellness & Attendance Coordinator - District Attendance Resource Liaisons (2) - Attendance Clerks - District Support Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,050,260.00	$0.00	$1,050,260.00				$1,050,260.00	
2	2.4	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Support for Long Term English Learners for Suspension - District-Level Supports will include: Data-Driven Identification & Monitoring - Monitor suspension, attendance, language proficiency, and academic data. - Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns. Staff supported with LCFF S/C funds in this action include: - District Support Counselor - Lead Intervention Specialist Teachers (Certificated) (7)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,447,409.00	$87,738.00	$1,381,223.00			$153,924.00	$1,535,147.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Homeless/ Foster Youth Support Student Support Services Staff support Foster & Homeless Youth	Foster Youth, Homeless Youth	No			All Schools	Ongoing	$0.00	$70,099.00				$70,099.00	$70,099.00	
2	2.6	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,300,000.00	$2,300,000.00				$2,300,000.00	
2	2.7	Health Services Staff supported with LCFF S/C funds in this action include: - School Nurses (5) - Licensed Vocational Nurses (7) - Health Service Technicians (21)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,983,365.00	$0.00	$3,983,365.00				$3,983,365.00	
3	3.1	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$120,038.00	$120,038.00				$120,038.00	
3	3.2	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: - Translator Salaries (2)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$275,886.00	$168,145.00	$444,031.00				$444,031.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Community Engagement Staff supported with LCFF S/C funds in this action include: - Community Engagement Manager - Parent Community Liaisons (22)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$643,368.00	$104,250.00	$279,999.00			$467,619.00	$747,618.00	
4	4.1	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,216,268.00	$2,159,717.00	$8,806,938.00	$16,961.00		$552,086.00	$9,375,985.00	
4	4.2	Implementation of Multi-Tiered System of Support - Professional Learning - Contracts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,203,982.00	$2,166,640.00	$107,390.00		$929,952.00	$3,203,982.00	
4	4.3	Implementation of Multi-Tiered System of Support - Professional Learning - Conferences	All	No			All Schools	Ongoing	$0.00	$85,300.00				$85,300.00	$85,300.00	
4	4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$627,185.00	$0.00	$333,952.00			$293,233.00	$627,185.00	
4	4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$702,989.00	$112,325.00	$287,494.00	$213,990.00		$313,830.00	$815,314.00	
5	5.1	Academic Intervention and Enrichment Program (AIEP)	All	No			Specific Schools: La Familia Continuation High School Grades 11 & 12	1 year	$0.00	$710,691.00		$710,691.00			$710,691.00	

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)
$172,250,754	$75,668,260	43.929%	0.000%	43.929%	$75,668,260.00	0.000%	43.929 %

Totals by Type	Total LCFF Funds
Total:	$75,668,260.00
LEA-wide Total:	$75,668,260.00
Limited Total:	$0.00
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	Implementation of Multi-tiered System of Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,176,000.00	
1	1.2	Supplemental Supports to Strengthen the Instructional Core	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,201,651.00	
1	1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff Teacher at West Shores High School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,385,888.00	

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	1.4	Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (2) • MTSS Director of Elementary • Data Assessment Specialists (2) • Ethnic Studies Teachers (10) • High School Assistant Principals (10) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals • Literacy Coaches (15) • Math Coaches (15) • Elementary Teachers (9)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,432,000.00	

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 (%)
		• Secondary Teachers (14) • TK General Ed Instructional Aides (GEIAs)						
1	1.5	College and Career Readiness Staff supported with LCFF S/C funds in this action include: • High School & Middle CTE Teacher Salaries (28) • College/Career PUENTE Counselors • Coordinator of CTE • Coordinator of Secondary Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,344,785.00	
1	1.6	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • EL Support Assistants (ELSA) (3) • EL Coordinator (1) • Dual Language Coordinator (1)	Yes	LEA-wide	English Learners	All Schools	$986,841.00	
1	1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,653,970.00	

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 (%)
		Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • Budget Specialists (2)						
1	1.8	Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (5) • Data, Accountability, and Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,550,368.00	
1	1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Director • Head Start and Preschool Teacher (8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,167,058.00	
2	2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$615,759.00	

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 (%)
		Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA- Student Support Services						
2	2.3	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Student Wellness & Attendance Coordinator • District Attendance Resource Liaisons (2) • Attendance Clerks • District Support Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,050,260.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK- 12 SEL Lessons and curriculum; training and overseeing small group leads for various program Support for Long Term English Learners for Suspension - District-Level Supports will include: Data-Driven Identification & Monitoring • Monitor suspension, attendance, language proficiency, and academic data. • Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns. Staff supported with LCFF S/C funds in this action include: • District Support Counselor • Lead Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,381,223.00	

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 (%)
		Teachers (Certificated) (7)						
2	2.6	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,300,000.00	
2	2.7	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,983,365.00	
		Staff supported with LCFF S/C funds in this action include: • School Nurses (5) • Licensed Vocational Nurses (7) • Health Service Technicians (21)						
3	3.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,038.00	
3	3.2	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$444,031.00	
3	3.3	Community Engagement Staff supported with LCFF S/C funds in this action include: • Community Engagement Manager • Parent Community Liaisons (22)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,999.00	
4	4.1	Implementation of Multi-Tiered System of Support -	Yes	LEA-wide	English Learners Foster Youth	All Schools	$8,806,938.00	

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 (%)
		Professional Learning - Per Diem/Extra Services			Low Income			
4	4.2	Implementation of Multi-Tiered System of Support - Professional Learning – Contracts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,166,640.00	
4	4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$333,952.00	
4	4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$287,494.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$129,758,254.69	$122,381,419.88

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**	Implementation of Multi-tiered System of Instructional Supports	Yes	$2,445,571.63	$1,178,929.31
1	**1.2**	Supplemental Supports to Strengthen the Instructional Core	Yes	$8,760,708.67	$10,873,093.60
1	**1.3**	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff Teacher at West Shores High School	Yes	$11,566,412.44	$13,188,551.21
1	**1.4**	Highly Qualified Educational Staff Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22) • MTSS Data Coaching Coordinators (2) • MTSS Director of Elementary • Data Assessment Specialists (2)	Yes	$30,593,281.66	$29,220,508.09

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)
		• Ethnic Studies Teachers (10) • High School Assistant Principals (10) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals (11) • Literacy Coaches (15 • Elementary Teachers (9) • Secondary Teachers (14) • TK General Ed Instructional Aides (GEIAs)			
1	**1.5**	College and Career Readiness Staff supported with LCFF S/C funds in this action include: • High School & Middle CTE Teachers (28) • CTE Admin Assistants (2) • CTE Farm Manager • Coordinator of CTE • Coordinator of College & Career • Coordinator of Secondary Counselors	Yes	$14,332,686.98	$12,369,509.00
1	**1.6**	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • Site EL Support Assistants (ELSA) (21) • Migrant Coordinator (1) • EL Coordinator (1) • Dual Language Coordinator (1)	Yes	$3,847,630.06	$2,979,060.09

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	1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • 2 Budget Specialists	Yes	$3,152,827.87	$2,910,649.00
1	1.8	Technology Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (5) • Enterprise System Specialist • SIS Coordinator	Yes	$2,860,815.94	$2,361,729.00
1	1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Coordinator • Head Start and Preschool Teacher (8)	Yes	$7,494,344.19	$6,700,201.98
2	2.1	Expanded Learning	No	$19,928,472.48	$16,588,601.80

2	**2.2**	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA- Student Support Services • Bus Monitors (15)	Yes	$815,348.06	$611,820.00
2	**2.3**	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Student Wellness & Attendance Coordinator • District Attendance Liaisons (2) • Attendance Clerks • District Support Counselor •	Yes	$1,101,912.39	$1,063,911.00

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	**2.4**	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Support for Long Term English Learners for Suspension - District- Level Supports will include: Data- Driven Identification & Monitoring • Monitor suspension, attendance, language proficiency, and academic data. • Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns. Staff supported with LCFF S/C funds in this action include: • District Support Counselor • Lead Intervention Specialist Teachers (Certificated) (7)	Yes	$1,277,388.84	$1,731,288.92

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	**2.5**	Homeless/ Foster Youth Support Staff supported with LCFF S/C funds in this action include: • Homeless/Foster Student Support Services: District Support Counselor	Yes	$308,223.91	$70,866.50
2	**2.6**	Mental Health Services	Yes	$4,351,241.44	$5,703,120.00
2	**2.7**	Health Services Staff supported with LCFF S/C funds in this action include: • School Nurses (5) • Licensed Vocational Nurses (7) • Health Service Technicians (20)	Yes	$3,937,345.74	$3,975,702
3	**3.1**	Parent Engagement	Yes	$76,456.80	$72,000.00
3	**3.2**	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2)	Yes	$474,960.27	$446,802.00

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**	Community Engagement	Yes	$1,907,704.10	$630,754.00
		Staff supported with LCFF S/C funds in this action include: • Community Engagement Manager • Parent Community Liaisons (21)			
4	**4.1**	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	Yes	$7,879,990.89	$7,481,297.41
4	**4.2**	Implementation of Multi-Tiered System of Support - Professional Learning -Contracts	Yes	$891,233.11	$621,179.34
4	**4.3**	Implementation of Multi-Tiered System of Support - Professional Learning - Conferences	No	$145,156.42	$140,298.32
4	**4.4**	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	Yes	$165,355.88	$71,168.63
4	**4.5**	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	Yes	$1,111,699.92	$1,027,265.68
5	**5.1**	Academic Intervention and Enrichment Program (AIEP)	No	$331,485.00	$363,113.00

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)
$73,896,193	$77,362,607.10	$74,631,586.76	$2,731,020.34	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	Implementation of Multi-tiered System of Instructional Supports	Yes	$2,367,089.79	$1,072,799.84		
1	1.2	Supplemental Supports to Strengthen the Instructional Core	Yes	$8,243,998.75	$10,746,090.36		
1	1.3	Academic enhancements and supplemental programs Staff supported with LCFF S/C funds in this action include: • La Familia high school principal, teachers, custodian, and office staff Teacher at West Shores High School	Yes	$4,730,208.55	$5,004,159.84		
1	1.4	Highly Qualified Educational Staff supported with LCFF S/C funds in this action include: • Curriculum Resource Technician (1) • Instructional Media Assistants (22)	Yes	$24,063,825.28	$22,673,418.09		

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)
		• MTSS Data Coaching Coordinators (2) • MTSS Director of Elementary • Data Assessment Specialists (2) • Ethnic Studies Teachers (10) • High School Assistant Principals (10) • Secondary Counselors (12) • Athletic Directors (3) • Activities Directors (3) • Aquatic Instructors (2) • Lifeguards (2) • Elementary Assistant Principals (11) • Literacy Coaches (15 • Elementary Teachers (9) • Secondary Teachers (14) • TK General Ed Instructional Aides (GEIAs)					
1	**1.5**	College and Career Readiness Staff supported with LCFF S/C funds in this action include: • High School & Middle CTE Teachers (28) • CTE Admin Assistants (2) • CTE Farm Manager • Coordinator of CTE • Coordinator of College & Career • Coordinator of Secondary Counselors	Yes	$10,109,662.85	$10,340,891.36		

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	1.6	Multilingual & Multicultural Education Staff supported with LCFF S/C funds in this action include: • Site EL Support Assistants (ELSA) (21) • Migrant Coordinator (1) • EL Coordinator (1) • Dual Language Coordinator (1)	Yes	$2,082,528.20	$1,808,198.00		
1	1.7	Title 1- Site Allocations LCFF S/C- Site Allocations State and Federal Accountability Support Staff supported with LCFF S/C funds in this action include: • Director • Coordinator • Administrative Specialist • 2 Budget Specialists	Yes	$1,838,762.68	$1,597,484.00		
1	1.8	Technology Technology Staff supported with LCFF S/C funds in this action include: • IT Services Technicians (5) • Enterprise System Specialist • SIS Coordinator	Yes	$2,860,815.94	$2,361,729.00		

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	1.9	Early Learners Staff supported with LCFF S/C funds in this action include: • Early Learners Coordinator • Head Start and Preschool Teacher (8)	Yes	$894,506.33	$820,119.09		
2	2.2	Student Support Services A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling. Staff supported with LCFF S/C funds in this action include: • Director of Student Support Services • Child Welfare Coordinator • TOSA- Student Support Services • Bus Monitors (15)	Yes	$815,348.06	$611,820.00		

2	**2.3**	Student Attendance Services - Chronic Absenteeism remains high in the post-pandemic era. A refresh and implementation of the Transformational Model, Wellness Centers at secondary schools, Positive Behavior Intervention and Supports, and Latino Commission counseling at all schools will support the SEL and mental health of CVUSD students to build a positive and engaging school climate. Staff supported with LCFF S/C funds in this action include: • Student Wellness & Attendance Coordinator • District Attendance Liaisons (2) • Attendance Clerks • District Support Counselor	Yes	$1,101,912.39	$1,063,911.00		

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	**2.4**	Transformational Model/Social Emotional Wellness - This district model provides staff trainings through: working with our community sponsors; overseeing the district Wellness Centers; creating and providing TK-12 SEL Lessons and curriculum; training and overseeing small group leads for various program Support for Long Term English Learners for Suspension - District-Level Supports will include: Data-Driven Identification & Monitoring • Monitor suspension, attendance, language proficiency, and academic data. • Disaggregate data by subgroup (e.g., race, foster youth, migrant students) to identify root causes of discipline patterns. Staff supported with LCFF S/C funds in this action include: • District Support Counselor • Lead Intervention Specialist Teachers (Certificated) (7)	Yes	$1,012,853.63	$919,122.00		

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	**2.5**	Homeless/ Foster Youth Support Staff supported with LCFF S/C funds in this action include: • Homeless/Foster Student Support Services: District Support Counselor	Yes	$237,356.95	0		
2	**2.6**	Mental Health Services	Yes	$4,351,241.44	$3,442,080.00		
2	**2.7**	Health Services Staff supported with LCFF S/C funds in this action include: • School Nurses (5) • Licensed Vocational Nurses (7) • Health Service Technicians (20)	Yes	$3,937,345.74	$3,975,702.00		
3	**3.1**	Parent Engagement	Yes	$76,456.80	$72,000.00		
3	**3.2**	Communication to Educational Partners Staff supported with LCFF S/C funds in this action include: • Translator Salaries (2)	Yes	$474,960.27	$446,802.00		
3	**3.3**	Community Engagement Staff supported with LCFF S/C funds in this action include: • Community Engagement Manager • Parent Community Liaisons (21)	Yes	$286,930.38	$256,023.00		

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)
4	4.1	Implementation of Multi-Tiered System of Support - Professional Learning - Per Diem/Extra Services	Yes	$7,376,543.04	$7,020,448.18		
4	4.2	Implementation of Multi-Tiered System of Support - Professional Learning - Contracts	Yes	$110,092.48	$93,675.00		
4	4.4	Implementation of Multi-Tiered System of Support - Professional Learning - Substitutes	Yes	$10,619.00	$10,000.00		
4	4.5	Implementation of Multi-Tiered System of Support - Professional Learning Salaries	Yes	$379,548.55	$295,114.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$168,634,736	$73,896,193	0%	43.820%	$74,631,586.76	0.000%	44.256%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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