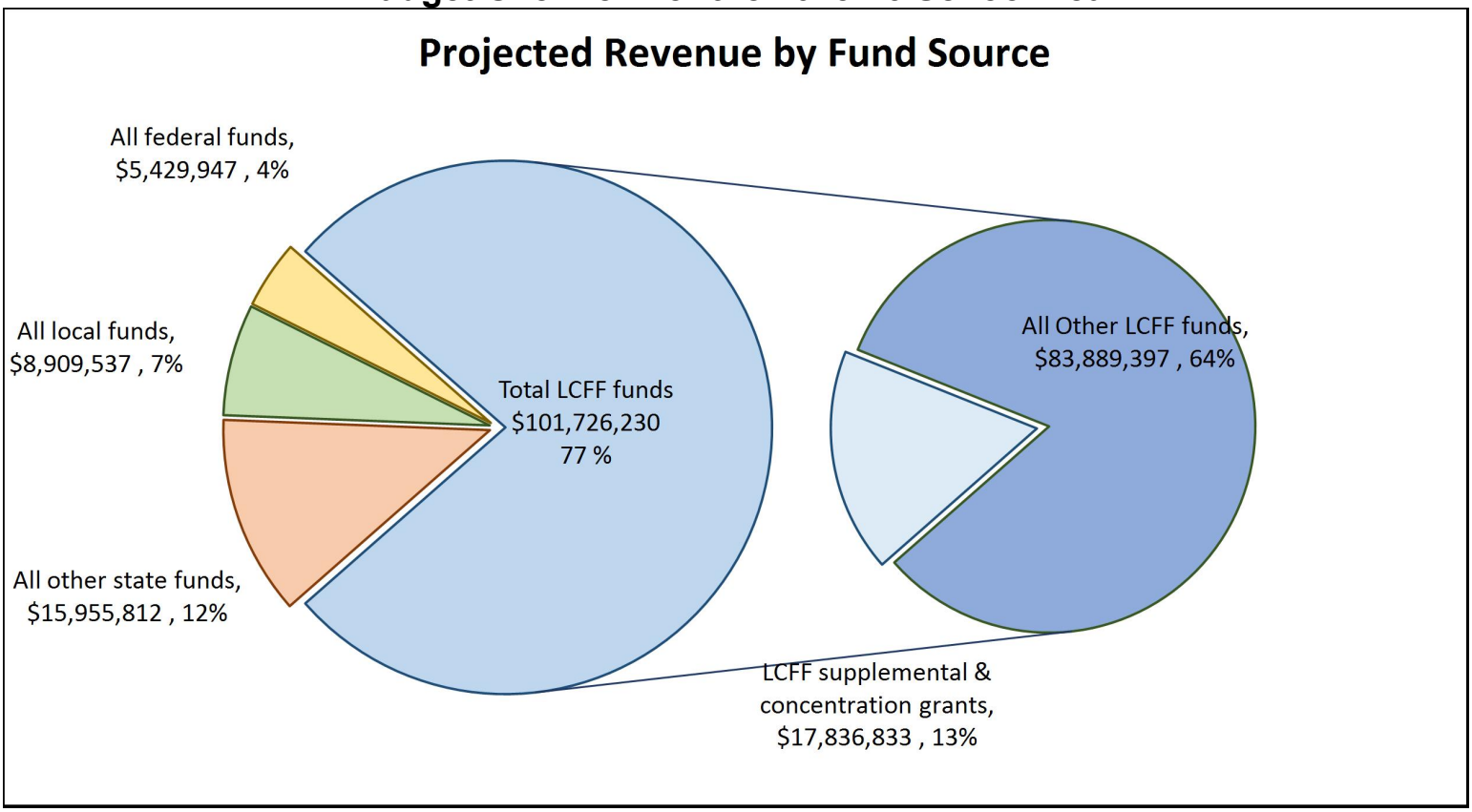
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yucaipa-Calimesa Joint Unified School District
CDS Code: 36-67959-0000000
School Year: 2025-26
LEA contact information:
Dr. Jaime Anderson
Assistant Superintendent, Educational/Student Services
jaime_anderson@ycjusd.us
909-797-0174 x5816

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

## Budget Overview for the 2025-26 School Year

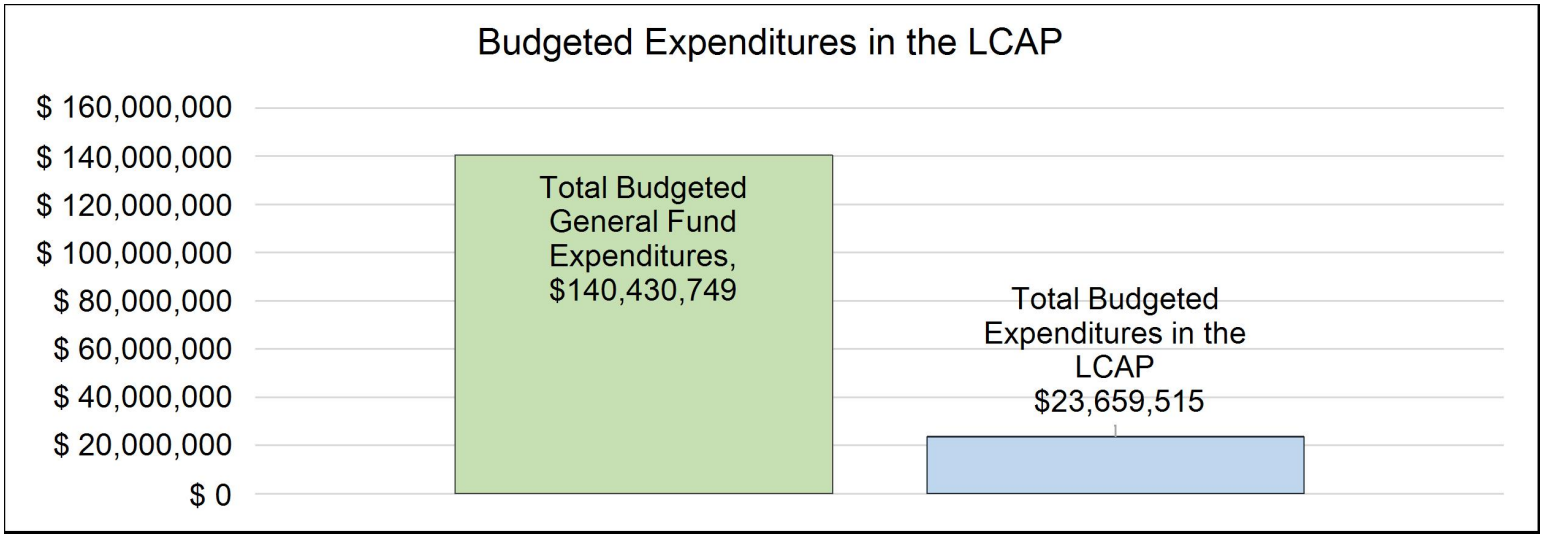



This chart shows the total general purpose revenue Yucaipa-Calimesa Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yucaipa-Calimesa Joint Unified School District is $132,021,526, of which $101,726,230 is Local Control Funding Formula (LCFF), $15,955,812 is other state funds, $8,909,537 is local funds, and $5,429,947 is federal funds. Of the $101,726,230 in LCFF Funds, $17,836,833 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 Yucaipa-Calimesa Joint Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

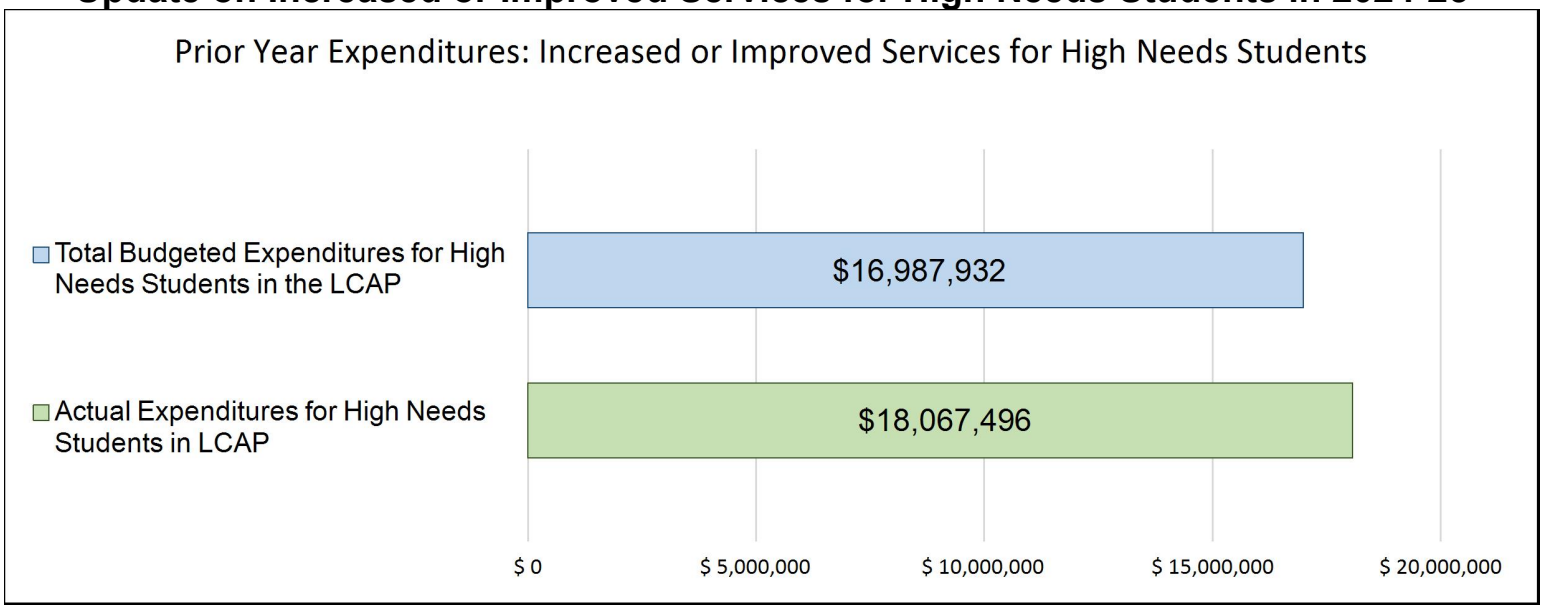
The text description of the above chart is as follows: Yucaipa-Calimesa Joint Unified School District plans to spend $140,430,749 for the 2025-26 school year. Of that amount, $23,659,515 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Yucaipa-Calimesa Joint Unified School District is projecting it will receive $17,836,833 based on the enrollment of foster youth, English learner, and low-income students. Yucaipa-Calimesa Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Yucaipa-Calimesa Joint Unified School District plans to spend $18,016,308 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




This chart compares what Yucaipa-Calimesa Joint 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 Yucaipa-Calimesa Joint 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 2024-25, Yucaipa-Calimesa Joint Unified School District's LCAP budgeted $16,987,932 for planned actions to increase or improve services for high needs students. Yucaipa-Calimesa Joint Unified School District actually spent $18,067,496 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Yucaipa-Calimesa Joint Unified School District | Dr. Jaime Anderson<br>Assistant Superintendent, Educational/Student Services | jaime_anderson@ycjusd.us<br>909-797-0174 x5816 |

# Plan Summary [2025-26]

## General Information

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

The Yucaipa-Calimesa Joint Unified School District (YCJUSD) is situated in the foothills of the San Bernardino Mountains at the eastern edge of the Inland Empire. Serving approximately 7,800 students, the district spans the communities of Yucaipa and Calimesa. YCJUSD is dedicated to supporting a diverse student body, with 8.7% of students working to master English, nearly 0.8% involved in foster youth programs, 1.3% overcoming homelessness, and 67.3% navigating socioeconomic challenges. Additionally, 16.1% of students with unique learning abilities are redefining what is possible in education.

The district's demographic makeup reflects a rich ethnic diversity. Students identify as 1.5% African American, 0.4% American Indian, 1% Asian, and 0.4% Filipino. The Hispanic community constitutes 53.8% of the student population, while 40.1% of students are White, 2.2% identify as Two or More Races, and 0.2% are Pacific Islanders.

YCJUSD employs over 1,000 staff members across 14 schools, including the Early Childhood Education Center (ECEC) for preschoolers, six elementary schools serving transitional kindergarten through fifth grade, two middle schools for sixth through eighth grades, and a dependent charter school serving TK through eighth grade. High school students are supported across comprehensive, continuation, or community day schools, with adult education offered through the district’s adult school in Yucaipa.

The district's mission is to prepare students to be informed and engaged members of their communities, with a focus on ensuring academic and personal success. Guided by the Local Control and Accountability Plan (LCAP), YCJUSD's educational philosophy emphasizes holistic growth. The district's purpose is encapsulated in the statement: "Making a Difference in the Life of Each Child."

For the 2025-26 school year, the district has identified Green Valley Independent Study (PEP+ Program), Green Valley High School, and Oak View High School & Education Center as Equity Multiplier Schools.

## Reflections: Annual Performance

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

Based on the review of performance using the 2023 California Dashboard results, YCJUSD will address the following indicators that reflect a need for improvement:
Academic Performance - District
English Language Arts
37.5 DFS (Orange)
Declined -3.6 points

Mathematics
74.4 DFS (Yellow)
Increased +4.2 Points

English Learner Progress
47% Making Progress (Yellow)
Maintained 0.1%

College/Career
40.9% Prepared (Medium)

Academic Engagement - District
Chronic Absenteeism
32.8% Chronically Absent (Red)
Increased +1.5%

Graduation Rate
92.3% Graduated (Yellow)
Declined -1.6%

Conditions & Climate - District

Suspension Rate
4.6% Suspended at least one day (Orange)
Increased +0.3%

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):
Academic Performance - District - Student Groups
English Language Arts
English Learners
Foster Youth
Students with Disabilities

Mathematics
African American
Foster Youth
Homeless

College/Career
Students with Disabilities

Academic Engagement - District - Student Groups
Chronic Absenteeism
African American
English Learners
Hispanic
Homeless
Two or More Races
Low Income
White

Conditions & Climate - District - Student Groups
Suspension Rate
African American
American Indian

The 2023 California School Dashboard shows that the following schools and student groups are performing at the lowest performance level (Red):
Academic Performance - Schools - Student Groups
Calimesa Elementary School
Academic Performance: English Learner Progress

Dunlap Elementary School
Academic Performance: English Learner Progress
Academic Engagement - Schools - Student Groups

Chapman Heights Elementary School
Academic Engagement: Chronic Absenteeism

Ridgeview Elementary School
Academic Engagement: Chronic Absenteeism

Wildwood Elementary School
Academic Engagement: Chronic Absenteeism

Mesa View Middle School
Academic Engagement: Chronic Absenteeism

Park View Middle School
Academic Engagement: Chronic Absenteeism

Green Valley Independent Study
Academic Engagement: Chronic Absenteeism

Conditions & Climate - Schools - Student Groups
Green Valley High School

Conditions & Climate: Suspension Rate
Oak View High School & Education Center

Conditions & Climate: Suspension Rate

The 2023 California School Dashboard shows that the following schools and all students are performing at the lowest performance level (Red):
Calimesa Elementary School
Academic Performance:
English Language Arts: English Learners, Students with Disabilities, White
English Learner Progress: English Learners
Academic Engagement:
Chronic Absenteeism: Homeless, Students with Disabilities

Chapman Heights Elementary School

Academic Engagement:
Chronic Absenteeism: English Learners, Hispanic, Low Income, White

Dunlap Elementary School
Academic Engagement:
Chronic Absenteeism: English Learners, Hispanic, Low Income

Ridgeview Elementary School
Academic Performance:
English Language Arts: English Learners
Academic Engagement:
Chronic Absenteeism: English Learners, Hispanic, Low Income, Students With Disabilities, White

Valley Elementary School
Academic Performance:
English Language Arts: Students with Disabilities
Mathematics: Students with Disabilities
Academic Engagement:
Chronic Absenteeism: English Learners, Hispanic

Wildwood Elementary School
Academic Engagement:
Chronic Absenteeism: Hispanic, White

Mesa View Middle School
Academic Performance:
English Language Arts: English Learners, Students with Disabilities
Mathematics: English Learners, Hispanic, Low Income
Academic Engagement:
Chronic Absenteeism: Low Income, White

Park View Middle School
Academic Performance:
English Language Arts: English Learners, Students with Disabilities
Mathematics: English Learners, Hispanic, Low Income

Academic Engagement:
Chronic Absenteeism: English Learners, Hispanic, Low Income, Students with Disabilities, White
Conditions & Climate:
Suspension Rate: English Learners, Hispanic, Low Income

Green Valley Independent Study
Academic Engagement:
Chronic Absenteeism: Hispanic, Low Income, White

Green Valley High School
Academic Performance:
College/Career: All, Hispanic, Low Income
Conditions & Climate:
Suspension Rate: Hispanic, Low Income, Students with Disabilities

Oak View High School & Education Center
Academic Performance:
College/Career: All, Low Income
Conditions & Climate:
Suspension Rate: Hispanic, Low Income

Yucaipa High School
Academic Performance:
Mathematics: English Learners

Based on the review of performance using the 2024 California Dashboard results, YCJUSD will address the following indicators that reflect a need for improvement:

Academic Performance - District
English Language Arts
-37.1 Distance From Standard (Orange)
Maintained 0.4 points

Mathematics
-65.8 Distance From Standard (Yellow)
Increased +8.6 Points

English Learner Progress
47.8% Making Progress (Yellow)
Maintained 0.9%

College/Career
40.6% Prepared (Yellow)

Academic Engagement - District
Chronic Absenteeism
26.2% Chronically Absent (Yellow)
Declined 6.6%

Graduation Rate
93.1% Graduated (Yellow)
Maintained 0.8%

Conditions & Climate - District
Suspension Rate
4.8% Suspended at least one day (Orange)
Maintained 0.2%

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Academic Performance - District - Student Groups
English Language Arts
English Learners
Homeless
Long-Term English Learners
Students with Disabilities

Mathematics
English Learners
Homeless

College/Career
Students with Disabilities

Academic Engagement - District - Student Groups
Conditions & Climate - District - Student Groups
Suspension Rate
Homeless
Students with Disabilities

The 2024 California School Dashboard shows that the following schools and student groups are performing at the lowest performance level (Red):

Academic Performance - Schools - Student Groups

Calimesa Elementary School
Academic Performance:
English Language Arts
English Learners, Socioeconomically Disadvantaged, & White

Math
English Learners, Hispanic, Socioeconomically Disadvantaged, & Students with Disabilities

Conditions & Climate:
Suspension Rate
White

Oak View High School & Education Center
College/Career
Socioeconomically Disadvantaged

Conditions & Climate - Schools - Student Groups
Park View Middle School
Suspension Rate
Hispanic, Socioeconomically Disadvantaged, & Students with Disabilities

Oak View High School & Education Center
Suspension Rate
Socioeconomically Disadvantaged, Students with Disabilities, & White

In addition, as part of the 2024 California School Dashboard data, The following students groups were at the Red level: English Learners students were 94.4 points Distance From Standard; Long-Term English Learners were 120.8 points Distance From Standard; Homeless students were 74.7 points Distance From Standard; and Students with Disabilities were 115.9 for English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) assessments. For Math California Assessment of Student Performance and Progress (CAASPP) assessments, English Learners were 120.5 Distance From Standard and Homeless students were 117.7 Distance From Standard, scoring in the Red level.

Also, YCJUSD decreased in the percentage of students successfully completing A-G course requirements from 39.6% in 2023 to 33.4% in 2024, and while the percentages of students passing one or more Advanced Placement (AP) exam with score of 3 or higher slightly decreased from 66.2% to 65.12% in 2024.

On the other hand, math achievement increased 9.8 points overall from 2023 to 2024. Also, the percentage of students making progress towards English language proficiency increased slightly from 47% in 2024 to 47.8% in 2024. YCJUSD maintained students prepared on the College/Career Indicator (CCI) in 2023 from 40.9% to 40.6% in 2024, and the high school graduation rate increased slightly from 92.3% in 2023 to 93.1% in 2024.

Notably, chronic absenteeism rates decreased in every student group across the district, and decreased 6.6% overall.

Our district's engagement with parent/community involvement in school and district workshops to support parent and community involvement in school and district programs had over 1,000 parents participating in educator partner meetings in 2024-25.

Looking ahead to the upcoming school year, the district is committed to addressing achievement gaps identified in the 2024 California School Dashboard through strengthening tiered intervention systems; refining college and career readiness programs; enhancing professional development; and expanding family engagement programs.

Learning Recovery Emergency Block Grant (LREBG) Funds
YCJUSD has $5,200,000 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years.

The district carried out an extensive needs assessment, using the 2024 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, along with input from educational partners, to highlight priority areas for improvement. This detailed analysis guided the prioritization of two strategic actions funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the most significant challenges.

Action 1.8 - Instructional Academic Support
This action, partially supported by LREBG funds, is designed to improve student achievement in English Language Arts (ELA) and mathematics by implementing differentiated instructional supports. Research emphasizes that addressing the diverse learning needs of students through differentiated instruction is essential for academic success. By equipping teachers to deliver evidence-based strategies and targeted programs, this approach accelerates learning for all students, particularly those disproportionately affected by learning loss.

Recent studies demonstrate the effectiveness of targeted instructional strategies in improving ELA and math achievement. Schools can address diverse student needs and promote equitable academic success through differentiated teaching strategies and cooperative learning. For example, a 2023 meta-analysis synthesized data from 35 studies, revealing a moderate positive effect of cooperative learning on student achievement across various subjects, including ELA and Math.
https://www.researchgate.net/publication/370401155_Effects_of_Cooperative_Learning_on_Student_Achievement_A_Meta-Analysis_of_Randomized_Controlled_Trials

In addition, in an article published in 2023, the authors discussed the benefits and challenges of implementing cooperative learning in inclusive classrooms, emphasizing its role in promoting collaboration and mutual support among diverse learners.
https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/14543

This initiative, primarily focused on addressing the needs of underrepresented and historically underserved student groups, aims to close persistent achievement gaps in ELA and math. Differentiated instructional supports are a research-based approach proven to improve outcomes by supporting individualized learning experiences. By promoting more intentional and student-centered learning spaces, educators

can provide targeted and intensive academic interventions that are responsive to diverse student learning needs. This approach directly aligns with LREBG's allowable use of funds to accelerate learning progress, ensuring students receive the personalized support necessary to recover from learning disruptions and achieve academic growth.

Action 2.4 - Social Emotional Learning Support
Partially supported by LREBG funds, this initiative seeks to enhance student attendance and foster a sense of school connectedness by implementing social-emotional learning (SEL) supports for all students and aligning with the allowable use of integrated pupil and staff supports. Research consistently demonstrates that SEL programs play a pivotal role in improving student engagement and reducing absenteeism. For instance, a study published in Educational Research Review in 2023 found that students with higher social and emotional competencies were more likely to report higher levels of emotional engagement, which has been related to a sense of school belongingness and reduced absenteeism. https://doi.org/10.1016/j.edurev.2023.100535

Furthermore, a 2023 meta-analysis published in Frontiers in Education highlighted that universal school-based SEL programs significantly promote social-emotional skills, positive social behaviors, and academic performance, while reducing emotional and conduct problems among students. These findings underscore the effectiveness of SEL programs in enhancing overall student well-being and academic outcomes. https://www.frontiersin.org/articles/10.3389/feduc.2023.1228269/full

Additionally, a 2023 study published in School Mental Health identified student-identified practices for improving belonging in secondary schools. The study emphasized the importance of fostering a sense of belonging through SEL initiatives, which can lead to increased student engagement and reduced absenteeism. https://doi.org/10.1007/s12310-023-09596-9

By integrating SEL into the educational framework, this initiative aims to create a supportive and inclusive environment that addresses the emotional and social needs of students, thereby enhancing their overall academic experience and well-being.

# Reflections: Technical Assistance

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

The district is eligible for Differentiated Assistance for the student groups of African American, English Learners, Homeless Youth, and Students with Disabilities. Improvement has been noted for English Learners (ELA/Math, Chronic Absenteeism) and African American students (ELA/Math, Chronic Absenteeism, Suspension), and the district is currently in Year 2 of DA with these student groups. With continued progress, these student groups may exit DA based on the 2025 Dashboard. Homeless Youth (ELA,Math, and Suspension) and Students with Disabilities (ELA, Math, and College/Career Indicator) have been identified for Year 1 eligibility based on the 2024 Dashboard data. The 2024 Dashboard indicated that both Students with Disabilities (SWD) and Homeless Youth (HY) subgroups were in the Red status for Suspension Rate, contributing to a district-wide increase of 0.2% to 4.8%. Notably, the African American (AA) student group saw a significant decrease in suspension rates, moving from 9.2% (Red) in 2023 to 2.8% (Green) in 2024. Conversely, Students with Disabilities (SWD) suspension rates increased by 1.3%, and Homeless Youth (HY) increased by 2.5%, moving both Students with Disabilities (SWD) and Homeless Youth (HY) into the Red status. This data highlights the need for targeted support utilizing responsive and trauma-informed practices for Homeless Youth (HY) and Students with Disabilities (SWD) to improve school connection and behavioral supports.

Academic performance on the 2023-2024 California Assessment of Student Performance and Progress (CAASPP) showed average Distance From Standard (DFS) in English Language Arts (ELA) at the Red level for English Learners (EL) (-94.4), Homeless Youth (HY) (-74.7), and Students with Disabilities (SWD) (-115.9), with African American (AA) students at -35.3. In Mathematics, English Learners (EL) (-120.5) and Homeless Youth (HY) (-117.7) students were at the Red level, Students with Disabilities (SWD) at the Orange level (-138.5), and African American (AA) students moving to the Yellow level (-85.7). The 2024 College/Career Indicator (CCI) data showed preparedness rates of 9.6% for Students with Disabilities (SWD).

In Chronic Absenteeism, both African American (AA) and Homeless Youth (HY) subgroups continue to be eligible for support for the second year. The 2024 Dashboard showed decreases for African American (AA) students (2.5% to 37.2%), Homeless Youth (HY) (3.3% to 47.8%), and English Learners (ELs) (7.7% to 27.9%).

District leaders participated in Differentiated Assistance (DA) meetings to identify root causes for low English Learners (ELs) performance, revealing inconsistent English Language Development (ELD) instruction. Technical Assistance from the San Bernardino County Superintendent of Schools (SBCSS) focused on professional development in designated ELD for elementary teachers and integrated ELD for secondary teachers. Baseline data indicated limited consistent implementation of designated and integrated ELD in elementary classrooms.

San Bernardino County Superintendent of Schools (SBCSS) also provided support through the System of Support (SOS) process for secondary mathematics teachers (Grades 6-12), aiming to improve instruction and increase achievement for all students, particularly Homeless Youth (HY) and African American (AA) subgroups.

Professional development in inclusion practices began this year to build teacher efficacy for Students with Disabilities (SWD). District and school administrators engaged in the Supporting Inclusive Practices (SIP) project, and some teachers participated in Universal Design for Learning (UDL) and co-teaching training to support all students, especially Students with Disabilities (SWD) and English Learners (ELs). Differentiated Assistance (DA) meetings identified increasing special education minutes at key grade transitions as a potential factor in Students with Disabilities (SWD) performance, indicating a need for targeted articulation meetings between general and special education staff.

Moving forward, Yucaipa-Calimesa Joint Unified School District (YCJUSD) will strategically focus its technical assistance on enhancing instructional practices and support systems for identified student groups. This includes ongoing professional learning for teachers in English Language Development (ELD), coupled with focused administrative walkthroughs providing feedback on student engagement and ELD strategies. The district will continue to offer professional development in mathematics instruction, with an emphasis on supporting Homeless Youth (HY) and African American (AA) students as the district transitions to a new math adoption. Furthermore, YCJUSD remains dedicated to fostering inclusive educational environments for Students with Disabilities (SWD) students through the continued implementation of Universal Design for Learning (UDL), co-teaching models, and comprehensive support networks, supported by mid-year articulation meetings with various team members in our special education school teams and Student Services team. These targeted technical assistance initiatives aim to directly address identified student needs and contribute to improved academic and social-emotional outcomes across the district.

Actions directly related to Differentiated Assistance (DA) are Goal 1.2: Career Technical Education Program: Pathway Support and 1.3: Career Technical Education Program: Regional Occupational Program to address College/Career Indicator (CCI) areas;

Goal 1.5: English Learners (EL): Site Support (Technical Assistance); 1.6: EL: Language Support Services (Technical Assistance) to address English Learners (EL) areas; and 1.11: Long-Term English Learner (LTEL): Site Support to address English Learners (EL) areas;

Goal 1.10: Literacy Education and Enrichment to address English Language Arts (ELA);

Goals 1.8: Instructional Academic Support; 1.12: School-Level Program Support; and 1.13: Staff Professional Development to address English Language Arts (ELA) and mathematics; and

Goals 2.1: Bilingual Community Support and 2.3: Positive Behavioral and Interventions Supports to address Chronic Absenteeism.

# 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.

Oak View High School and Education Center remained eligible for low academic performance.

### *Support for Identified Schools*

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

YCJUSD supported the identified school when notified of the Comprehensive Support and Improvement (CSI) eligibility by meeting with the administrators to review why they were identified for CSI status, the requirements of CSI status and how to exit from CSI status.

District office administration met with Oak View High and Education Center educational partners, including staff (1/8/25 & 1/16/25) and School Site Council Members (4/14/25 & 4/28,2025) to review data and causes for identification. Additionally, each group was led through an exercise to identify root causes of issues leading to the designation as well as identifying any related resource inequities. Data provided for these reviews included a review of current dashboard data, with an in-depth review of subgroups with the lowest performance levels. Specifically, Oak View High School and Education Center, included a review of suspension data for Low Income, Students with Disabilities and White students, and College/Career indicator for Low Income students.

After the data review and discussion, Oak View High School and Education Center identified student attendance and lack of engagement as significant contributing factors to student performance overall. However, root cause analysis work revealed student engagement and attendance issues were results of a variety of academic achievement disparities and mental health concerns. For example, students are coming into school with approximately fifth grade reading level, causing academic inequities. In addition, Oak View High School and Education Center identified rigorous content, family academic engagement, and intervention as resource inequities. Discussions regarding

evidence based strategies were held with educational partners and school administrators. Academic inequities will be addressed by staff professional development and focusing on student engagement and lesson design accommodating adolescent literacy needs.
Despite the fact that the English learner student group is too small to be identified on the CA Dashboard, educational partners identified this student group as a need. Support particularly for newcomers and refugee students, has been identified as a needed support as Oak View High School and Education Center has experienced a recent surge in newcomer and refugee students. Educational partners, notably teachers, identified the need for professional development to build capacity for working with newcomer students at the high school level.
To address identified academic inequities, Oak View High School and Education Center will implement four evidence-based strategies:

Adolescent Literacy (SBCSS): Focusing on improving student reading levels (many entering at a 5th-grade equivalent), this involves staff professional development in literacy instruction and lesson design for engagement. Evidence: Research confirms comprehensive literacy programs, including explicit instruction in comprehension and vocabulary, significantly improve adolescent reading outcomes (National Reading Panel, 2000; Biancarosa & Snow, 2004).

Freedom Writers: This approach will foster student engagement and writing skills through personal expression and narrative. Evidence: The methodology's emphasis on journaling and empathy aligns with practices that enhance writing fluency, self-expression, and overall student motivation, crucial for academic success.

Intervention (MTSS): A Multi-Tiered System of Support will provide a continuum of academic and behavioral interventions, guided by universal screening, progress monitoring, and data-driven decisions. Evidence: MTSS is an extensively researched, ESSA-supported framework proven to improve student achievement and behavior through tiered, data-informed support (Fuchs & Fuchs, 2006; National Center on Response to Intervention, 2010).

Parent Academic Engagement: This strategy aims to increase parental involvement in supporting student learning. Evidence: Strong parent engagement correlates with improved student attendance, higher academic achievement, and better social-emotional outcomes. Effective strategies include consistent communication and providing resources for home-based learning support (Henderson & Mapp, 2002; Jeynes, 2007).
These strategies collectively aim to address academic achievement disparities, particularly impacting subgroups identified by California Dashboard data (Low Income, Students with Disabilities, White students, and English Learners).

District office staff will continue data reviews with Oak View High School and Education Center at key data moments during the 2025-26 school year to review strategies that appear effective, what strategies are not working at the school site, and modifications that should be done to strategies to improve student achievement.

## *Monitoring and Evaluating Effectiveness*

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

Oak View High School and Education Center, identified for Comprehensive Support and Improvement (CSI), will actively monitor student progress using various methods. District diagnostic assessments will be administered three times a year to gauge student learning and identify areas for growth. Results from these assessments will be disaggregated to ensure progress is being made not only by the "All"

student group but also by specific student subgroups, directly informing the school's response to student needs. In response to these diagnostic results, additional supports and interventions will be identified and offered to students.

To ensure consistent oversight and adaptability, the Special Projects Director (1.7) will meet regularly with the school principal throughout the 2025-26 school year to review progress and assist in adjusting the implementation plan based on performance data. The school will utilize multiple tools for monitoring progress, including test results reporting, suspension and chronic absenteeism reports, and additional data platforms like Renaissance and Illuminate. Student group progress will also be monitored weekly through collaborative efforts to proactively address achievement gaps and work towards avoiding future Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) classifications once the school exits CSI status.

Educational Services site visits will include reviews of School Plan for Student Achievement (SPSA) actions, evidenced by classroom walkthrough observations and data collection. Parent groups at the school site, including the School Site Council (SSC), will actively participate by reviewing interim reports and progress data, providing crucial input for next steps. Survey results will also be collected and utilized to inform plan development and analyze educational partner perspectives. Oak View High School and Education Center receives continuous support in building capacity for continuous improvement from the district's Educational Services department, particularly through the Special Projects Director (1.7), who provides individualized support for school principals and teachers.

# 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 |
|---|---|
| Governing Board | The 2024-25 LCAP Mid-Year Update was presented to the Governing Board at a regularly scheduled meeting on February 11, 2025. |
| All Educational Partners | The district reached out to district staff and community members to advise of LCAP development meetings dates and surveys through the district's digital platform, emails, and text messages. |
| All Educational Partners | A LCAP survey that opened from November 4, 2024 through November 24, 2024 for special education parents was provided through emails and text messages. Also, a LCAP survey was sent to all parents during that same time via emails and text messages. An additional LCAP survey was opened from December 2, 2024 through December 20, 2024 for certificated and classified staff in the district through emails and text messages. Additionally, a LCAP student survey was opened from November 4, 2024 through November 24, 2024 and again on May 19, 2025 through June 5, 2025 through emails and text messages. The surveys gathered input regarding feedback on curriculum, instruction, after-school programs, communication, parent involvement, and training. |
| Parents representing schools throughout the district.<br><br>English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless Youth | LCAP development meetings took place on January 27, 2025; March 12, 2025; April 22, 2025; April 28, 2025; April 30, 2025; and May 10, 2025. These sessions were conducted in person and also facilitated through Zoom to accommodate participants unable to attend in person. The agenda covered various aspects, such as data analysis, discussions around current year actions, focused discussions regarding progress and needs of student groups, and metrics embedded within the LCAP. An overview of the 2024 California |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Dashboard was presented to help parents in understanding and interpreting student outcomes for state indicators. Also, district outcomes for English language arts (ELA) and mathematics, graduation rate, college/career readiness, suspensions, expulsions, and chronic absenteeism data were all made available to educational partners in attendance. Discussions took place to gather input, answer questions, and listen to our educational partners' concerns regarding the needs of their students and how the district can provide support. Input was provided as to what goals and actions should be maintained, added, or deleted in the 2025-26 LCAP. |
| Principals, District Administrators, Teachers, Classified Staff, and Union Representatives | LCAP development meetings aimed to inform and gather input were conducted for site and district personnel on January 29, 2025; February 19, 2025; April 8, 2025; April 9, 2025; April 16, 2025; April 19, 2025; April 21, 2025; April 23, 2025; May 5, 2025; May 12, 2025; May 19, 2025; and June 5, 2025. During these meetings, a comprehensive review of LCAP data metrics, such as 2024 California School Dashboard data of CAASPP scores, chronic absenteeism, college/career indicator, A-G completion, and attendance data were shared. In addition, data pertaining to each school site was shared. Feedback was gathered and discussions occurred regarding which goals and actions should be maintained, added, or deleted in the 2025-26 LCAP. |
| Students | To ensure authentic student input in shaping school improvement strategies, our district enhanced our districtwide Student Voice initiative through our student advisory group as a part of the Parent Advisory Committee (PAC). From November 2024 through March 2025, a student representative visited each school site to gather peer feedback, discuss site-specific challenges, and reflect on opportunities for growth. Students were diverse in grade level, background, and perspective, and they served as liaisons between their campuses and district leadership. Through these visits, students engaged directly with their peers and participated in facilitated conversations around key LCAP focus areas, including school climate, academic support, and engagement. Their insights helped shape priorities and provided a unique, real-time view of how LCAP actions are experienced in day-to-day school life. In addition, students were administered a survey in November 2024 to gather |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | input regarding teaching and learning, facilities, school environment, and student well being. All questions were documented, and the superintendent responded in writing and placed on the LCAP page of the district's website. |
| Equity Multiplier School - Green Valley High School<br>Educational Partners: Teachers, site administrators, district administrators, School Site Council members, and students | Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Green Valley High School was identified as an Equity Multiplier School. As a result, this school will be provided funding to address the needs of the lowest performing student group on the 2023 and 2024 California School Dashboard.<br><br>A meeting for Green Valley High School staff was held on March 22, 2025, and School Site Council was held April 10, 2025.<br><br>Educational partners were provided with data regarding areas of lowest performance for student groups at the school. A needs assessment was conducted to determine strengths and weaknesses to assess if any inequities were present. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal should be included in the SPSA and LCAP for the school as it pertained to utilizing Equity Multiplier funding.<br><br>In addition to Dashboard subgroups with the lowest performance, educational partners also identified Newcomer English Learners and Refugee students as a student group, not reported on the dashboard, necessitating focus. This population is too small to be reported on the dashboard for this school, yet a recent surge in population is necessitating additional services for the students and professional development for staff.<br><br>Through this process, a goal and actions specific to the school have been added to the 2025-26 LCAP to support student learning and promote a healthy school climate. |
| Equity Multiplier School - Green Valley Independent Study School<br>Educational Partners: Teachers, site administrators, district administrators, School Site Council members, and students | Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Green Valley Independent Study School was identified as an Equity Multiplier |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | School. As a result, this school will be provided funding to address the needs of the lowest performing student group on the 2024 California School Dashboard.<br><br>A meeting for Green Valley Independent Study School staff was held on April 8, 2025, and School Site Council was held April 28, 2025. Additional parent meeting were held on August 7, 2024, October 2, 2024, March 13, 2025, and April 28, 2025.<br><br>Educational partners were provided with data regarding areas of lowest performance for student groups at the school. A needs assessment was conducted to determine strengths and weaknesses to assess if any inequities were present. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal should be included in the SPSA and LCAP for the school as it pertained to utilizing Equity Multiplier funding.<br><br>Through this process, a goal and actions specific to the school have been added to the 2025-26 LCAP to support student learning and promote a healthy school climate. |
| Equity Multiplier School - Oak View Education High School and Education Center<br>Educational Partners: Teachers, site administrators, district administrators, School Site Council members, and students | Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Oak View Education High School and Education Center was identified as an Equity Multiplier School. As a result, this school will be provided funding to address the needs of the lowest performing student group on the 2024 California School Dashboard.<br><br>A meeting for Oak View Education High School and Education Center was held on April 14, 2025, and School Site Council was held April 15, 2025.<br><br>Educational partners were provided with data regarding areas of lowest performance for student groups at the school. A needs assessment was conducted to determine strengths and weaknesses to assess if any inequities were present. Funding and possible evidence-based resources were discussed. Input was gathered as to |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | what goal should be included in the SPSA and LCAP for the school as it pertained to utilizing Equity Multiplier funding.<br><br>In addition to Dashboard subgroups with the lowest performance, educational partners also identified Newcomer English Learners and Refugee students as a student group, not reported on the dashboard, necessitating focus. This population is too small to be reported on the dashboard for this school, yet a recent surge in population is necessitating additional services for the students and professional development for staff.<br><br>Through this process, a goal and actions specific to the school have been added to the 2025-26 LCAP to support student learning and promote a healthy school climate. |
| East Valley Special Education Local Plan Area (SELPA) Administrator Consultation | An initial meeting with the East Valley SELPA Director occurred on April 14, 2025, and an overview of the 2024 California Dashboard was presented, along with district outcomes for English language arts (ELA) and mathematics, graduation rate, college/career readiness, suspensions, expulsions, and chronic absenteeism data were discussed. In addition, the 2025-26 LCAP draft was presented to the East Valley SELPA Director on May 2, 2025 and certification of consultation presented on May 29, 2025. |
| Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) | The 2025-26 draft LCAP Goals and Actions were presented and reviewed to PAC on April 30, 2025 and DELAC on May 9, 2025. All questions were documented, and the superintendent responded in writing and placed on the LCAP page of the district's website. |
| Governing Board and Community Members | The public hearing for the 2025-26 LCAP was held on June 10, 2025.<br><br>The 2025-26 LCAP was adopted at a regularly scheduled Board of Education meeting on June 17, 2025. |

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

YCJUSD remains firmly committed to sustained collaboration with its educational partners as a foundation of the Local Control and Accountability Plan (LCAP) development process. Throughout the 2024–25 school year, the district coordinated an inclusive series of

engagement opportunities, ranging from advisory committee meetings and staff consultations to student and family surveys, to gather input from across its community. Educational partners included teachers, administrators, classified staff, students, families, bargaining unit representatives, and advisory groups, such as Yucaipa-Calimesa Educators Association (YCEA), Classified School Employees Association (CSEA) - Chapter 209, East Valley Special Education Local Plan Area (SELPA), District English Learner Advisory Committee (DELAC), and the Parent Advisory Committee (PAC).

From October 2024 through April 2025, these engagement efforts focused on evaluating current LCAP actions, analyzing data from the California School Dashboard and local assessments, and reviewing the progress and needs of key student groups. Particular attention was paid to underserved populations, including Low-Income (LI) students, English Learners (ELs), Foster Youth (FY), and student groups identified for Differentiated Assistance (DA), such as Students with Disabilities (SWDs), Homeless Youth (HY), and African American (AA) students.

Educational partners were asked to reflect on program effectiveness, identify areas for improvement, and offer recommendations to ensure all students are equitably supported. Their input played a pivotal role in shaping the final 2025–26 LCAP.

Key Areas of Influence in the Adopted LCAP:
1. Career Technical Education (CTE) & Visual and Performing Arts (VAPA): In response to family and student interest in expanding enrichment, the LCAP continues and grows investments in:

*VAPA opportunities across grade levels (Goal 1, Action 1)

*CTE pathways at middle and high school levels (Goal 1, Action 2)

*Regional Occupational Program partnerships to increase access to workforce-aligned training (Goal 1, Action 3)

2. Expanded After-School and Enrichment Opportunities:
*Acknowledging feedback calling for more academic and extracurricular support, the LCAP includes site-level resources to develop after-school programs (Goal 1, Action 12).

3. Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL): To address growing needs around behavior and emotional well-being:

*Counselors and behavioral health supports will be sustained (Goal 2, Action 2)

*PBIS strategies will be expanded (Goal 2, Action 3)

*SEL resources and curricula will be implemented districtwide (Goal 2, Action 4)

4. Professional Development:

Certificated and classified staff advocated for deeper training around behavior, inclusion, Universal Design for Learning (UDL), and engagement strategies. The LCAP includes comprehensive PD tailored to these needs (Goal 1, Action 13).

5. Family Engagement and Translation Services: To improve communication and family access:

*Parent education and engagement events will expand at the site and district level (Goal 3, Action 1)

*Translation services are prioritized to ensure inclusivity across all campuses (Goal 3, Action 2)

6. Support for Equity Multiplier and Identified Schools: Targeted actions were co-developed for:

*Green Valley High School and Oak View High School (Goals 4 & 6), which face challenges in suspension rates and College/Career readiness. Supports include Community Liaison roles, expanded CTE/apprenticeship access, and services for newcomer and refugee students.

*Green Valley Independent Study School (Goal 5), which will gain a part-time Community Liaison to address chronic absenteeism.

7. Transportation Access:
*Following consistent parent input, particularly from DELAC and PAC, the district has committed to evaluating transportation feasibility to improve student attendance and participation in extended learning opportunities.

8. Data Transparency and Strategic Alignment:
*Guided by SELPA's input, the LCAP now includes improved alignment with Special Education performance indicators, greater use of Dashboard data, and a commitment to measurable outcomes that support accountability and ongoing progress monitoring.

Through this structured and collaborative approach, YCJUSD's adopted 2025–26 LCAP reflects the shared values and priorities of its diverse educational community. The plan directly incorporates educational partner feedback to ensure equitable access, responsive supports, and improved outcomes for all students, especially those who need it most.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All Yucaipa-Calimesa Joint Unified School District students will demonstrate mastery of grade-level standards and will graduate high school prepared with the academic and technical skills necessary for college and career 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

YCJUSD seeks to promote meaningful learning opportunities for students, building critical thinking skills and grade-level content mastery through creative and innovative learning experiences. As noted in the district's purpose statement, YCJUSD is focused on ensuring that we are "making a difference in the life of each child" by having students graduate with the skills and capacities to succeed in a rapidly changing world.

The metrics listed under Goal 1 were used to develop the goal statement and develop a set of actions intended to increase and improve academic services for all students in YCJUSD, with an emphasis on language acquisition support, biliteracy development, and academic support services for our Low Income students, English Learners (ELs), Long-Term English Learners (LTELs), and Foster Youth (FY) students. A variety of needs have been identified leading to a set of actions designed to provide high-quality instruction and intervention programs, opportunities for professional development in the use of instructional strategies that are effective for improving outcomes for high needs students, and preparing students for college and career opportunities.

The needs assessment and educator partner feedback collected in preparation for the 2025 LCAP identified the following:

1. The 2024 California School Dashboard data indicated district performance in English Language Arts for the following students groups were at the Red level: English Learners (ELs) decreased slightly by 2.6 points (-94.4 Distance From Standard); Long-Term English Learners (LTELs) declined slightly by 0.8 points (-120.8 Distance From Standard); Homeless Youth (HY) students declined 6.9 points (-74.4 Distance From Standard); and Students with Disabilities (SWD) declined slightly by 0.7 points (-115.9 Distance From Standard).

2. The 2024 California School Dashboard data indicated district performance in Mathematics increased 8.6 points overall (-65.8 Distance From Standard), and the following students groups were at the Red level: English Learners (ELs) decreased slightly by 2.3 points (-120.5 Distance From Standard) and Homeless Youth (HY) students declined slightly by 0.2 points (-117.7 Distance From Standard).

3. English Learner Progress Indicator (ELPI) data on the 2024 California School Dashboard indicates that 47.8% of English Learners (ELs) made progress on the spring 2024 English Language Proficiency Assessments for California (ELPAC), which is a slight 0.8% decrease.

4. The number of students prepared decreased slightly by .3% on the College/Career Indicator (CCI).

5. The district's graduation rate increased slightly by .8% to 93.1%.

The actions in Goal 1 are intended to develop instructional and intervention systems that meet the needs of all Low Income students, English Learners (ELs), Long-Term English Learners (LTELs) and Foster Youth (FY) students. These systems respond to changing student needs through quality tiered support systems and strategic use of multiple data sources. Goal 1 action include a variety of metrics to measure subject-based academic performance, outcomes related to college and career readiness, and programmatic effectiveness. Based on progress monitoring using the identified metrics for Goal 1, actions are adjusted to respond to the rapidly evolving needs of students. Educational partners expressed the need to continue and expand career technical education (CTE) opportunities for high school students. In order to address this concern, actions have been included in the LCAP to expand CTE pathways at the middle schools and high school (1.2), and an action was added to include our regional occupational program partnership to expand CTE offerings (1.3). Also, parents shared the need to increase the number and variety of academic and enrichment opportunities after school. An action has been included to provide sites with additional resources for academic and enrichment opportunities (1.12). In addition, educational partners expressed the need for professional development for certain topics, such as student engagement, inclusion, and Positive Behavioral Interventions and Supports (PBIS). In order to address this need, an action was included to provide staff professional development for our certificated and classified personnel (1.13).

By improving student outcomes and serving individual and group needs, YCJUSD will provide systems that assist students in meeting their full potential and provide academic and technical skills needed for college and career success. The district will provide students with access to district-adopted instructional materials and a broad course of study in accordance with Williams compliance. In addition, the district will not have any teacher misassignments in accordance with state compliance.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | English Language Arts (ELA) - District<br><br>Distance from Standard (DFS) | 2022-23<br>All: -37.5 Distance From Standard (Orange)<br>English Learners: -91.8 Distance From Standard (Red) | 2023-24<br>All: -37.1 Distance From Standard<br>English Learners: -94.4 Distance From Standard | | All: -28.5 Distance From Standard<br>English Learners: -61.8 Distance From Standard | All: .4<br>English Learners: -2.6<br>Foster Youth: 30.3<br>Low Income: 2.1<br>Students with Disabilities: 0.7 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | California School Dashboard | Foster Youth: -98.4 Distance From Standard (Red)<br>Low Income: -55.4 Distance From Standard (Orange)<br>Students with Disabilities: -116.7 Distance From Standard (Red)<br>2024 Dashboard<br>Homeless Youth: -74.7 Distance From Standard (Red) | Foster Youth: -68.1 Distance From Standard<br>Low Income: -53.3 Distance From Standard<br>Students with Disabilities: -115.9 Distance From Standard<br>Homeless Youth: -74.7 Distance From Standard | | Foster Youth: -46.2 Distance From Standard<br>Low Income: -34.4 Distance From Standard<br>Students with Disabilities: -86.7 Distance From Standard<br>Homeless Youth: -62.5 Distance From Standard | Homeless Youth: Not Applicable |
| 1.2 | English Language Arts (ELA) - Elementary<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br>Calimesa<br>English Learners: -122.7 Distance From Standard<br>Students with Disabilities: -150 Distance From Standard<br>White: -77.5 Distance From Standard<br>Ridgeview<br>English Learners: -89.3 Distance From Standard<br>Valley<br>Students with Disabilities: -136.9 Distance From Standard | 2023-24<br>Calimesa<br>English Learners: -126.6 Distance From Standard<br>Students with Disabilities: -135.9 Distance From Standard<br>White: -87.3 Distance From Standard<br>Ridgeview<br>English Learners: -99.3 Distance From Standard<br>Valley<br>Students with Disabilities: -120.9 Distance From Standard | | Calimesa<br>English Learners: -92.7 Distance From Standard<br>Students with Disabilities: -120 Distance From Standard<br>White: -47.5 Distance From Standard<br>Ridgeview<br>English Learners: -59.7 Distance From Standard<br>Valley<br>Students with Disabilities: -106.9 Distance From Standard | Calimesa<br>English Learners: -3.9<br>Students with Disabilities: 14.1<br>White: -9.8<br>Ridgeview<br>English Learners: -10<br>Valley<br>Students with Disabilities: 16 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.3 | English Language Arts (ELA) - Secondary<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br>Mesa View Middle English Learners: -108.6 Distance From Standard<br>Students with Disabilities: -132Distance From Standard<br>Park View Middle English Learner: -94.7 Distance From Standard<br>Students with Disabilities: -138.8 Distance From Standard | 2023-24<br>Mesa View Middle English Learners: -105.2 Distance From Standard<br>Students with Disabilities: -124.2 Distance From Standard<br>Park View Middle English Learners: -94.3 Distance From Standard<br>Students with Disabilities: -126.6 Distance From Standard | | Mesa View Middle English Learners: -78.6 Distance From Standard<br>Students with Disabilities:-102 Distance From Standard<br>Park View Middle English Learners: -64.7 Distance From Standard<br>Students with Disabilities: -108.8 Distance From Standard | Mesa View Middle English Learners: 3.4<br>Students with Disabilities: 7.8<br>Park View Middle English Learners: .4<br>Students with Disabilities: 12.2 |
| 1.4 | Math - District<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br>All: -74.4 Distance From Standard (Yellow)<br>African American: -95.5 Distance From Standard (Red)<br>English Learners: -118.3 Distance From Standard (Orange)<br>Foster Youth: -151.8 Distance From Standard (Red)<br>Homeless Youth: -117.4 Distance From Standard (Red)<br>Low Income: -91.8 Distance From Standard (Yellow) | 2023-24<br>All: -65.8 Distance From Standard<br>African American: -85.7 Distance From Standard<br>English Learners: -120.5 Distance From Standard<br>Foster Youth: -103.3 Distance From Standard<br>Homeless Youth: -117.7 Distance From Standard<br>Low Income: -84.2 Distance From Standard | | All: -44.4 DFS<br>African American: -65.5 Distance From Standard<br>English Learners: -88.3 Distance From Standard<br>Foster Youth: -82.5 Distance From Standard<br>Homeless Youth: -87.4 Distance From Standard<br>Low Income: -61.8 Distance From Standard | All: 8.6<br>African American: 9.8<br>English Learners: -2.2<br>Foster Youth: 48.5<br>Homeless Youth: -.3<br>Low Income: 7.6 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.5 | Math - Elementary<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br>Valley<br>Students with Disabilities: -132.5 Distance From Standard | 2023-24<br>Valley<br>Students with Disabilities: -117.6 Distance From Standard | | Valley<br>Students with Disabilities: -102.5 Distance From Standard | Valley<br>Students with Disabilities: 14.9 |
| 1.6 | Math - Secondary<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br>Mesa View Middle<br>English Learners: -138.7 Distance From Standard<br>Hispanic: -99 Distance From Standard<br>Low Income: -96.2 Distance From Standard<br>Park View Middle<br>English Learners: -135.1 Distance From Standard<br>Hispanic: -97.9 Distance From Standard<br>Low Income: -98 Distance From Standard<br>Yucaipa High<br>English Learners: -187.4 Distance From Standard | 2023-24<br>Mesa View Middle<br>English Learners: -133 Distance From Standard<br>Hispanic: -85.4 Distance From Standard<br>Low Income: -83.1 Distance From Standard<br>Park View Middle<br>English Learners: -138.7 Distance From Standard<br>Hispanic: -93.7 Distance From Standard<br>Low Income: -95.2 Distance From Standard<br>Yucaipa High<br>English Learners: -123.6 Distance From Standard | | Mesa View Middle<br>English Learners: -108.7 Distance From Standard<br>Hispanic: -69 Distance From Standard<br>Low Income: -66.2 Distance From Standard<br>Park View Middle<br>English Learners: -105.1 Distance From Standard<br>Hispanic: -67.9 Distance From Standard<br>Low Income: -68 Distance From Standard<br>Yucaipa High<br>English Learners: -90 Distance From Standard | Mesa View Middle<br>English Learners: 5.7<br>Hispanic: 13.6<br>Low Income: 13.1<br>Park View Middle<br>English Learners: -3.6<br>Hispanic: 4.3<br>Low Income: 2.8<br>Yucaipa High<br>English Learners: 63.8 |
| 1.7 | California Science Test (CAST) | 2022-23<br>All: 26.8%<br>English Learners: 0.7% | 2023-24<br>All: 25.4% | | All: 35%<br>English Learners: 32% | All: -1.4%<br>English Learners: -.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of students meeting or exceeding standard<br><br>California School Dashboard | Foster Youth: 0%<br>Low Income: 20.2% | English Learners: 0%<br>Foster Youth: 9.09%<br>Low Income: 19.1% | | Foster Youth: 30%<br>Low Income: 36% | Foster Youth: 9.09%<br>Low Income: -1.1% |
| 1.8 | Reading - Elementary<br><br>Percentage of students proficient<br><br>STAR Assessment - Fall | 2023-24<br>All: 43.3%<br>English Learners: 8.9% | 2024-25<br>All: 70.7%<br>English Learners: 4.0% | | All: 85%<br>English Learners: 38% | All: 27.4%<br>English Learners: -4.9% |
| 1.9 | Reading - Secondary<br><br>Percentage of students proficient<br><br>STAR Assessment - Winter | 2023-24<br>All: 48%<br>English Learners: 1.8% | 2024-25<br>All: 68.6%<br>English Learners: 3.6% | | All: 72%<br>English Learners: 38% | All: 20.6%<br>English Learners: 1.8% |
| 1.10 | Math - Elementary<br><br>Percentage of students proficient<br><br>STAR Assessment - Fall | 2023-24<br>All: 39.8%<br>English Learners: 12.8% | 2024-25<br>All: 68.6%<br>English Learners: 3.6% | | All: 71%<br>English Learners: 35% | All: 28.8%<br>English Learners: -9.2% |
| 1.11 | Math - Secondary<br><br>Percentage of students proficient<br><br>STAR Assessment - Winter | 2023-24<br>All: 28.2%<br>English Learners: 1.8% | 2024-25<br>All: 73.1%<br>English Learners: 3% | | All: 76%<br>English Learners: 32% | All: 44.9%<br>English Learners: 1.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1.12 | English Learner Progress Indicator (ELPI)<br><br>Percentage of students making progress towards English language proficiency<br><br>California School Dashboard | 2022-23<br>English Learners: 47% making progress<br>Long-Term English Learners: 50.6% making progress | 2023-24<br>English Learners: 47.8% making progress<br>Long-Term English Learners: 45.4% making progress | | English Learners: 54% making progress<br>Long-Term English Learners: 53% making progress | English Learners: .8%<br>Long-Term English Learners: -5.2% |
| 1.13 | English Learner Progress Indicator (ELPI) - Elementary<br><br>Percentage of students making progress towards English language proficiency<br><br>California School Dashboard | 2022-23<br>Calimesa<br>28% making progress<br>Dunlap<br>44.2% making progress | 2023-24<br>Calimesa<br>35.6% making progress<br>Dunlap<br>55.8% making progress | | Calimesa<br>37% making progress<br>Dunlap<br>60.2% making progress | Calimesa 7.6%<br>Dunlap 11.6% |
| 1.14 | English Learner Redesignated Fluent English Proficient (RFEP)<br><br>Percentage of EL and LTEL who were reclassified<br><br>CDE Dataquest | 2022-23<br>RFEP: 5.5%<br>Long-Term English Learners: 42.8% | 2023-24<br>Redesignated Fluent English Proficient: 4.3%<br>Long-Term English Learners: 39.6% | | RFEP: 30%<br>Long-Term English Learners: 56% | RFEP: -1.2%<br>Long-Term English Learners: -3.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.15 | Graduation Rate Indicator<br><br>Percentage of students completing high school<br><br>California School Dashboard | 2022-23<br>ALL: 92.3%<br>English Learners: 88.5%<br>Foster Youth: 75%<br>Low Income: 91.1% | 2023-24<br>All: 93.1%<br>English Learners: 89.6%<br>Foster Youth: 92.9%<br>Low Income: 92.2% | | All: 96%<br>English Learners: 94%<br>Foster Youth: 95%<br>Low Income: 95% | All: .8%<br>English Learners: 1.1%<br>Foster Youth: 17.9%<br>Low Income: 1.1% |
| 1.16 | College/Career Indicator (CCI)<br><br>Percentage of students successfully completing requirements for CTE sequences or programs of study<br><br>California School Dashboard | 2022-23<br>All: 40.9%<br>English Learners: 15.7%<br>Foster Youth: 8.3%<br>Low Income: 34.2%<br>Students with Disabilities: 8% | 2023-24<br>All: 40.6%<br>English Learners: 15.2%<br>Foster Youth: 7.7%<br>Low Income: 34.2%<br>Students with Disabilities: 9.6% | | All: 55%<br>English Learners: 50%<br>Foster Youth: 44%<br>Low Income: 52%<br>Students with Disabilities: 40% | All: -.3%<br>English Learners: -.5%<br>Foster Youth: -.6%<br>Low Income: Maintained<br>Students with Disabilities: 1.6% |
| 1.17 | College/Career Indicator (CCI) - School and Student Group<br><br>Percentage of students successfully completing requirements for CTE sequences or programs of study<br><br>California School Dashboard | 2022-23<br>Green Valley High<br>All: 9.3%<br>Low Income: 6.8%<br>Hispanic: 4.9%<br>Oak View High and Ed. Center<br>All: 0%<br>Low Income: 0% | 2023-24<br>Green Valley High<br>All: 18.9%<br>Low Income: 17.6%<br>Hispanic: 12.1%<br>Oak View High and Ed. Center<br>All: 0%<br>Low Income: 0% | | Green Valley High<br>All: 35%<br>Hispanic: 32%<br>Low Income: 31%<br>Oak View High and Ed. Center<br>All: 25%<br>Low Income: 23% | Green Valley High<br>All: 9.6%<br>Low Income: 10.8%<br>Hispanic: 7.2%<br>Oak View High and Ed. Center<br>All: 0%<br>Low Income: 0% |
| 1.18 | UC/CSU Entrance Requirement Completion Rate | 2022-23<br>All: 39.6% | 2023-24<br>All: 33.4% | | All: 52%<br>English Learners: 38% | All: -6.2%<br>English Learners: -4.5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of students who have successfully completed A-G requirements<br><br>CDE Dataquest | English Learners: 13.5%<br>Foster Youth: 8.3%<br>Low Income: 29.4% | English Learner: 9.0%<br>Foster Youth: 0.0%<br>Low Income: 25.8% | | Foster Youth: 35%<br>Low Income: 49% | Foster Youth: -8.3<br>Low Income: -3.6 |
| 1.19 | Advanced Placement (AP) Test Results<br><br>Percent of students who pass one or more AP exam with score of 3 or higher<br><br>Aeries | 2022-23<br>All: 66.2%<br>English Learners: 1.3%<br>Foster Youth: 0.3%<br>Low Income: 35.9% | 2023-24<br>All: 65.19%<br>English Learners: 1.09%<br>Foster Youth: 0%<br>Low Income: 51.77% | | All: 75%<br>English Learners: 32%<br>Foster Youth: 30%<br>Low Income: 57% | All: -1.01%<br>English Learners: -0.21%<br>Foster Youth: -0.3%<br>Low Income: 15.87% |
| 1.20 | Early Assessment Program (EAP)<br><br>English Language Arts (ELA)<br><br>Percentage of 11th grade students reported as Ready or Conditionally Ready from ELA Smarter Balanced Summative Assessment results | 2022-23<br>All: 41.8%<br>English Learners: *(fewer than 11 students)<br>Foster Youth: *(fewer than 11 students)<br>Low Income: 21.1% | 2023-24<br>All: 44.06%<br>English Learners: *(fewer than 11 students)<br>Foster Youth: *(fewer than 11 students)<br>Low Income: 20.14% | | All: 50%<br>Low Income: 30% | All: 2.26%<br>English Learners: *(fewer than 11 students)<br>Foster Youth: *(fewer than 11 students)<br>Low Income: -0.96% |
| 1.21 | Early Assessment Program (EAP)<br><br>Math | 2022-23<br>All: 16.4%<br>English Learners: *(fewer than 11 students) | 2023-24<br>All: 26.3%<br>English Learners: *(fewer than 11 students) | | All: 36%<br>Low Income: 32% | All: 9.9%<br>English Learners: *(fewer than 11 students) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of 11th grade students reported as Ready or Conditionally Ready from Math Smarter Balanced Summative Assessment results | Foster Youth: *(fewer than 11 students)<br>Low Income: 7.8% | Foster Youth: *(fewer than 11 students)<br>Low Income: 9.63% | | | Foster Youth: *(fewer than 11 students)<br>Low Income: 1.83% |
| 1.22 | Local Indicator: Access to Standards-Aligned Instructional Materials<br><br>California School Dashboard | 2022-23<br>Williams Act Reports: Student access to core materials<br>100% | 2023-24<br>Williams Act Reports: Student access to core materials<br>100% | | 100% | Maintained |
| 1.23 | Local Indicator: Appropriately Assigned Teachers<br><br>California School Dashboard | 2022-23<br>Williams Act Reports: Appropriate Teacher Assignment<br>85.8% | 2023-24<br>Williams Act Reports: Appropriate Teacher Assignment<br>98% | | 100% | Williams Act Reports: Appropriate Teacher Assignment<br>12.2% |
| 1.24 | Local Indicator: Access to a Broad Course of Study<br><br>California School Dashboard | 2022-23<br>100% | 2023-24<br>100% | | 100% | Maintained |
| 1.25 | Local Indicator: Implementation of Academic Standards, including EL access | 2022-23<br>100% | 2023-24<br>100% | | 100% | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | California School Dashboard | | | | | |
| 1.26 | UC/CSU/CTE Entrance Requirement Completion Rate<br><br>Percentage of students who have completed both A-G and CTE course requirements<br><br>CDE Dataquest | 2022-23<br>All: 8.6%<br>English Learners: 1.9%<br>Foster Youth: 0%<br>Low Income: 7.2% | 2023-24<br>All: 4.0%<br>English Learners: 1.5%<br>Foster Youth: 0%<br>Low Income: 4.4% | | All: 51%<br>English Learners: 38%<br>Foster Youth: 35%<br>Low Income: 49% | All: -4.6%<br>English Learners: -0.4<br>Foster Youth: 0%<br>Low Income: -2.8% |

# Goal Analysis [2024-25]

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

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

All actions were successfully implemented, resulting in significant progress across targeted actions. Actions 1.1 (Arts Education and Enrichment), 1.2 (Career Technical Education Program: Pathway Support), 1.3 (Career Technical Education Program: Regional Occupational Program), 1.4 (College and Career Readiness Support), 1.5 (English Learner (EL) Support (Technical Assistance)), 1.6 (English Learner (EL): (Language Support Services (Technical Assistance)), 1.7 (Graduation Readiness Support), 1.8 (Instructional Academic Support), 1.9 (Instructional Technology - Classroom Support), 1.10 (Literacy Education and Enrichment), 1.11 (Long-Term English Learner (LTEL) Support), 1.12 (School-Level Program Support) and 1.13 (Staff Professional Development) were successfully implemented as planned.

A success was seen in Action 1.1 (Arts Education and Enrichment), arts education and enrichment programs plays a crucial role in fostering student engagement, creativity, and academic success. Expanding access to dual enrollment programs and career pathway opportunities can further strengthen overall student readiness for postsecondary success. Efforts to enhance graduation readiness, such as ensuring access to standards-aligned instructional materials have provided essential academic resources for students.

While success was seen in the implementation of Action 1.8 (Instructional Academic Support), a continued focus on narrowing the gap for these groups will be crucial for enhancing overall academic performance and addressing achievement disparities.

Successes were seen in Actions 1.9 (Instructional Technology - Classroom Support) and 1.12 (School-Level Program Support) where an ongoing emphasis on utilizing instructional technology in combination with targeted academic support is crucial to closing achievement gaps, especially for vulnerable student groups. Although there have been some improvements, particularly among Foster Youth and Low Income students, substantial gaps still exist, particularly for English Learners, Students with Disabilities, and Homeless Youth. Additional success was seen in Action 1.10 (Literacy Education and Enrichment), and ongoing attention to targeted literacy interventions and enrichment programs will be crucial in closing these gaps. Professional development efforts have likely contributed to improvements in teaching practices, but these gains have not yet led to sufficient progress across all student groups. To address these disparities and improve overall student success, further strengthening of professional development programs focused on differentiated instruction and targeted strategies for these groups is essential.

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.

A material difference for Actions 1.1 (Arts Education and Enrichment), 1.2 (Career Technical Education Program: Pathway Support), 1.3 (Career Technical Education Program: Regional Occupational Program), 1.4 (College and Career Readiness Support), 1.5 (English Learner (EL) Support (Technical Assistance)), 1.6 (English Learner (EL):
(Language Support Services (Technical Assistance)), 1.7 (Graduation Readiness Support), 1.8 (Instructional Academic Support), 1.9 (Instructional Technology - Classroom Support), 1.10 (Literacy Education and Enrichment), 1.11 (Long-Term English Learner (LTEL) Support), and 1.13 (Staff Professional Development) occurred as the district approved a salary increase for personnel.

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

The evaluation of Actions 1.1 (Arts Education and Enrichment), 1.2 (Career Technical Education Program: Pathway Support), 1.3 (Career Technical Education Program: Regional Occupational Program), 1.4 (College and Career Readiness Support), 1.5 (English Learner (EL) Support (Technical Assistance)), 1.6 (English Learner (EL): (Language Support Services (Technical Assistance)), 1.7 (Graduation Readiness Support), 1.8 (Instructional Academic Support), 1.9 (Instructional Technology - Classroom Support), 1.10 (Literacy Education and Enrichment ), 1.11 (Long-Term English Learner (LTEL) Support), 1.12 (School-Level Program Support) and 1.13 (Staff Professional Development) highlights progress.

The evaluation of Action 1.1 (Arts Education and Enrichment) highlights progress as well as areas of improvement based on Metrics 1.15 (Graduation Rate), M 1.16 (College/Career Indicator (CCI)), M 1.17 (College/Career Indicator (CCI) - School and Student Group Indicator), M 1.26 (UC/CSU/CTE Entrance Requirement Completion Rate), and M 2.1 (Chronic Absenteeism Rate). Efforts to enhance arts education and enrichment programs have contributed to maintaining a high graduation rate (93.1%), with strong performance among English Learners (89.6%), Foster Youth (92.9%), and Low Income students (92.2%). These figures indicate that enrichment programs, including arts education, may be playing a role in student engagement and retention. Efforts to enhance arts education and enrichment programs have contributed to maintaining a high graduation rate (93.1%), with strong performance among English Learners (89.6%), Foster Youth (92.9%), and Low-Income students (92.2%). These figures indicate that enrichment programs, including arts education, may be playing a role in student engagement and retention. The College/Career Indicator (CCI) completion rate for all students stands at 40.6%, with notable gaps among English Learners (15.2%), Foster Youth (7.7%), and Students with Disabilities (9.6%). While overall participation in CCI pathways

remains a challenge, arts and enrichment programs can be leveraged to improve these numbers by providing alternative career pathways and post-secondary preparation. Chronic absenteeism remains a significant challenge at 26.2% overall, with disproportionately high rates among Homeless Youth (47.8%), African American students (37.2%), and Low Income students (30.3%). Strengthening engagement through arts and enrichment opportunities could serve as an intervention strategy to improve student attendance and overall school connection. By refining the implementation of arts education and enrichment strategies, these efforts can contribute to closing achievement gaps, increasing college and career readiness, and reducing chronic absenteeism among the most vulnerable student groups.

The evaluation of Action 1.2 (Career Technical Education Program: Pathway Support) highlights progress as well as areas of improvement based on Metrics 1.16 (College/Career Indicator (CCI)), M 1.17 (College/Career Indicator (CCI) - School and Student Group Indicator), M 1.20 (Early Assessment Program (EAP) - English Language Arts (ELA)), M. 1.21 (Early Assessment Program (EAP) - Math), M 1.22 (Local Indicator: Access to Standards-Aligned Instructional Materials), and M 1.26 (UC/CSU/CTE Entrance Requirement Completion Rate). The Career Technical Education (CTE) Program has shown some progress in supporting students' college and career readiness, as reflected in the overall College/Career Indicator (CCI) rate of 40.6% for 2023-24. However, there remain significant achievement gaps among key student groups, particularly English Learners (15.2%), Foster Youth (7.7%), Low-Income students (34.2%), and Students with Disabilities (9.6%). Academic preparedness, as measured by the Early Assessment Program (EAP), also indicates areas for improvement. In English Language Arts (ELA), 44.06% of students were deemed Ready or Conditionally Ready, while math readiness remains a challenge, with only 26.3% of all students meeting the benchmark and just 9.63% of Low-Income students achieving readiness. Additionally, the UC/CSU/CTE entrance requirement completion rate remains low across all student groups, with an overall completion rate of 4.0% and even lower rates for English Learners (1.5%), Foster Youth (0%), and Low-Income students (4.4%). While efforts to expand CTE pathway support have yielded some progress, these results underscore the need for enhanced targeted interventions, increased access to career-focused coursework, and stronger academic support to improve student outcomes across all groups.

The evaluation of Action 1.3 (Career Technical Education Program: Regional Occupational Program) highlights progress as well as areas of improvement based on Metrics 1.16 (College/Career Indicator (CCI)), M 1.17 (College/Career Indicator (CCI) - School and Student Group Indicator), M 1.22 (Local Indicator: Access to Standards-Aligned Instructional Materials), M 1.24 (Local Indicator: Access to a Broad Course of Study), M 1.25 (Local Indicator: Implementation of Academic Standards, including EL access), M 1.26 (UC/CSU/CTE Entrance Requirement Completion Rate), and M 2.3 (Chronic Absenteeism Rate - Middle School and Student Group). The Career Technical Education (CTE) Regional Occupational Program (ROP) has demonstrated progress in providing students with career-focused learning opportunities, as indicated by the overall College/Career Indicator (CCI) rate of 40.6% for 2023-24. However, disparities persist among student subgroups, with English Learners (15.2%), Foster Youth (7.7%), Low Income students (34.2%), and Students with Disabilities (9.6%) facing challenges in program completion and college/career readiness. At Green Valley High, the CCI rate is significantly lower at 18.9%, with even greater gaps among Hispanic students (12.1%) and Low Income students (17.6%). Meanwhile, Oak View High and Ed. Center reported a 0% CCI rate, signaling a need for expanded access to CTE pathways and additional student support. Despite full compliance with the Williams Act, ensuring student access to core instructional materials (100%), chronic absenteeism remains a critical issue that impacts student engagement and success in CTE programs. At the middle school level, Chronic Absenteeism Rates are notably high, with Mesa View Middle (30.1%), Park View Middle (31.1%), and Green Valley Independent (32.7%) reporting concerning trends. Disproportionate Chronic Absenteeism Rates are observed among Low Income students (35.6%-37.9%), Hispanic students (34%-39.3%), and Students with Disabilities (42.1%). Although enhancements to CTE/ROP programs have provided valuable career exploration opportunities, addressing chronic absenteeism, raising awareness of CTE pathways, and expanding support services will be essential to strengthening program effectiveness and boosting student success.

The evaluation of Action 1.4 (College and Career Readiness Support) highlights progress as well as areas of improvement based on Metrics 1.15 (Graduation Rate), M 1.16 (College/Career Indicator (CCI)), M 1.17 (College/Career Indicator (CCI) - School and Student Group Indicator), M 1.18 (UC/CSU Entrance Requirement Completion Rate), M 1.19 (Advanced Placement (AP) Test Results), and M 1.26 (UC/CSU/CTE Entrance Requirement Completion Rate). The College and Career Readiness Support initiatives have contributed to a strong graduation rate of 93.1% overall for the 2023-24 school year, with relatively high rates among English Learners (89.6%), Foster Youth (92.9%), and Low Income students (92.2%). However, the College/Career Indicator (CCI) highlights persistent challenges in ensuring students are adequately prepared for postsecondary success, with an overall rate of 40.6%. Disparities remain evident among English Learners (15.2%), Foster Youth (7.7%), Low Income students (34.2%), and Students with Disabilities (9.6%). Increasing access to AP courses, dual enrollment programs, and career pathway opportunities can further enhance overall student preparedness for postsecondary success.

The evaluation of Actions 1.5 (English Learner (EL) Support (Technical Assistance)) and 1.6 (English Learner (EL): (Language Support Services (Technical Assistance), and 1.11 (Long-Term English Learner (LTEL) Support) highlight progress as well as areas of improvement based on Metrics 1.12 (English Learner Progress Indicator (ELPI)), M 1.13 (English Learner Progress Indicator (ELPI) - Elementary), and M 1.14 (English Learner Redesignated Fluent English Proficient (RFEP)). The English Learner Progress Indicator (ELPI) for 2023-24 indicates that 47.8% of English Learners are making progress, with 45.4% of Long-Term English Learners (LTELs) also demonstrating improvement. In addition, elementary level English Learner progress varies, with Dunlap Elementary School showing strong growth at 55.8% and Calimesa Elementary School at 35.6%. The focus on targeted interventions and structured language support services has contributed to steady gains in English proficiency for many students.
Long-Term English Learners (LTELs) continue to face challenges, with 39.6% redesignated, highlighting the need for specialized interventions to accelerate their progress. Strengthening early interventions, expanding targeted language development strategies, and providing additional technical assistance to schools will be critical in improving English Learner outcomes. Continued refinement of English Learner support services, increased professional development for educators, and enhanced monitoring of student progress will be essential to ensuring that more students successfully transition to full English proficiency.

The evaluation of Action 1.7 (Graduation Readiness Support) highlights progress as well as areas of improvement based on Metrics 1.15 (Graduation Rate), M 1.18 (UC/CSU Entrance Requirement Completion Rate), and M 1.22 (Local Indicator: Access to Standards-Aligned Instructional Materials. The Graduation Rate Indicator for 2023-24 reflects strong overall Graduation Rates, with 93.1% of students completing high school. However, disparities remain among student subgroups, particularly in UC/CSU entrance requirement completion rates. While 33.4% of all students met these requirements, only 9.0% of English Learners and 25.8% of low-income students achieved this milestone, with Foster Youth at 0%. Efforts to support graduation readiness, including access to standards-aligned instructional materials as reported in the Williams Act, have ensured that students receive the necessary academic resources. However, additional targeted support is needed to improve college readiness outcomes, particularly for underrepresented student groups. Expanding academic counseling, intervention programs, and college-prep resources can help bridge these gaps and enhance postsecondary opportunities.

The evaluation of Action 1.8 (Instructional Academic Support) highlights progress as well as areas of improvement based on Metrics 1.1 (English Language Arts (ELA) - District), M 1.2 (English Language Arts (ELA) - Elementary), M 1.3 (English Language Arts (ELA) - Secondary), M 1.4 (Math - District), M 1.5 (Math - Elementary), M 1.6 (Math - Secondary), and M 1.7 (California Science Test (CAST)). The effectiveness of the actions to date under Action 1.8, Instructional Academic Support, as reflected in the 2023-24 English Language Arts

(ELA) and Math Distance From Standard data, shows some challenges, especially for English Learners, Foster Youth, Low Income students, and Students with Disabilities. For English Language Arts, the distance from the standard ranges widely, with English Learners at -94.4, Foster Youth at -68.1, Low Income students at -53.3, and Students with Disabilities at -115.9. Similarly, in elementary and secondary schools, English Learners and Students with Disabilities are consistently showing significant challenges, with Calimesa Elementary and Ridgeview Elementary schools showing distances from the standard of -126.6 and -99.3, respectively. In math, the distance from the standard is similarly concerning, especially for English Learners (-120.5), Foster Youth (-103.3), Homeless Youth (-117.7), and Low Income students (-84.2). Secondary schools, like Mesa View Middle School and Park View Middle School show English Learners at -133 and -138.7. While the district is making efforts to provide instructional support, the data suggests that current actions are not yet sufficient to close the achievement gap. Increased targeted intervention, specialized academic support, and perhaps more personalized instruction are needed to help these groups make meaningful progress toward meeting the standard. Expanding support services, offering differentiated instruction, and enhancing professional development for educators may be essential next steps to address these disparities and improve academic outcomes.While there are some improvements, particularly for Foster Youth and Low Income students, many student groups, including English Learners, Students with Disabilities, and Homeless Youth, continue to show significant distance from the standard. Further focus on closing the gap for these groups will be essential to improving overall academic performance and reducing achievement disparities.

The evaluation of Actions 1.9 (Instructional Technology - Classroom Support) and Action 1.12 (School-Level Program Support) highlights progress as well as areas of improvement based on Metrics 1.1 (English Language Arts (ELA) - District), M 1.2 (English Language Arts (ELA) - Elementary), M 1.3 (English Language Arts (ELA) - Secondary), M 1.4 (Math - District), M 1.5 (Math - Elementary), M 1.6 (Math - Secondary), M 1.8 (Reading - Elementary), M 1.9 (Reading - Secondary), M 1.10 (Math - Elementary), and M 1.11 (Math - Secondary). The implementation of instructional technology and school-level program support in the classroom has shown varying levels of effectiveness, as reflected in the Distance From Standard data for 2023-24 across different student groups in both English Language Arts (ELA) and Math. While there have been some improvements, particularly for certain subgroups like Foster Youth and Low Income students, significant gaps remain, especially for English Learners, Students with Disabilities, and Homeless Youth. In English Language Arts, the data highlights that many schools, particularly at the elementary and secondary levels, have struggled to close the achievement gaps. The integration of instructional technology in the classroom, while offering some potential for personalized learning, has not yet fully addressed the unique needs of these underperforming student groups. Although technology-based interventions and resources have been made available, their impact appears to be uneven, and there is a need for more targeted support, particularly for English Learners, Students with Disabilities, and Homeless Youth. Furthermore, while school-level program support has been implemented, it is clear that additional efforts are necessary to effectively integrate technology and instructional strategies to bridge the achievement gaps. Providing professional development for teachers to effectively use technology, increasing access to high-quality digital resources, and offering more personalized learning opportunities will be crucial in improving student outcomes. Continued focus on leveraging instructional technology alongside targeted academic support will be essential in closing the achievement gaps, particularly for vulnerable student populations.

The evaluation of Action 1.10 (Literacy Education and Enrichment) highlights progress as well as areas of improvement based on Metrics 1.1 (English Language Arts (ELA) - District), M 1.2 (English Language Arts (ELA) - Elementary), M 1.3 (English Language Arts (ELA) - Secondary), M 1.8 (Reading - Elementary), M 1.9 (Reading - Secondary), M 1.10 (Math - Elementary), and M 1.11 (Math - Secondary). The efforts toward enhancing literacy education and enrichment have had a mixed impact on student performance. The English Language Arts distance from the standard indicates a persistent gap, with all students being -37.1 distance from standard, and more pronounced challenges for English Learners (-94.4), Students with Disabilities (-115.9), and Homeless Youth (-74.7). While improvements are observed in certain subgroups, such as Foster Youth and Low Income students, the gaps for vulnerable populations remain significant. The data for 2024-25

reading proficiency indicates some progress, with 70.7% of all students meeting expectations in elementary reading and 68.6% in secondary reading. However, the achievement levels for English Learners are still notably lower), highlighting a need for more focused strategies to support these groups. Continued focus on targeted literacy interventions and enrichment programs will be essential for closing these gaps. Strengthening support services, especially for English Learners and Students with Disabilities, will be critical in making further progress and ensuring all students have access to high-quality literacy instruction.

The evaluation of Action 1.13 (Staff Professional Development) highlights progress as well as areas of improvement based on Metrics 1.1 (English Language Arts (ELA) - District), M 1.4 (Math - District), M 1.7 (California Science Test (CAST)),1.12 (English Learner Progress Indicator (ELPI)), and M 1.14 (English Learner Redesignated Fluent English Proficient (RFEP)). The effectiveness of staff professional development initiatives in English Language Arts has had mixed results in improving student outcomes across various groups. While the progress in English Learners' achievement, reflected by a 47.8% English Learner progress rate, is positive, there are still significant challenges, particularly with Students with Disabilities, Foster Youth, and Low Income students, as evidenced by their continued distance from the standard. The professional development efforts may have contributed to some improvement in teaching practices; however, these gains have not yet translated into sufficient progress for all student groups. Although 4.3% of Redesignated Fluent English Proficient (RFEP) students were successful, the overall achievement gap remains wide, especially for vulnerable populations like Homeless Youth, English Learners, and Foster Youth. Further emphasis on strengthening professional development programs with a focus on differentiated instruction and targeted strategies for these groups is needed to reduce disparities and increase overall student 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.

In order for transparency for our educational partners, acronyms were removed and replaced with actual titles for all metrics.

The Target for Year 3 Outcome data for Metric 1.1 (English Language Arts (ELA) District), Metric 1.4 (Math - District), Metric 1.6 (Math - Secondary), Metric 1.8 (Reading - Elementary), Metric 1.9 (Reading - Secondary), Metric 1.10 (Math - Elementary), Metric 1.11 (Math - Secondary), Metric 1.12 (English Learner Progress indicator (ELPI)), Metric 1.13 (English Learner Progress Indicator - Elementary), and Metric 1.15 (Graduation Rate Indicator) have been updated to reflect current Baseline data and Targeted Outcomes. Due to Homeless Youth (HY) students being identified as a Differentiated Assistance (DA) student group, the metric was added to Metric 1.1 (English Language Arts (ELA) - District).

Action 1.3 (Career Technical Education Program: Pathway Support) has been revised to list the metrics in numerical order within the description.

Action 1.8 (Instructional Academic Support) has been revised to include additional instructional program supports alongside existing staffing supports, further strengthening academic interventions and services provided to students. In addition, unexpended Learning Recovery Emergency Block Grant (LREBG) funds, aligning with the intended purpose of this action.

Action 1.11 (Long-Term English Learner (LTEL) Support) has been revised to include professional development for teachers of LTELs.

**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** | Arts Education and Enrichment | Arts education teachers will provide various arts classes and experiences to provide students a broad range of educational opportunities and increase student engagement, primarily focused on low income (LI), English learner (EL), and foster youth (FY) students as measured by M 1.15, M 1.16, M 1.17, M 1.26, and M 2.1. | $1,843,000.00 | Yes |
| **1.2** | Career Technical Education Program: Pathway Support | The district will provide instructional materials, equipment, supplies, and pathway lead teacher support for CTE pathways to increase student college and career preparedness, primarily focused on low income (LI), English learner (EL), and foster youth (FY) students as measured by M 1.16, M 1.17, M 1.20, M 1.21, M 1.22, and M 1.26. | $188,000.00 | Yes |
| **1.3** | Career Technical Education Program: Regional Occupational Program | The district will provide CTE programs, classes, and pathways for students, primarily focused on low income (LI), English learners (EL) and foster youth (FY) students to increase college and career preparedness as measured by M 1.16, M 1.17, M 1.22, M 1.24, M 1.25, M 1.26 and M 2.3. | $1,403,059.00 | Yes |
| **1.4** | College and Career Readiness Support | The district will provide staffing and instructional program support to provide academic supports, college readiness support, and access to college-level opportunities for students to increase the number of students who are prepared to be successful after graduation, with a focus on low income (LI), English learner (EL), and foster youth (FY) students as measured by M 1.15, M 1.16, M 1.17, M 1.18, M 1.19 and M 1.26. | $150,000.00 | Yes |
| **1.5** | English Learner (EL) Support (Technical Assistance) | English Language Development (ELD) teachers will provide targeted academic support for developing proficiency in the English language, while English Language Support Paraprofessionals provide additional academic | $1,062,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | support for English learners at the school sites as measured by M 1.12, M 1.13, and M 1.14. | | |
| **1.6** | English Learner (EL): Language Support Services (Technical Assistance) | District personnel will provide program oversight, staff development, and clerical support to support English learner (EL) educational and language acquisition needs as measured by M 1.12, M 1.13, and M 1.14. | $280,000.00 | Yes |
| **1.7** | Graduation Readiness Support | The district will provide staffing and instructional program support to provide academic supports and opportunities for students to earn credits outside the traditional school setting to increase A-G completion and graduation success, with a focus on low income (LI), English learner (EL), and foster youth (FY) students as measured by M 1.15, M 1.18, and M 1.22. | $2,079,000.00 | Yes |
| **1.8** | Instructional Academic Support | The district will provide staffing and instructional program support to provide differentiated support for students to increase academic proficiency in English language arts and math with a specific focus on low income (LI), English learners (EL) and foster youth (FY) students as measured by M 1.1, M 1.2, M 1.3, M1.4, M 1.5, M 1.6, and 1.7.<br><br>LREBG ACTION: $1,854,000 | $2,816,040.00 | Yes |
| **1.9** | Instructional Technology - Classroom Support | Technology personnel will provide support for students to access instructional programs and increase academic achievement with a specific focus on low income (LI), English learners (EL), and foster youth (FY) students as measured by M 1.1, M 1.2, M 1.3, M 1.4, M 1.5, M1.6, M 1.8, M 1.9, M 1.10, and M 1.11. | $839,500.00 | Yes |
| **1.10** | Literacy Education and Enrichment | The district will provide personnel to provide access to literacy support for students to increase academic proficiency in English language arts (ELA) with a specific focus on low income (LI), English learners (EL) and foster | $815,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | youth (FY) students as measured by M 1.1, M 1.2, M 1.3, M 1.8, and M 1.9. | | |
| **1.11** | Long-Term English Learner (LTEL) Support | EL support teachers will provide intense monitoring and academic support and have professional development for long-term English learner students to increase the percentage of students making progress towards English language proficiency and increase the number of reclassified students as measured by M 1.12, M 1.13, and M 1.14. | $22,000.00 | Yes |
| **1.12** | School-Level Program Support | The district will provide on-site staff, additional instructional resources and materials, technology, professional development, as well as opportunities for parent and family involvement, tailored to the specific requirements of individual schools as detailed in each school's School Plan for Student Achievement (SPSA) [https://sites.google.com/ycjusd.us/2024-spsa-ycjusd/home], all aimed at enhancing the instructional programs in English Language Arts (ELA) and math. Although all students will benefit from this action it is principally directed at low income (LI), English learner (EL), and foster youth (FY) students as measured by M 1.1, M 1.2, M 1.3, M 1.4, M 1.5, M1.6, M 1.8, M 1.9, M 1.10, and M 1.11. | $1,231,980.00 | Yes |
| **1.13** | Staff Professional Development | The district will provide certificated and classified staff with professional development for addressing academic needs to increase the quality of instruction and increase student achievement in English-language arts, mathematics, and English language development (ELD) with a specific focus on low income (LI), English learner (EL), Long-Term English Learner (LTEL), and foster youth (FY) students as measured by M 1.1, M 1.4, M 1.7, M 1.12, and M 1.14. | $644,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Yucaipa-Calimesa Joint Unified School District will provide healthy, physically and emotionally safe learning environments that support all students. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

YCJUSD believes that students are most successful in learning environments where they feel physically and emotionally safe. Our district strives to create welcoming environments where our students' social and emotional needs are met, and students are able to build interpersonal connections, have mutually respectful relationships, and receive support as needed in order to be successful.

The 2024 California School Dashboard data identified the following:
1. YCJUSD was identified for Differentiated Assistance (DA) based on the performance status of English Learners (ELs) (Chronic Absenteeism), Homeless Youth (HY) (Suspension), Students with Disabilities (SWD) (Suspension), and African American (AA) students(Chronic Absenteeism and Suspension) . Targeted support is needed to meet the needs of each of these groups in connecting students with school and supporting behavioral needs.

2. Chronic absenteeism rates across the district decreased by 6.6% overall, including all student groups declining as well.

3. Suspension rates increased slightly from 4.6% to 4.8%, with Homeless Youth (HY) students increased 2.5% and Students with Disabilities (SWD) increased 1.3%.

4. Dropout rates decreased 0.09% in middle school and 2.09% in high school.

Goal 2 actions are intended to create safe and supportive learning environments for students and provide service to ensure all students are physically and emotionally healthy. Actions are adjusted to respond to the evolving needs of students based on progress monitoring metrics noted in Goal 2. Educational partners expressed the need for positive behavioral interventions and supports (PBIS) for attendance at sites, while parents and students expressed the need to expand social-emotional learning support. In order to address this concern, actions were included to continue and expand PBIS (2.3). Also, in order to meet the need for social-emotional support, an action was included for school counselors and behavioral health counselors (2.2), and an action was included for social-emotional learning support, such as curriculum and resources (2.4).

Additionally, the district will provide students with facilities in good repair in accordance with district FIT reports.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Chronic Absenteeism Rate<br><br>Percentage of students absent for 10% or more of enrolled days during the school year<br><br>California School Dashboard | 2022-23<br>All: 32.8% (Red)<br>African American: 39.8% (Red)<br>English Learners: 33.1% (Red)<br>Foster Youth: 37% (Orange)<br>Hispanic: 35.5% (Red)<br>Homeless Youth: 51.1% (Red)<br>Low Income: 37.1% (Red)<br>Two or More: 39.3% (Red)<br>White: 28.4% (Red) | 2023-24<br>All: 26.2%<br>African American: 37.2%<br>English Learners: 26.2%<br>Foster Youth: 25%<br>Hispanic: 27.9%<br>Homeless Youth: 47.8%<br>Low Income: 30.3%<br>Two or More Races: 25%<br>White: 23.5% | | All: 25%<br>African American: 30%<br>English Learners: 26%<br>Foster Youth: 21%<br>Hispanic: 26%<br>Homeless Youth: 36%<br>Low Income: 28%<br>Two or More: 17%<br>White: 22% | All: -6.6%<br>African American: -2.6%<br>English Learners: -6.9%<br>Foster Youth: -12%<br>Hispanic: -7.6%<br>Homeless Youth: -3.3%<br>Low Income: -6.8%<br>Two or More: -14.3%<br>White: -4.9% |
| 2.2 | Chronic Absenteeism Rate - Elementary School and Student Group<br><br>Percentage of students absent for 10% or more of enrolled days during the school year<br><br>California School Dashboard | 2022-23<br>Calimesa<br>Homeless Youth: 53.7%<br>Students with Disabilities: 50%<br>Chapman Heights<br>All: 30.7%<br>English Learners: 42.3%<br>Hispanic: 35.8%<br>Low Income: 37.5%<br>White: 24.8%<br>Dunlap<br>English Learners: 29.1% | 2023-24<br>Calimesa<br>Homeless Youth: 64.3%<br>Students with Disabilities: 33.6%<br>Chapman Heights<br>All: 24.8%<br>English Learners: 33.3%<br>Hispanic: 28.8%<br>Low Income: 30.3%<br>White: 20%<br>Dunlap | | Calimesa<br>Homeless Youth: 38%<br>Students with Disabilities: 22%<br>Chapman Heights<br>All: 21%<br>English Learners: 30%<br>Hispanic: 26%<br>Low Income: 28%<br>White: 18%<br>Dunlap<br>English Learners: 23% | Calimesa<br>Homeless Youth: 10.6%<br>Students with Disabilities: -16.4%<br>Chapman Heights<br>All: -5.9%<br>English Learners: -9%<br>Hispanic: -7%<br>Low Income: -7.2%<br>WH: -4.8%<br>Dunlap |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: 40.3%<br>Low Income: 40.7%<br>Ridgeview<br>All: 29%<br>English Learners: 22%<br>Hispanic: 32.8%<br>Low Income: 33.5%<br>Students with Disabilities: 31.3%<br>White: 22.7%<br>Valley<br>English Learners: 24.4%<br>Hispanic: 27%<br>Wildwood<br>All: 29.6%<br>Hispanic: 34.7%<br>White: 25.6% | English Learners: 31.2%<br>Hispanic: 31.3%<br>Low Income: 33.1%<br>Ridgeview<br>All: 17.9%<br>English Learners: 10.9%<br>Hispanic: 17.5%<br>Low Income: 21%<br>Students with Disabilities: 17.4%<br>White: 17%<br>Valley<br>English Learners: 13.9%<br>Hispanic: 18.4%<br>Wildwood<br>All: 21.2%<br>Hispanic: 20.7%<br>White: 22.3% | | Hispanic: 28%<br>Low Income: 28%<br>Ridgeview<br>All: 11%<br>English Learners: 6%<br>Hispanic: 10%<br>Low Income: 16%<br>Students with Disabilities: 10%<br>White: 16.%<br>Valley<br>English Learners: 8.7%<br>Hispanic: 12.4%<br>Wildwood<br>All: 14.2%<br>Hispanic: 13.3%<br>White: 19% | English Learners: 2.1%<br>Hispanic: -9%<br>Low Income: -7.6%<br>Ridgeview<br>All: -11.1%<br>English Learners: -11.1%<br>Hispanic: -15.3%<br>Low Income: -12.5%<br>Students with Disabilities: -13.9%<br>White: -5.7%<br>Valley<br>English Learners: -10.5%<br>Hispanic: -8.6%<br>Wildwood<br>All: -8.4%<br>Hispanic: -14%<br>White: -3.3% |
| 2.3 | Chronic Absenteeism Rate - Middle School and Student Group<br><br>Percentage of students absent for 10% or more of enrolled days during the school year<br><br>California School Dashboard | 2022-23<br>Mesa View Middle<br>All: 31.1%<br>Low Income: 36.5%<br>White: 28.3%<br>Park View Middle<br>All: 33.2%<br>English Learners: 41.1%<br>Low Income: 37.7%<br>Students with Disabilities: 47.5%<br>Hispanic: 36.1% | 2023-24<br>Mesa View Middle<br>All: 30.1%<br>Low Income: 35.6%<br>White: 25.2%<br>Park View Middle<br>All: 31.1%<br>English Learners: 33.7%<br>Low Income: 36.7% | | Mesa View Middle<br>All: 22%<br>Low Income: 27%<br>White: 22%<br>Park View Middle<br>All: 24%<br>English Learners: 29%<br>Low Income: 28%<br>Students with Disabilities: 35%<br>Hispanic: 27%<br>White: 21% | Mesa View Middle<br>All: -1%<br>Low Income: -.9%<br>White: -3.1%<br>Park View Middle<br>All: -2.1%<br>English Learners: -7.4%<br>Low Income: -1%<br>Students with Disabilities: -5.4%<br>Hispanic: -2.1%<br>White: -3.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White30.2%<br>Green Valley Independent<br>All:56.1%<br>Hispanic: 64.2%<br>Low Income: 62%<br>White: 45.5% | Students with Disabilities: 42.1%<br>Hispanic: 34%<br>White: 27%<br>Green Valley Independent<br>All: 32.7%<br>Hispanic: 39.3%<br>Low Income: 37.9%<br>White: 22% | | Green Valley Independent<br>All: 27%<br>Hispanic: 22%<br>Low Income: 21%<br>White: 20% | Green Valley Independent<br>All: -23.4%<br>Hispanic: -24.9%<br>Low Income: -24.1%<br>White: -23.5% |
| 2.4 | Student Attendance Rate<br><br>Percentage of students attending school each day<br><br>Aeries | 2022-23<br>All: 91.4%<br>English Learners: 90.5%<br>Foster Youth: 87.9%<br>Low Income: 91.3% | 2023-24<br>All: 92.33%<br>English Learners: 91.16%<br>Foster Youth: 88.3%<br>Low Income: 91.22% | | All: 95% or higher<br>English Learners: 95% or higher<br>Foster Youth: 95% or higher<br>Low Income: 95% or higher | All: 0.93%<br>English Learners: 0.66%<br>Foster Youth: 0.4%<br>Low Income: -0.08% |
| 2.5 | Middle School Dropout Rate<br><br>Percentage of middle school students reported as dropouts<br><br>CALPADS Report | 2022-23<br>All: 0.37%<br>English Learners: 0%<br>Foster Youth: 0%<br>Low Income: 0.26% | 2023-24<br>All: 0.28%<br>English Learners: 0%<br>Foster Youth: 0%<br>Low Income: 0.14% | | All: Maintain under 0.5%<br>English Learners: Maintain under 0.5%<br>Foster Youth: Maintain under 0.5%<br>Low Income: Maintain under 0.5% | All: -0.09%<br>English Learners: 0%<br>Foster Youth: 0%<br>Low Income: -0.12% |
| 2.6 | High School Dropout Rate | 2022-23<br>All: 6.3%<br>English Learners: 7.8%<br>Foster Youth: 14.3% | 2023-24<br>All: 4.21%<br>English Learners: 18.18% | | All: 2.0% or lower<br>English Learners: 2.0% or lower | All: -2.09%<br>English Learners: -10.38%<br>Foster Youth: -3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of high school students reported as dropouts<br><br>CDE Dataquest | Low Income: 7.4% | Foster Youth: 11.3%<br>Low Income: 6.4% | | Foster Youth: 2.0% or lower<br>Low Income: 2.0% or lower | Low Income: -1% |
| 2.7 | Suspension Rate<br><br>Percentage of students suspended from school<br><br>California School Dashboard | 2022-23<br>All: 4.6%<br>African American: 9.2%<br>American Indian: 12.9%<br>English Learners: 6.1%<br>Foster Youth: 14.3%<br>Low Income: 5.4%<br>2023-24<br>Homeless Youth: 6%<br>Students with Disabilities: 8.8% | 2023-24<br>All: 4.8%<br>African American: 2.8%<br>American Indian: 12.1%<br>English Learners: 6.5%<br>Foster Youth: 13.2%<br>Low Income: 5.6%<br>Homeless Youth: 6%<br>Students with Disabilities: 8.8% | | All: 3.7%<br>African American: 1.4%<br>American Indian: 5.4%<br>English Learners: 3.1%<br>Foster Youth: 5.3%<br>Low Income: 3.9%<br>Homeless Youth: 3%<br>Students with Disabilities: 5% | All: .2%<br>African American: -6.4%<br>American Indian: -.8%<br>English Learners: .4%<br>Foster Youth: -1.1%<br>Low Income: .2%<br>Homeless Youth: Not Applicable<br>Students with Disabilities: Not Applicable |
| 2.8 | Suspension Rate - Secondary<br><br>Percentage of students suspended from school<br><br>California School Dashboard | 2022-23<br>Park View Middle<br>English Learners: 17.7%<br>Hispanic: 14.2%<br>Low Income: 12.1%<br>Green Valley High<br>All: 10.5%<br>Hispanic: 13.8%<br>Low Income: 9.4%<br>Students with Disabilities: 20%<br>Oak View High and Ed. Center | 2023-24<br>Park View Middle<br>English Learners: 16.7%<br>Hispanic: 14.8%<br>Low Income: 15.5%<br>Green Valley High<br>All: 5.3%<br>Hispanic: 4.4%<br>Low Income: 6.5%<br>Students with Disabilities: 7.1% | | Park View Middle<br>English Learners: 6%<br>Hispanic: 3%<br>Low Income: 2%<br>Green Valley High<br>All: 4%<br>Hispanic: 3%<br>Low Income: 2%<br>Students with Disabilities: 5%<br>Oak View High and Ed. Center<br>All: 6% | Park View Middle<br>English Learners: -1%<br>Hispanic: .6%<br>Low Income: 3.4%<br>Green Valley High<br>All: -5.2%<br>Hispanic: -9.4%<br>Low Income: -2.9%<br>Students with Disabilities: -12.9%<br>Oak View High and Ed. Center |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | All: 22.5%<br>Hispanic: 28.1%<br>Low Income: 24.2% | Oak View High and Ed. Center<br>All: 24.5%<br>Hispanic: 27.8%<br>Low Income: 24.6% | | Hispanic: 7%<br>Low Income: 10% | All: 2%<br>Hispanic: -.3%<br>Low Income: .4% |
| 2.9 | Expulsion Rate<br><br>Percentage of students expelled from school<br><br>CDE Dataquest | 2022-23<br>All: 0.1%<br>English Learners: 0%<br>Foster Youth: 0%<br>Low Income: 0.1% | 2023-24<br>All: 0.2%<br>English Learners: 0.2%<br>Foster Youth: 0.9%<br>Low Income: 0.2% | | All: Maintain 0.5% or less<br>English Learners: Maintain 0.5% or less<br>Foster Youth: Maintain 0.5% or less<br>Low Income: Maintain 0.5% or less | All: 0.1%<br>English Learners: 0.2%<br>Foster Youth: 0.9%<br>Low Income: 0.1% |
| 2.10 | Percentage of students reporting favorably regarding school safety<br><br>Local Survey | 2024-25<br>Grade 5 = 68.1%<br>Grades 6-8 = 77.6%<br>Grades 9-12 = 63.2% | 2024-25<br>Grade 5 = 68.1%<br>Grades 6-8 = 77.6%<br>Grades 9-12 = 63.2% | | Grade 5 = 78%<br>Grades 6-8 = 77%<br>Grades 9-12 = 76% | Not Applicable |
| 2.11 | Percentage of students reporting favorably regarding school connectedness (sense of belonging)<br><br>Local Survey | 2024-25<br>Grade 5 = 88.9%<br>Grades 6-8 = 90.4%<br>Grades 9-12 = 86.5% | 2024-25<br>Grade 5 = 88.9%<br>Grades 6-8 = 90.4%<br>Grades 9-12 = 86.5% | | Grade 5 = 98%<br>Grades 6-8 = 99%<br>Grades 9-12 = 96% | Not Applicable |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.12 | Local Indicator: Safe, Clean and Functional School Facilities<br><br>California School Dashboard | 2022-23<br>Zero Findings | 2023-24<br>Zero Findings | | Zero Findings | Zero Findings |

# Goal Analysis [2024-25]

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

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

All actions were successfully implemented, resulting in significant progress across targeted actions. Actions 2.1 (Bilingual Community Support), 2.2 (Counseling Support), 2.3 (Positive Behavioral and Interventions Support), and 2.4 (Social Emotional Learning Support) were successfully implemented as planned. A success was seen in Actions 2.1 (Bilingual Community Support) and 2.2 (Counseling Support), where our Bilingual Liaisons help to reach families who face socio-economic barriers and help to reduce absenteeism for our students who face linguistic barriers, while School Counselors and Behavioral Health Counselors have made some progress in addressing chronic absenteeism by addressing the underlying emotional, social, and academic factors affecting attendance, school counselors and behavioral health counselors help students feel more equipped and motivated to attend school regularly. Additionally, Action 2.4 (Social Emotional Learning Support) has proven effective in helping students succeed by implementing social emotional learning curriculum and programs that enhance student attendance and foster a greater sense of school connectedness.

In Action 2.3 (Positive Behavioral and Interventions Support), success was seen where School Deans play a crucial role in identifying at-risk students and overseeing the implementation of personalized attendance improvement plans, and they may be addressing these issues by coordinating resources for families, providing transportation support, or ensuring access to school-based health services. While a challenge in Action 2.3 was having a dean position vacant for a portion of the school year.

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.

A material difference for Actions 2.1 (Bilingual Community Support), 2.2 (Counseling Support), and 2.3 (Positive Behavioral and Interventions Support) occurred as the district approved a salary increase for personnel. This adjustment increased the personnel expenditures for Actions 2.1 (Bilingual Community Support), 2.2 (Counseling Support), and 2.3 (Positive Behavioral and Interventions Support).

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

The evaluation of Actions 2.1 (Bilingual Community Support), 2.2 (Counseling Support), 2.3 (Positive Behavioral and Interventions Support), and 2.4 (Social Emotional Learning Support) highlights progress.

The evaluation of Action 2.1 (Bilingual Community Support) highlights progress and areas of improvement based on Metrics 2.1 (Chronic Absenteeism Rate), M 2.2 (Chronic Absenteeism Rate - Elementary School and Student Group), M 2.3 (Chronic Absenteeism Rate - Middle School and Student Group), and M 2.4 (Student Attendance Rate). The overall Chronic Absenteeism Rate of 26.2% suggests a significant challenge with absenteeism across the student body, but it also shows that efforts have led to engagement and some positive outcomes, as nearly three-quarters of students are not chronically absent. Bilingual Liaisons may be effectively addressing the needs of students who face linguistic or cultural barriers, which can be a significant factor in absenteeism. Although English Learners (26.2%) and Hispanic (27.9%) students have lower absenteeism rates than Homeless Youth and African American students, their rates are still above the overall absenteeism rate (26.2%). This suggests that while Bilingual Liaisons are helping, additional resources or strategies may be required, such as improving access to academic support, mental health resources, or after-school programs. While the Attendance Rate of 92.33% is a positive outcome, there are areas of concern, particularly among Foster Youth (88.3%), English Learners (91.16%), and Low Income students (91.22%). Tailored interventions aimed at addressing specific barriers these groups face, such as language support and access to resources, will be key to further improving attendance rates. Continuing to engage families, provide necessary resources, and ensure emotional support for students will be crucial in sustaining improvements in attendance.

The evaluation of Action 2.2 (Counseling Support) highlights progress and areas of improvement based on Metrics 2.1 (Chronic Absenteeism Rate), M 2.2 (Chronic Absenteeism Rate - Elementary School and Student Group), M 2.3 (Chronic Absenteeism Rate - Middle School and Student Group), M 2.4 (Student Attendance Rate), M 2.10 (Percentage of students reporting favorably regarding school safety), and M 2.11 (Percentage of students reporting favorably regarding school connectedness). The overall Chronic Absenteeism Rate of 26.2% suggests a significant challenge with absenteeism across the student body, but it also shows that efforts have led to engagement and some positive outcomes, as nearly three-quarters of students are not chronically absent. Bilingual Liaisons may be effectively addressing the needs of students who face linguistic or cultural barriers, which can be a significant factor in absenteeism. Although English Learners (26.2%) and Hispanic (27.9%) students have lower absenteeism rates than Homeless Youth and African American students, their rates are still above the overall absenteeism rate (26.2%). This suggests that while Bilingual Liaisons are helping, additional resources or strategies may be required, such as improving access to academic support, mental health resources, or after-school programs. While the Attendance Rate of 92.33% is a positive outcome, there are areas of concern, particularly among Foster Youth (88.3%), English Learners (91.16%), and Low Income students (91.22%). It will be essential to maintain ongoing family engagement, provide essential resources, and offer emotional support to students in order to continue improving attendance rates. Overall, the actions taken by school counselors have shown positive results in fostering both school safety and school connectedness. Additionally, there are areas for improvement, particularly in addressing safety concerns for high school students and improving connectedness among high school students. By focusing on targeted interventions, increasing mental health support, and promoting greater student involvement, school counselors can continue to make progress toward creating a safe and connected environment for all students.

The evaluation of Action 2.3 (Positive Behavioral and Interventions Support) highlights progress as well as areas of improvement based on Metrics 2.4 (Student Attendance Rate), M 2.7 (Suspension Rate), M 2.8 (Suspension Rate - Secondary), M 2.9 (Expulsion Rate), and M 2.10 (Percentage of students reporting favorably regarding school safety). Although the overall attendance rate of 92.33% is a positive result, there are concerns, especially among Foster Youth (88.3%), English Learners (91.16%), and Low Income students (91.22%). Targeted

interventions that address the unique challenges faced by these groups, such as language assistance and access to essential resources, will be essential for improving attendance. Ongoing family engagement, resource provision, and emotional support for students will be vital to maintaining and further enhancing attendance outcomes. While the Suspension Rate of 4.8% is relatively low, certain student groups, such as Foster Youth, Students with Disabilities, and American Indian students, face significantly higher rates. Through proactive engagement with students and families, and by fostering a positive and supportive school climate, school deans can work to reduce suspensions and support all students in achieving academic and behavioral success. While the overall suspension rates at Green Valley High School and Park View Middle School show some positive progress, Oak View High and Education Center reveal concerning trends, especially among Hispanic and Low Income students. By focusing on targeted interventions, restorative practices, and emotional support, school deans can reduce suspensions and foster a more supportive, inclusive school environment for all students. The district's efforts to reduce expulsions have been highly effective, as evidenced by the low expulsion rate for most groups. By refining current strategies and implementing additional targeted interventions, the district can continue to build a supportive and inclusive environment for all students. In addition, the data shows a positive trend in school safety in middle schools but highlights a need for improvement in Grade 5 and high school students' perception of safety. Addressing specific concerns for each age group will be key to enhancing students' overall sense of safety and well-being in the school environment.

The evaluation of Action 2.4 (Social Emotional Learning Support) highlights progress as well as areas of improvement based on Metrics 2.4 (Student Attendance Rate), M 2.5 (Middle School Dropout Rate), M 2.6 (High School Dropout Rate), and M 2.11 (Percentage of students reporting favorably regarding school connectedness). Social-Emotional Learning (SEL) Learning Support has played a significant role in improving the overall Attendance Rate of 92.33%, which is a positive outcome. The SEL support efforts have been highly effective in maintaining low Middle School Dropout Rates across all groups, with 0% dropout rates for English Learners and Foster Youth students. SEL programs help students develop essential skills, such as emotional regulation, problem-solving, and resilience, which can directly influence their engagement and attendance. The Middle School Dropout Rate of 0.28% is quite low, which indicates that the existing interventions, including Social-Emotional Learning (SEL) support, have been effective in keeping students engaged and enrolled. The success of SEL programs in fostering emotional well-being and a sense of belonging likely contributes to students feeling more connected to school, which can decrease dropout rates. By addressing the emotional needs of students, SEL support fosters a safer, more supportive school environment that encourages regular school attendance. Additionally, the High School Dropout Rate of 4.21% indicates that while there have been positive outcomes in some areas, a notable portion of students are still at risk of dropping out. The SEL support provided has shown some effectiveness in keeping students engaged in school, but the relatively higher dropout rates for English Learners, Foster Youth, and Low Income students highlight the need for more targeted and comprehensive interventions. A multi-faceted approach combining SEL, academic intervention, and family and community engagement will be key to reducing dropout rates across all student groups. Also, the SEL supports implemented at all grade levels have shown positive effects on school connectedness, with particularly strong results in Grades 6-8 and Grade 5. While the results for Grades 9-12 are still favorable, there is room for growth in increasing student engagement and connectedness in high school.
Strengthening SEL programs, incorporating more peer support systems, and focusing on mental health resources will be important to further support students and ensure they feel connected and engaged as they progress through their school years.

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.

In order for transparency for our educational partners, acronyms were removed and replaced with actual titles for all metrics.

The Target for Year 3 Outcome data for Metric 2.1 (Chronic Absenteeism Rate), Metric 2.2 (Chronic Absenteeism Rate - Elementary School and Student Group), Metric 2.3 (Chronic Absenteeism Rate - Middle School and Student Group), and Metric 2.7 (Suspension Rate) have been updated to reflect current Baseline data and Targeted Outcomes. Due to Homeless Youth (HY) and Students with Disabilities students being identified as a Differentiated Assistance student group, the student groups were added to Metric 2.7 (Suspension Rate).

Action 2.4 (Social Emotional Learning Support) has been updated to add staffing support, in addition to the existing curriculum and program resources. Also, unexpended Learning Recovery Emergency Block Grant (LREBG) funds have been allocated to this action to better support its goal of improving student well-being and increasing school connectedness.

The Baseline data for Metric 2.7 (Suspension Rate), Metric 2.10 (Percentage of parents reporting favorably regarding school safety), and Metric 2.11 (Percentage of parents reporting favorably regarding school connectedness) were updated to reflect the Baseline data and Targeted Outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Bilingual Community Support | The bilingual liaisons will support students serving as a link between our district office, schools, community, and supports with community resources and translation services to increase parent and school communication, student attendance, and engagement, principally directed to low income (LI), English learner (EL), and foster youth (FY) students, as measured by M 2.1, M 2.2, M 2.3. and M 2.4. | $199,000.00 | Yes |
| **2.2** | Counseling Support | Elementary, middle, and high school counselors and behavioral health counselors will provide intensive Tier 1, Tier 2, and Tier 3 social-emotional support and achievement monitoring, to increase student attendance, primarily focused on Low income (LI), English learner (EL), and foster youth (FY) students, as measured by M 2.1, M 2.2, M 2.3, M 2.4, M 2.10, and 2.11. | $4,570,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.3** | Positive Behavioral and Interventions Support | Deans will support improving attendance, school climate, and reducing student discipline and suspension referral rates by monitoring student data and meet with students and families at schools, primarily focused on Low income (LI), English learner (EL), and Foster Youth (FY) students, as measured by M 2.4, M 2.7, M 2.8, M 2.9, and M 2.10. | $1,468,000.00 | Yes |
| **2.4** | Social Emotional Learning Support | The district will implement social emotional learning curriculum, programs, and staffing that support students in a proactive way to assist them in succeeding, to increase student attendance and sense of school connectedness, principally directed to low income (LI), English learner (EL), and foster youth (FY) students, as measured by M 2.4, M 2.5, M 2.6, and M 2.11.<br><br>LREBG ACTION: $3,361,000 | $3,504,229.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Yucaipa-Calimesa Joint Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support 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.

YCJUSD is committed to parent, student, and community engagement, valuing the ongoing relationships with our diverse local communities and striving to connect with families, students, and community members in innovative, active, and responsive ways. It is our belief that all members of the learning community impact student success, and maintaining positive engagement with educational partners is a key aspect in providing successful programs that lead to improved student outcomes. We value the diverse cultures within our local communities and strive to build positive relationships with families centered on trust, respect, and a focus on students success.

The metrics listed under Goal 3 were used to develop the goal statement and determine actions within the goal in an effort to continuously improve outcomes for Low income (LI), English learner (EL), and Foster youth (FY) students. Actions are also intended to be responsive to family, student, and community needs based on educational partner input and feedback. The district continues to expand the number of advisory groups and educational partner feedback. While educational partner feedback and input sessions continue to be positive regarding the Family Learning Center parent training and workshop offerings, LCAP survey responses and educational partner meeting input identify a continuing need for various parents connection and family support services across a variety of education-related topics. These include requests for programs, trainings, and advisory group facilitation, including virtual and in-person opportunities located at school sites where possible. Parent and family feedback continues to indicate a desire to increase the quality and accessibility of communication between schools and parents.

The actions in Goal 3 are intended to support family and community involvement and engagement. This will be accomplished through various outreach efforts, services, and supports based on identified needs and educational partner input. Metrics within Goal 3, such as survey results and participation in Family Learning Center events, allow the district to monitor progress throughout the year and make adjustments to services and programs in a responsive and timely manner. Educational partners expressed the need to continue parent involvement opportunities at schools. In order to meet this need, an action was added to expand parent trainings and events at the district office as well as school sites (Goal 3, Action 1), and an action was added to include translation services at schools for our parents and families (Goal 3, Action 2).

YCJUSD has an ongoing focus on creating a set of resources, services, and programs that result in ongoing positive and collaborative relationships with families and local communities centered on student success in school.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Parent/guardian attendance in district parent/community meetings seeking input in decision making, including programs for unduplicated students and programs for individuals with exceptional needs<br><br>Attendance Rosters | 2024-25<br>43 parents | 2024-25<br>43 parents | | 200 parents | Not Applicable |
| 3.2 | Parent/community involvement in school and district workshops to support parent and community involvement in school and district programs, including programs for unduplicated and exceptional needs students<br><br>Attendance Rosters | 2024-25<br>1,703 parents | 2024-25<br>1,703 parents | | 2,500 parents | Not Applicable |
| 3.3 | Percentage of parents reporting favorably regarding school safety | 2024-25 | 2024-25<br>76.3% of parents reported favorably | | 86% of parents reported favorably | Not Applicable |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Local Survey | 76.3% of parents reported favorably regarding school safety | regarding school safety | | regarding school safety | |
| 3.4 | Percentage of parents reporting favorably regarding school connectedness (sense of belonging)<br><br>Local Survey | 2024-25<br>75.9% of parents reported favorably regarding school connectedness | 2024-25<br>75.9% of parents reported favorably regarding school connectedness | | 85% of parents reported favorably regarding school connectedness | Not Applicable |

# Goal Analysis [2024-25]

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

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

All actions were successfully implemented, resulting in significant progress across targeted actions. Actions 3.1 (District Parent Engagement Staffing, Events, and Supplies) and 3.2 (School-Based Parent Support) were successfully implemented as planned. For example, our Bilingual Engagement Specialist increased parent engagement in our district parent/guardian meetings seeking input in decision making, especially for our English learner (EL) students and Long-Term English Learner (LTEL) students. Another success was seen in Action 3.1 (District Parent Engagement Staffing), which led to an increase in parent workshops offerings, for example, computer literacy, financial literacy, nutrition, and cybersecurity workshops. In addition, Action 3.2 (School-Based Parent Support) provided critical support for EL families by providing translation services to foster collaboration with our families in order to support our students academic and social-emotional needs.

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.

A material difference for Action 3.1 (District Parent Engagement Staffing, Events, and Supplies) occurred as the district approved a salary increase for personnel. This adjustment increased the personnel expenditures for Action 3.1 (District Parent Engagement Staffing, Events, and Supplies).

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

The evaluation of Actions 3.1 (District Parent Engagement Staffing, Events, and Supplies) and 3.2 (School-Based Parent Support) highlights progress. The evaluation of Action 3.1 (District Parent Engagement Staffing, Events, and Supplies) highlights progress and areas for

improvement based on Metrics 3.1 (Parent/guardian attendance in district parent/community meetings), M 3.2 (Parent/community involvement in school and district workshops), and M 3.3 (Percentage of parents reporting favorably regarding school safety). Having 43 parents participate in these meetings indicates that there has been a moderate level of engagement. Given the community focus on involving parents in decision-making, particularly in areas affecting unduplicated students and student with exceptional needs, this shows some level of success in reaching these educational partners. While the attendance of 43 parents demonstrates some engagement, further efforts may be needed to reach a broader and more representative group of families to ensure the action is fully achieved. The participation of 1,091 parents in workshops indicates a strong level of community engagement. This suggests that the district's efforts to involve parents in the decision-making and program development processes are having a positive impact and are drawing a significant portion of the parent community. With 1,091 parents already involved, there should be follow-up mechanisms to ensure that the engagement continues, such as creating action plans or smaller group discussions to deepen involvement. Providing support beyond the workshops, such as check-ins, additional resources, would help parents apply the information they gain in practical ways. In order to increase parent involvement, some ways to improve may be to continue to address logistical barriers for attendance, such as offering childcare and hosting workshops at various times of day or virtually to accommodate all families, especially those with challenging schedules. Given that safety is one of the most critical factors in a parent's perception of a school, 76.3% of parents reported favorably regarding school safety, demonstrates that the district has put effective measures in place to address safety concerns. The fact that three-quarters of parents are satisfied indicates the district's safety policies are likely well-received and have addressed some of the community's concerns. To further increase the favorable rating, the district could gather more detailed feedback from parents who reported unfavorably. Understanding the specific aspects of safety they are concerned about will allow the district to target interventions more effectively.

The evaluation of Action 3.2 (School-Based Parent Support) highlights progress and areas for improvement based on Metrics 3.1 (Parent/guardian attendance in district parent/community meetings), M 3.3 (Percentage of parents reporting favorably regarding school safety), and M 3.4 (Percentage of parents reporting favorably regarding school connectedness). Having 43 parents participate in these meetings indicates that there has been a moderate level of engagement. Given the community focus on involving parents in decision-making, particularly in areas affecting unduplicated students and student with exceptional needs, this shows some level of success in reaching these educational partners. While the attendance of 43 parents demonstrates some engagement, further efforts may be needed to reach a broader and more representative group of families to ensure the action is fully achieved. The participation of 1,091 parents in workshops indicates a strong level of community engagement. This suggests that the district's efforts to involve parents in the decision-making and program development processes are having a positive impact and are drawing a significant portion of the parent community. The 76.3% favorable response to school safety is a positive sign that the district's efforts have been successful to a significant degree, and there's still room for improvement. By addressing the concerns of the remaining 23.7% of parents and continuing to refine safety protocols and communication, the district can strive toward even higher satisfaction and a stronger sense of security within the school community. The 75.9% favorable response to school connectedness demonstrates that the district has made significant progress in creating an environment where most students feel a sense of belonging. However, the remaining 24.1% of parents who reported unfavorably suggests that there is still work to be done, particularly in ensuring that all students, including those from marginalized or underserved groups, feel equally connected. Offering more opportunities for families to engage with the school community, for example, parent/student events, volunteer opportunities, family nights, can strengthen the school's connection with families and enhance students' sense of belonging. Promoting student leadership roles, clubs, and extracurricular activities may also help students feel more involved in their school community.

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 Baseline data for Metric 3.1 (Parent/guardian attendance in district parent/community meetings), Metric 3.2 (Parent/community involvement in school and district workshops), Metric 3.3 (Percentage of parents reporting favorably regarding school safety), and Metric 3.4 (Percentage of parents reporting favorably regarding school connectedness) were updated to reflect the Baseline data and Targeted Outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | District Parent Engagement Staffing, Events, and Supplies | The bilingual engagement specialist will facilitate parent programs, trainings, and events at the district's Family Learning Center, as well as school sites, to increase parent and community participation in workshops, trainings, meetings, and events, as measured by M 3.1, M 3.2, and M 3.3. Various educational opportunities are also offered to low income (LI), English learner (EL), and foster youth (FY) parents and families districtwide, include workshops, conferences, and meetings. | $101,000.00 | Yes |
| **3.2** | School-Based Parent Support | District and school administrators will provide translation services and support for English learner students and parents by building the relationship and dialogue between schools and families in order to ensure students' academic and social-emotional success and increase parent connectedness to school, principally directed to low income (LI), English learner (EL), and foster youth (FY) students, measured by M 3.1, M 3.3, and M 3.4. | $15,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | By June 2027, Green Valley High School will improve school climate (reduce suspension rates for all students, including Low Income (LI), Hispanic (HI), and Students with Disabilities (SWD)) and increase the College/Career Indicator for all, including Low Income (LI) and Hispanic (HI) students, while also supporting Language acquisition for our English Learner (EL) newcomer and refugee population. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Green Valley High School has been identified as an Equity Multiplier school. It is an alternative education school functioning as a continuation high school.

Because it is a small school, there are a limited number of metrics available from the CA Dashboard. The most recent CA Dashboard data revealed the following:

1. Green Valley High School has a high low-income (LI) student population at 84% (increased from 78.4% previously).
2. The school continues to have a high non-stability rate of 68.8%, which shows a slight improvement from the previous 70%.
3. Suspension rates show significant improvement at Green Valley High School, which decreased by 5.2% to a total of 5.3% for all students (down from 10.5% the previous year). This represents substantial progress in school climate.
4. Academic performance, while still below standard, shows significant improvement. ELA scores are now 93.7 points below standard (improved from -127.9 DFS previously) with a notable 34.1 point increase. Mathematics scores are now 166.9 points below standard (improved from -234 DFS) with a substantial 67.1 point increase.
5. College/Career readiness has improved, with 18.9% of students now classified as "Prepared" (an increase of 5%).
6. Graduation rates have improved to 79.7% (a 7.3% increase).

Educational partners at Green Valley High School, including students, parents, staff, and administrators, collaboratively identified several key factors affecting student success through surveys, meetings, and the WASC accreditation process.

A primary concern highlighted by educational partners was inconsistent attendance patterns. Survey responses revealed this stems from multiple factors, including mental health challenges, as evidenced by parent requests for "A teen support group like a meeting or something for students who use things that are not allowed," and general engagement issues. Parents specifically noted the need for "more one on one

explanation through assignments" and emphasized that some students "struggle with reading comprehension and sometimes needs a little more explanation." This feedback suggests many students lack intrinsic motivation and struggle to envision post-high school opportunities.

Further discussion with educational partners revealed that many Green Valley High School students have experienced significant educational disruptions prior to enrollment. As one parent explained, their child "has not had much in the way of support from the school system starting in 7th grade. He was passed onto 8th without doing much of any work and again passed on to high school not having any understanding of the work needed." These gaps have created foundational skill deficiencies that compound academic challenges and further discourage attendance and engagement.

Educational partners consistently identified the diverse and inclusive environment as a significant strength at GVHS. Multiple parents affirmed this positive aspect with comments like "No, I think moving my daughter to Green Valley was the best decision for both of us it has helped her so much" and "We are thrilled that our son was able to transfer to GV. We have high hopes, and the smaller class sizes and atmosphere seem to be working!" The quality and dedication of teachers and staff received particular praise, with parents noting "Mr. Tucci is doing an amazing job" and appreciating the whole-child approach.

However, student surveys specifically called for more engaging instructional practices, with requests for "making classes less boring and more engaging." Both the WASC report and student feedback indicated that teachers need additional support to address specialized learning needs, particularly for students reading significantly below grade level and English learners. The WASC committee specifically recommended "better support for refugee students, including translation services."

To address these findings, educational partners collaboratively identified several priority actions:
1. Providing professional development for teachers in designing engaging lessons that address adolescent literacy across content areas
2. Expanding mental health support services and counseling accessibility
3. Creating additional engagement opportunities through work-based learning and apprenticeship programs
4. Developing a broader range of elective courses based on student interest, with specific requests for "art class," "cooking, life-skills," and "self-defense class"
5. Improving facility amenities and food quality to enhance the overall school experience

Through this collaborative process, Green Valley High School has developed a comprehensive action plan that directly addresses the identified needs while building on the school's recognized strengths in creating a supportive and inclusive learning environment.

Despite the fact that the English Learner (EL) student group is too small to be identified on the CA Dashboard (only 5% of Green Valley's population), educational partners identified this student group as a need. Support particularly for newcomer and refugee students has been identified as a needed support as the school has experienced a recent surge in newcomer and refugee students. Educational partners, notably teachers, identified the need for professional development to build capacity for working with newcomer students at the high school level.

Goal 4 actions are intended to address learning gaps resulting in motivation and engagement issues particularly related to students who may have lacked consistency and foundational skills in their educational background.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Suspension Rate - Secondary<br><br>Percent of students suspended at least one day<br><br>California School Dashboard | 2022-23<br><br>All: 10.5%<br>Hispanic: 13.8%<br>Low Income: 9.4%<br>Students with Disabilities: 20% | 2023-2024<br><br>All: 5.3%<br>Hispanic: 4.4%<br>Low Income: 6.5%<br>Students with Disabilities: 7.1% | | All: 4.5%<br>Hispanic: 3%<br>Low Income: 3.4%<br>Students With Disabilities: 5% | All: -5.2%<br>Hispanic: -9.4%<br>Low Income: -2.9%<br>Students with Disabilities: -12.9% |
| 4.2 | College/Career Indicator (CCI)<br><br>Graduates meeting or exceeding prepared level<br><br>California School Dashboard | 2022-23<br><br>All: 9.3%<br>Low Income: 6.8%<br>Hispanic: 4.9% | 2023-2024<br><br>All: 18.9%<br>Hispanic: 12.1%<br>Low Income: 17.6% | | All: 20%<br>Hispanic: 15.8%<br>Low Income: 20% | All: 9.6%<br>Hispanic: 7.2%<br>Low Income: 10.8% |
| 4.3 | CAASPP ELA<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br><br>All: -127.9 Distance From Standard | 2023-2024<br><br>All: -93.7 Distance From Standard | | All: -90 Distance From Standard | All: 34.2 Distance From Standard |
| 4.4 | CAASPP Math<br><br>Distance from Standard (DFS) | 2022-23<br>All: -234 Distance From Standard | 2023-2024<br><br>All: -166.9 Distance From Standard | | All: -150 Distance From Standard | All: 67.1 Distance From Standard\ |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | California School Dashboard | | | | | |
| 4.5 | Chronic Absenteeism Rate<br><br>Percentage of students absent for 10% or more of enrolled days during the school year | 2023-24<br>All: 60.6% | 2023-2024<br><br>All: 64.9% | | All: 51.6% | All: 4.3% |
| 4.6 | English Learner Progress Indicator (ELPI)<br><br>Percentage of students making progress towards English language proficiency<br><br>California School Dashboard | 2022-23 Local Data<br><br>*(fewer than 11 students)<br>Level 4: 0%<br>Level 3: 56%<br>Level 2: 44%<br>Level 1: 0% | 2023-2024<br><br>*(fewer than 11 students)<br>Level 4: 0%<br>Level 3: 16.67%<br>Level 2: 50%<br>Level 1: 33.33% | | Level 4: 30%<br>Level 3: 36%<br>Level 2: 34%<br>Level 1: 0% | `Level 4: 0%<br>Level 3: -39.33%<br>Level 2: -6%<br>Level 1: -33.33% |

# Goal Analysis [2024-25]

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

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

The implementation of Goal #4 was partially implemented as planned, with some notable successes and challenges. While most actions were implemented, there were key staffing challenges that affected full implementation.

The Community Liaison position (Action 4.1) was not filled until December 2024, delaying the full implementation of attendance and engagement support services for part of the school year. More significantly, the English Language Support Paraprofessional position (Action 4.2) was never filled due to recruitment challenges, resulting in a gap in planned support for English Learners, particularly newcomer and refugee students.

Overall implementation of planned actions for the previous year proceeded as designed, with professional development opportunities provided as planned (Action 4.3). A significant success was the work with Erin Gruell and the Freedom Writers Foundation. This collaboration culminated in students acting as docents for the Anne Frank Traveling Museum. Students demonstrated strong engagement by connecting to Anne Frank's story and developing their own narratives, indicating a successful integration of the Freedom Writers methodology. No substantive differences were noted between planned actions and actual implementation for this specific initiative.

College and Career Readiness support (Action 4.4), materials were purchased, and the team made progress toward full implementation. The district provided additional materials, supplies, and covered incurred costs, supplemental to those addressed in Goal 1, specifically for applying for apprenticeship programs and transportation to support work-based learning access through apprenticeships. Challenges in this area primarily involved the logistical coordination of new apprenticeship opportunities and transportation.

All planned materials and resources were successfully purchased as intended across the actions. However, there was inconsistent implementation of SEL lessons (Action 4.5) in some classrooms, affecting the full delivery of social-emotional learning components. As noted in earlier comments, the school earned Silver status recognition for Positive Behavior Supports, which included implementing a student store operated by Link Crew and communicating schoolwide expectations through daily morning messages, though this enhancement was not explicitly outlined in the original action plan.

In summary, Goal #4 was partially implemented as planned, with staffing challenges presenting the most significant barriers to full implementation. The successes in student outcomes suggest that the implemented portions of the goal were effective in supporting student needs, even with the implementation gaps in certain areas.

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.

Material differences between budgeted and estimated actual expenditures for Actions 4.1 (Community Engagement Liaison) and 4.2 (English Learner Support) resulted from the district's inability to fully staff assignments starting August 2024, decreasing personnel costs. For Actions 4.3 (Staff Development) and 4.4 (College and Career Readiness Support), significant variances occurred due to deviations in actual spending compared to budgeted amounts, impacting the scope of professional development and the cost/volume of materials and services for college and career readiness.

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

Green Valley High School's progress toward Goal 4 presents a mixed picture. We've seen successes in key areas where actions were strategically focused and fully implemented. However, notable challenges remain in other areas that demand immediate attention.

Analysis of Action Effectiveness:

Action 4.1: Attendance and Engagement Support (Partially Effective) This action had a positive impact on school climate by reducing suspensions, However, more time is needed to measure effectiveness in addressing chronic absenteeism, due to a delay in hiring community Liaison (mid year).
Metric 4.1 - Suspension Rate (Secondary): This metric shows highly effective progress. Overall suspension rates dropped substantially from 10.5% at baseline to 5.3% in Year 1, a 5.2 percentage point decrease. This positive trend was evident across all demographic groups: Hispanic students improved from 13.8% to 4.4%, Low Income students from 9.4% to 6.5%, and Students with Disabilities showed the most dramatic improvement from 20% to 7.1%. This represents meaningful progress in creating a more supportive and inclusive disciplinary environment.
Metric 4.2 - The College/Career Indicator (CCI) shows changes in graduate preparedness. The percentage of all graduates meeting or exceeding the prepared level increased from 9.3% in 2022-23 to 18.9% in 2023-2024. Hispanic students increased from 4.9% to 12.1%, while Low-Income students increased from 6.8% to 17.6%.
Metric 4.5 - Chronic Absenteeism Rate: increased from 60.6% at baseline to 64.9% in Year 1, a 4.3 percentage point increase. The Community Liaison position, a key component of our attendance support efforts, was filled mid-year. We anticipate observing the full impact of this role on attendance in future reporting periods as the program continues to develop.

Action 4.2: English Learner Support: This action was not fully implemented, due to a delay in filling the Bilingual liaison position therefore more time is need to measure effectiveness of English Learner progress.

Metric 4.6 - The English Learner Progress Indicator (ELPI) for a group of fewer than 11 students showed shifts in proficiency from baseline to Year 1. The percentage of students at Level 3 decreased from 56% to 16.67%, while Level 2 increased from 44% to 50%. Additionally, Level 1, the lowest proficiency level, emerged at 33.33% in Year 1, having been at 0% at baseline. This change in proficiency distribution occurred during a period when the English Language Support Paraprofessional position was not filled. Therefore, more time is needed to measure the effectiveness of English Learner progress.

Action 4.3: Professional Development (Effective) This action supported meaningful academic gains in both English Language Arts and Math, indicating that our instructional support strategies are making a positive impact.
Metric 4.1 - Suspension Rate (Secondary): This metric shows highly effective progress. Overall suspension rates dropped substantially from 10.5% at baseline to 5.3% in Year 1, a 5.2 percentage point decrease. This positive trend was evident across all demographic groups: Hispanic students improved from 13.8% to 4.4%, Low Income students from 9.4% to 6.5%, and Students with Disabilities showed the most dramatic improvement from 20% to 7.1%. This represents meaningful progress in creating a more supportive and inclusive disciplinary environment.
Metric 4.2 - The College/Career Indicator (CCI) shows changes in graduate preparedness. The percentage of all graduates meeting or exceeding the prepared level increased from 9.3% in 2022-23 to 18.9% in 2023-2024. Hispanic students increased from 4.9% to 12.1%, while Low-Income students increased from 6.8% to 17.6%.
Metric 4.3 - CAASPP ELA: This metric demonstrates effective progress. English Language Arts performance showed meaningful improvement, with the Distance from Standard improving by 34.2 points, from -127.9 at baseline to -93.7 in Year 1. While students remain below standard, this represents solid progress toward grade-level proficiency in reading and language arts.
Metric 4.4 - CAASPP Math: This metric demonstrates effective progress. Mathematics performance demonstrated the largest academic gain, with Distance from Standard improving by 67.1 points from -234 at baseline to -166.9 in Year 1. Although students still perform significantly

below standard, this substantial improvement suggests our math instruction and support programs are effectively addressing student needs and moving performance in the right direction.

Action 4.4: College/Career Readiness (Effective)This action proved effective in preparing students for post-secondary success, demonstrating significant improvement in the College/Career Indicator (CCI).
Metric 4.2 - College/Career Indicator (CCI): This metric shows highly effective progress. The percentage of Green Valley High School graduates meeting or exceeding the prepared level more than doubled from baseline to Year 1, increasing from 9.3% to 18.9% overall. Hispanic students showed particularly strong growth, rising from 4.9% to 12.1%, while Low Income students improved significantly from 6.8% to 17.6%. This substantial improvement indicates enhanced college and career readiness preparation, with low-income students achieving the highest rates among tracked demographic groups in Year 1.

Green Valley High School has demonstrated progress in areas where actions were strategically focused and fully implemented, particularly in college/career readiness, suspension rate reduction, and academic performance in ELA and Math. We recognize two areas that present opportunities for growth: improving our chronic absenteeism rate and accelerating English Learner progress.

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.

In order for transparency for our educational partners, acronyms were removed and replaced with actual titles for all metrics.

Green Valley High School is refining its Goal 4 for the upcoming year, now focusing solely on its site with Oak View High School addressed under a new Goal 6, leading to a revised funding allocation.

The description for Action 4.1 was revised to reflect the changes made moving Oak View High School and Education Center to Goal 6.
Metric 4.2 was removed as a measure for effectiveness as it does not clearly show a direct link.

Metric 4.1 Suspension Rate Secondary - The target for Year 3 Outcome was modified due to original targets being met in year two: Hispanic 4.8% changed to 3% Students with Disabilities 8% changed to 5%.
Metric 4.2 College/Career Indicator - The target for Year 3 Outcome was modified due to original targets being met in year two: All students 18.3% changed to 20% Low Income students 15.4% changed to 20%
Metric 4.3 CAASPP ELA - The target for Year 3 Outcome was modified due to original targets being met in year two: All students -97.5 Distance from Standard to -90 Distance from Standard.
Metric 4.4 - The target for Year 3 Outcome was modified due to original targets being met in year two: All students -204 Distance from Standard to -150 Distance from Standard.

The baseline data for Metrics 4.1 (Suspension Rate - Secondary), M 4.2(College/Career Indicator), M 4.3 (CAASPP ELA), and M 4.4 (CAASPP Math) were updated to provide clarity and consistency. All acronyms were replaced with full names.

New Action 4.5: Comprehensive Social-Emotional Learning Implementation will introduce structured schoolwide SEL through the implementation of restorative practices and consistent integration of the Character Strong Curriculum across all classrooms, including regular small group counseling and quiet spaces for students.
New Action 4.6: School Climate Support will establish a student-led "Panther Press" morning message program and school newspaper, offering production training, media literacy skills, and leadership opportunities to students to build community and school pride.
New Action 4.7: Wellness Activities Integration will incorporate evidence-based wellness activities, such as guided mindfulness, sound therapy sessions, and stress reduction techniques for both students and staff during designated times to promote emotional well-being and a positive school climate.
New Action 4.8: School counselors and staff will continue to enhance the existing counseling center by targeted supports and resources to create functional spaces for mental health services, Tier 2 interventions, and social-emotional learning activities instruction.

**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** | Attendance and Engagement Support | To strengthen attendance and engagement support, Green Valley High School will receive a half-time Community Liaison position, contributing to a total of three Community Liaisons in the district. (The remaining half-time position at Green Valley High School will be shared with Green Valley Independent Study and addressed under Goal 5.) This focused effort is designed to benefit all students at Green Valley High School by reducing chronic absenteeism (as measured by Metric 4.5). The aim is to foster a stronger sense of connection, thereby motivating increased engagement in learning and more regular attendance. | $28,000.00 | No |
| **4.2** | English Learner (EL) Support | An additional English Language Support Paraprofessional position will be added provide additional support throughout the day for non-English speaking students, especially newcomer and refugee students, especially those who have experienced limited or interrupted education, to increase access to core subject content to support student academic achievement in English language arts (ELA) and math. This action will add one additional English Language Support Paraprofessional, which will increase support from three hours per day to six hours per day of support for all English learner students, and will especially benefit newcomer and refugee | $20,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students throughout the day across content areas. Effectiveness will be measured by M 4.6. | | |
| **4.3** | Staff Professional Development | In addition to professional development offered to all staff, the district will also coordinate to provide supplemental professional development and onsite coaching regarding strategies to promote student engagement, social emotional well being, and instruction on foundational academic skills in accordance with needs identified by educational partners. Initially identified topics include: designing engaging lessons that are responsive to student interests, supporting deficits in adolescent literacy across all content areas, supporting integrated ELD throughout the content areas particularly to address specific learning needs for Newcomer English Learners and Refugee students, and supporting students' social emotional wellness. Further topics could be added based on identified need. This action benefits all students, but will help mitigate barriers experienced by low income (LI), English learner (EL), and Hispanic (HI) students who may experience disrupted educational experiences as measured by M 4.1, M 4.2, M 4.3, M 4.4, and M 4.5. | $6,000.00 | No |
| **4.4** | College and Career Readiness Support | The district will provide additional materials, supplies, and to additional incurred costs, supplemental to those addressed in Goal 1, that may be associated with applying for apprenticeship programs and transportation costs to support work-based learning access through apprenticeships to increase college and career readiness. This action is interrelated with action 4.1, and is primarily focused on low income (LI), Hispanic (HI), and students with disabilities (SWD) students as measured by 4.2. | $7,000.00 | No |
| **4.5** | Social-Emotional Learning | Green Valley High School will allocate additional staffing to provide comprehensive social-emotional learning (SEL) support, including Tier 2 interventions, including small groups and proactive wellness checks for all students, with targeted interventions for at-risk populations. This strategic allocation aims to cultivate resilience, self-management, and social skills, thereby fostering academic achievement and personal growth, reducing student suspensions through early intervention, and enhancing college and | $74,481.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | career readiness by strengthening essential life skills and school engagement. The effectiveness of this goal will be assessed through student participation in Social-emotional Learning activities, improvements in Social-emotional Learning activities competencies, a reduction in suspensions, and increased student engagement, as measured by M 4.1, M 4.5 | | |
| **4.6** | School Climate Support | Green Valley High School will dedicate resources to establish student-led leadership opportunities, to cultivate community and school pride among all students, particularly offering leadership roles to underrepresented groups. This initiative aims to amplify student voice, strengthen school connectedness, and reduce behavioral issues, while also developing valuable workplace skills that contribute to college and career readiness. Success will be measured by student participation, improved perceptions of school climate, decreased disciplinary incidents, and the quality of student-produced media, as measured by M 4.1, M 4.2, M 4.5. | $27,000.00 | No |
| **4.7** | Wellness Activities Integration | Green Valley High School will implement evidence-based wellness activities for students and staff to foster stress reduction and emotional regulation, contributing to a positive school climate and improved student outcomes, as measured by M 4.1, M 4.5 | $5,000.00 | No |
| **4.8** | Additional School Climate Support | School counselors and staff will continue to enhance the existing counseling center by targeted supports and resources to create functional spaces for mental health services, Tier 2 interventions, and social-emotional learning activities instruction.These improvements will support student wellbeing by providing appropriate therapeutic environments by fostering a calming environment that encourages early intervention participation and contributes to a reduction in suspensions. Effectiveness will be measured by M 4.1, M 4.5 | $10,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | By June 30, 2027, Green Valley Independent Study (PEP+) will reduce the disparity in chronic absenteeism between Low Income (LI), Hispanic (HI), and White (WH) students and the all-student group and decrease the achievement gap in CAASPP ELA and Math performance between Low Income (LI) and the all-student group. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Green Valley Independent Study (PEP+) has been identified as an Equity Multiplier school. This is a small independent study school whose population for the 2023-2024 school year hovers approximately 73 students.

Because this is a small school, there are a limited number of metrics available from the CA Dashboard. However, the 2024 CA Dashboard data and input from educational partners revealed the following:
1. Low income (LI) student population is 72.6%.
2. Non-stability rate is 48.4%
3. Chronic Absenteeism: Orange performance level 32.7% chronically absent Declined 23.3% (improvement)
Hispanic: 39.3% (declined 24.8%)
Low Income (LI): 37.9% (declined 24.1%)
White: 22% (declined 23.5%)
4. 2024 Low income students: Red (83.7 below standard) All other Academic outcomes were not assigned a color due to the small population; however, the overall scores for all students is -70.7 DFS for ELA (decreased by 14.6) and -91 DFS for mathematics (decreased by 19.8).
All subgroups with reportable data are similar with the exceptions:
Math: Orange Performance Level Low Income (LI) students: Red (110 points below standard) and Hispanic students showed improvement (increased 16.5 points)

Educational Partners at PEP+, which included parents, staff, and site administrator, worked with district administration on a root cause analysis and identified that students were suffering poor attendance, primarily resulting from lack of work completion, which is how attendance in an independent study model is calculated. Exploring this further, it was identified that many students struggle with the motivation to complete work independently, frequently due to lack of academic understanding and content knowledge. Many students also lack parent/home support that is necessary in an independent study school to promote understanding and complete assignments. Examining resource equity, Educational partners identified that a strength at PEP+ is a focus on the whole child, by quality teachers and staff. However,

it was also identified there is a need to design opportunities for engaging lessons that students can complete independently outside of the school facility; and to design opportunities for academic intervention, especially in mathematics, that is consistent with independent study guidelines. Family academic engagement was also identified as a resource equity due to the nature of independent study. Actions identified to mitigate these findings include support for teachers to design engaging lessons and intervention opportunities that reinforce student learning consistent with an independent study model; and parent outreach to monitor attendance and help parents understand attendance as it pertains to an independent study model, which could potentially include connecting parents with resources to help them understand the content of the lesson in order to support their child.

Goal 5 actions are intended to address gaps in students learning who are lacking consistency and foundational skills in their educational background. These educational gaps are further impacted by lack of work completion which accounts for high chronic absenteeism in an independent study model.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Chronic Absenteeism Rate<br><br>Percentage of students absent for 10% or more of enrolled days during the school year<br><br>California School Dashboard | 2022-23<br>All: 56.1%<br>Low Income: 62.0%<br>Hispanic: 64.2%<br>White: 45.5% | 2023-2024<br>All: 32.7%<br>Low Income: 37.9%<br>Hispanic: 39.3%<br>White: 22% | | All: 28%<br>Low Income: 30%<br>Hispanic: 30%<br>White: 20% | All: -23.4%<br>Low Income: -24.1%<br>Hispanic: -24.9%<br>White: -23.5% |
| 5.2 | CAASPP ELA<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2022-23<br>All: -56.1 Distance From Standard (Yellow)<br>Low Income: -64.2 Distance From Standard (Yellow)<br>Hispanic: -92.5 Distance From Standard (no color)<br>White: -48.8 DFS (no color) | 2023-2024<br>All: -70.7 DFS<br>Low Income: -83.7 Distance From Standard<br>Hispanic: -81.5 Distance From Standard<br>White: -95.8 Distance From Standard | | All: -26.1 Distance From Standard<br>Low Income: -34.2 Distance From Standard<br>Hispanic: -47.5 Distance From Standard<br>White:-27.8 Distance From Standard | All: -14.6<br>Low Income: -19.5<br>Hispanic: 11<br>White: -47 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 5.3 | CAASPP Math<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | All: -71.2 Distance From Standard (Yellow)<br>Low Income: -85.1 Distance From Standard (Yellow)<br>Hispanic: -116.5 Distance From Standard (no color)<br>White: -57 Distance From Standard (no color) | 2023-2024<br>All: -91 Distance From Standard<br>Low Income: -110 Distance From Standard<br>Hispanic: -100 Distance From Standard<br>White: -96.5 Distance From Standard | | All: -41.2 Distance From Standard<br>Low Income: -55.1 Distance From Standard<br>Hispanic: -71.5 Distance From Standard<br>White: -36 Distance From Standard | All: -19.8<br>Low Income: -24.9<br>Hispanic: 16.5<br>White: -39.5 |

# Goal Analysis [2024-25]

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

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

The implementation of Goal #5 varied across the two planned actions, only partially implemented as planned.

Action 5.1 (Attendance and Engagement Support) was partially implemented as planned, as the Community Liaison position was not filled until the end of December, resulting in a delay of approximately four months in providing full attendance and engagement support services to students.

Action 5.2 (Staff Professional Development) was partially implemented as planned. While supplemental professional development and on-site coaching were successfully provided to staff, focusing on student engagement strategies in the independent study model, social-emotional well-being, and foundational academic skills instruction, the district faced challenges finding professional development opportunities specifically focused on independent study. Some professional development actions were adjusted or not completed as originally planned. Despite these challenges, staff gained valuable knowledge that helped them differentiate between attendance and academic achievement.

In summary, Goal #5 was partially implemented as planned, with notable successes some professional development components, while facing challenges with timely staffing of the Community Liaison position and finding specialized professional development opportunities for independent study instruction.

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.

A material difference for 5.2 (Staff Professional Development) occurred as the district's actual expense for personnel costs were less than the budgeted amount because after reviewing the initial plan, the school staff pivoted to revise a more realistic spending plan that was attainable.

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

The implementation of Action 5.1: Attendance and Engagement Support has demonstrably proven highly effective in addressing chronic absenteeism at Green Valley Independent Study (PEP+). As evidenced by the substantial decreases in chronic absenteeism rates across all student subgroups from 2022-23 to 2023-24 (ALL: from 56.1% to 32.7%, a -23.4% change; Low Income: from 62.0% to 37.9%, a -24.1% change; Hispanic: from 64.2% to 39.3%, a -24.9% change; White: from 45.5% to 22.0%, a -23.5% change), this action has significantly contributed to progress toward the established attendance goals. The multifaceted approach, including the dedicated Community Liaison, systematic re-engagement processes, and tiered interventions, has demonstrably improved student attendance, as reflected in these chronic absenteeism figures, which are a key metric for LCAP Priority 5: Pupil Engagement.

Action 5.2: Staff Professional Development  has been effective in reducing chronic absenteeism, with the overall rate decreasing from 56.1% in 2022-23 to 32.7% in 2023-2024. This shows improved staff understanding of attendance practices. However, its impact on CAASPP ELA achievement is still developing, with initial declines in 2023-2024 for most groups: All students (-56.1 to -70.7), Low Income (-64.2 to -83.7), and White students (-48.8 to -95.8). Hispanic students showed a slight improvement (-92.5 to -81.5). For 2025-26, continued professional development will focus on integrating effective ELA instructional strategies to further enhance student achievement.

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.

In order for transparency for our educational partners, acronyms were removed and replaced with actual titles for all metrics.

Metric #5.1: Attendance Targets: Target outcomes for chronic absenteeism have been adjusted to more ambitious levels, reflecting the significant improvements achieved in 2023-24.

In addition to these changes, the following new Actions are added:
Action 5.3: Part time Mental Health Supplementation is to enhance student support services by hiring a part-time Mental Health Counselor/Therapist to provide social-emotional support for students struggling in the virtual learning environment. This service will address barriers to academic success by helping students develop coping strategies, improve focus, and maintain positive mental health.

Action 5.4: Targeted Academic Intervention: To close achievement gaps in ELA and Math, Green Valley Independent Study will implement an enhanced academic support program providing personalized instruction through targeted instructional strategies and resources.
Action 5.5: Enrichment and Engagement: Green Valley Independent Study will enhance student engagement and academic motivation by allocating resources to provide on-campus and off-campus experiential learning opportunities that reinforce ELA and Math concepts.
Action 5.6: Additional School Climate Support: Green Valley Independent Study will enhance student well-being. School counselors and staff will enhance the counseling center to create functional spaces for student support.

The budget has been adjusted to accommodate the inclusion of Actions 5.3, 5.4, and 5.6.

**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** | Attendance and Engagement Support | A part-time Community Liaison will be added and shared with another Equity Multiplier school (referenced in 4.1) to provide support in monitoring student work completion which transfers into attendance; communicate with families regarding attendance; monitor support programs for attendance, behavior, and academics as a focus to facilitate a reduction in chronic absenteeism numbers. All students will benefit from this action, especially student subgroups with the lowest indicator, such as low income (LI), Hispanic (HI), and White (WH) students as measured by M 5.1. | $26,000.00 | No |
| **5.2** | Staff Professional Development | In addition to professional development offered to all staff, the district will provide supplemental professional development and onsite coaching regarding strategies to promote student engagement particularly in an independent study model, social emotional well being, and instruction on foundational academic skills in accordance with needs identified by educational partners. All students who may experience disrupted educational experiences will benefit from this action, especially student subgroups with the lowest indicator, such as low income (LI), Hispanic (HI), and White (WH) students as measured by M 5.1, M 5.2, and M 5.3. | $6,242.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.3** | Part-Time Mental Health Supplementation | Green Valley PEP+ will enhance student support services by hiring a part-time Mental Health Counselor/Therapist to provide social-emotional support for students struggling in the virtual learning environment. This service will address barriers to academic success by helping students develop coping strategies, improve focus, and maintain positive mental health, with success measured by its impact on academic performance in ELA and Math for all students, including Low-Income students, as measured by M5.1, M5.2, and M5.3. | $60,000.00 | No |
| **5.4** | Targeted Academic Intervention | To close achievement gaps in ELA and Math, Green Valley Independent Study will implement an enhanced academic support program providing personalized instruction through targeted instructional strategies and resources. Differentiated support, guided by assessment data, will address specific learning challenges and skill deficits for all students, including Low-Income students, as measured by M5.1, M5.2, and M5.3. | $16,000.00 | No |
| **5.5** | Enrichment and Engagement | Green Valley Independent Study will enhance student engagement and academic motivation by allocating resources to provide experiential learning opportunities that reinforce ELA and Math concepts. These opportunities will foster collaborative learning, family engagement, and hands-on experiences to enhance student engagement and academic motivation, particularly benefiting Low-Income students who may have limited access to such experiences outside of school, as measured by M5.1, M5.2, and M5.3. | $1,700.00 | No |
| **5.6** | Additional School Climate Support | Green Valley Independent Study will enhance student well-being. School counselors and staff will enhance the counseling center to create functional spaces for student support. These enhancements will support student well-being by providing therapeutic environments that encourage early intervention and contribute to a reduction in suspensions. Effectiveness will be measured by tracking student participation in early intervention services, reduction in behavioral incidents, and improvements in self-regulation skills, which directly support academic performance and graduation rates, as measured by M5.1. | $6,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | By June 2027, Oak View High School will improve school climate (suspension rate) for all students, Low Income (LI), Hispanic (HI) students, Students with Disabilities (SWD), and White (WH) Students. Oak View High School will also increase the College/Career Indicator for all students and Low Income (LI) students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Oak View High School and Community School has been identified as an Equity Multiplier School. It is an alternative education school and community day school. Because it is a small school there are a limited number of metrics available from the CA Dashboard. The 2024 CA dashboard data revealed the following:
1. Oak View High School and Community School has high low income (LI) student populations with 76.5%.
2. Oak View High School and Ed. Center has a high non-stability rate with 63.6%.
3. Suspension rates have increased. Oak View High and Education Center increased by 2%% to a total of 24.5% for all students, with subgroups also increasing: Socioeconomically Disadvantaged students increased to 24.6%, Students with Disabilities (SWD) increased to 27.8%, and White (W) students increased to 23.5%. Hispanic (H) decreased slightly to 27.8%.
4. Academic outcomes were not assigned a color due to the small population; however, the Overall ELA scores for all students at Oak View High School and Education Center have increased 3.5 points to -246.9.4 DFS. Similarly in mathematics, scores decreased -1.6 DFS to -281.6 DFS.

Educational partners, which included students, parents, staff, and administrators, worked with district administration on a root cause analysis and identified that students were suffering poor attendance, partially due to mental health issues, and partially a lack of engagement and motivation in school as many students do not intrinsically have hope for the future beyond high school. Exploring this further, it was identified that many of these students experienced gaps or interruptions in their education resulting in a lack of foundational skills negatively affecting their academic success, which in turn perpetuates the downward spiral of poor attendance and continuing lack of motivation. Examining resource equity, Educational partners identified that a strength was a diverse and inclusive environment, with a focus on the whole child, by quality teachers and staff. However, it was also identified, particularly by students, that instructional practices were not engaging, and teachers felt unprepared to teach foundational literacy to adolescents reading six or more years below grade level, and find it challenging to teach high school content standards to newcomer English learner students and refugee students. Actions identified to mitigate these findings

include support for teachers to design engaging lessons that address adolescent literacy across the content areas, support for student's mental health, and additional support for student engagement to promote work-based learning and apprenticeship opportunities.

Despite the fact that the English Learner (EL) student group is too small to be identified on the CA Dashboard, educational partners identified this student group as a need. Support particularly for newcomer and refugee students, has been identified as a needed support as Oak View High School and Community School has experienced a recent surge in newcomer and refugee students. Educational partners, notably teachers, identified the need for professional development to build capacity for working with newcomer students at the high school level.

Goal 6 actions are intended to address learning gaps resulting in motivation and engagement issues particularly related to students who may have lacked consistency and foundational skills in their educational background.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 6.1 | Suspension Rate - Secondary<br><br>Percent of students suspended at least one day<br><br>California School Dashboard | 2023<br>All: 22.5%<br>Hispanic: 28.1%<br>Low Income: 24.2%<br>2024<br>Students with Disabilities: 27.8%<br>White: 23.5% | 2024<br>All: 24.5%<br>Hispanic: 27.8%<br>Low Income: 24.6%<br>Students with Disabilities: 27.8%<br>White: 23.5% | | All: 10.5%<br>Hispanic: 13.1%<br>Low Income: 10.7%<br>Students with Disabilities: 17.1%<br>White: 13.5% | All: 2%<br>Hispanic: -.3%<br>Low Income: .4%<br><br>Students with Disabilities: Not applicable<br>White: Not applicable |
| 6.2 | College/Career Indicator (CCI)<br><br>Graduates meeting or exceeding prepared level<br><br>California School Dashboard | 2023<br>All: 0%<br>Low Income: 0% | 2024<br>All: 0%<br>Low Income: 0% | | All: 12%<br>Low Income: 12% | All: 0%<br>Low Income: 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 6.3 | CAASPP ELA<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2023<br>All: -250.4 Distance From Standard | 2024<br>All: -246.9 Distance From Standard | | All: -220.4 Distance From Standard | All: 3.5 |
| 6.4 | CAASPP Math<br><br>Distance from Standard (DFS)<br><br>California School Dashboard | 2023<br>All: -280 Distance From Standard | 2024<br>All: -281.6 Distance From Standard | | All: -250 Distance From Standard | All: -1.6 |
| 6.5 | Chronic Absenteeism Rate<br><br>Percentage of students absent for 10% or more of enrolled days during the school year<br><br>California School Dashboard | 2023<br>All: 66.7% | 2024<br>All: 82.4% | | All: 57.7% | All: -.9% |
| 6.6 | English Learner Progress Indicator (ELPI)<br><br>Percentage of students making progress towards English language proficiency | 2023 Local Data<br>*(fewer than 11 students)<br>Level 4: 23.08%<br>Level 3: 38.46%<br>Level 2: 38.46%<br>Level 1: 0% | 2024<br>*(fewer than 11 students)<br>Level 4: 16.67%<br>Level 3: 33.33%<br>Level 2: 33.33%<br>Level 1: 16.67% | | Level 4: 53.08%<br>Level 3: 38.46%<br>Level 2: 8.46%<br>Level 1: 0% | Level 4: -36.41<br>Level 3: -4.67<br>Level 2: -24.87<br>Level 1: -16.67 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | California School Dashboard | | | | | |

# Goal Analysis [2024-25]

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

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

This Goal #6 was established by disaggregating specific actions originally housed under Goal 4 of the 2024-25 LCAP. This strategic decision was made to allow for a more focused and distinct approach to addressing the unique Comprehensive Support and Improvement (CSI) needs of Oak View High School and Education Center, thereby separating its detailed action plan from that of Green Valley High School for enhanced clarity and accountability.

Key Implemented Actions:

Action 4.1: Attendance and Engagement Support: The full-time Community Liaison at Oak View High School was only partially implemented as planned, due to a delay in filling the position (mid-year). This directly addresses the school's high non-stability rate (63.6%) and chronic absenteeism (82.4%) by providing dedicated family outreach and support.

Action 4.2: English Learner Support: Partial implementation occurred initially due to staffing delays for the English Language Paraprofessional. However, the designated ELD teacher was fully implemented, and the aide now provides consistent, full-day core-classroom support 2.5 days per week, strengthening support for EL students.
Substantive Differences in Implementation: Enhanced EL Support Consistency: The initially part-time EL aide role is now full-time, providing more consistent support for English Learners

Action 4.3: Staff Professional Development: Professional development was partially implemented, focusing on student engagement, social-emotional well-being, trauma-informed practices, and foundational academic skills. While the initial plan emphasized engagement and literacy, the scope broadened to include critical areas like trauma-informed practices, which will continue in the upcoming year. Staff application of new practices has improved instructional alignment and student connections.

Action 4.4: College and Career Readiness Support: Implementation was partial, as the district prioritized establishing foundational structures in behavior expectations, academic readiness, and positive school culture in preparation for the WASC visit. With these systems now in place, the district is positioned to fully implement apprenticeships and work-based learning opportunities in the upcoming year.
Substantive Differences in Implementation: Strategic CTE Rollout: Direct implementation of apprenticeships and work-based learning was intentionally delayed to build necessary foundational systems within the school culture and behavior expectations.

Overall Implementation: Significant progress has been made in implementing most actions within Goal #1. Adjustments to the timeline and approach were made based on identified needs and constraints, particularly the need to establish foundational systems. The district is now well-positioned to fully implement all planned actions in the upcoming year.

Oak View has successfully established a strong foundation for an inclusive and responsive school culture. However, rising suspension rates and chronic absenteeism remain critical challenges that require focused attention. The upcoming phase of implementation will prioritize refining support systems, strengthening student accountability, and expanding access to college and career readiness opportunities. These strategic adjustments will be crucial in ensuring equitable outcomes and academic excellence for all students at Oak View.

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.

A material difference for Action 4.1 (Community Engagement Liaison) occurred as the district was unable to hire appropriate staffing. This adjustment decreased the personnel expenditures for Action 4.1 (Community Engagement Liaison).

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

This Goal #6 was established by disaggregating specific actions originally housed under Goal 4 of the 2024-25 LCAP. These actions are referenced as Goal 4 actions to reflect their original placement and context within the previous LCAP cycle. This strategic decision was made to allow for a more focused and distinct approach to addressing the unique Comprehensive Support and Improvement (CSI) needs of Oak View High School and Education Center, thereby separating its detailed action plan from that of Green Valley High School for enhanced clarity and accountability.

Action 4.1 Attendance and Engagement Support Effectiveness: Effective
Explanation: The implementation of the full-time Community Liaison at Oak View High School has demonstrated effectiveness in improving student attendance. The liaison's focused work with families of chronically absent students, including targeted meetings and intervention support, resulted in a significant decrease in the Chronic Absenteeism Rate (Metric 6.5), moving from 83.3% in 2023 to 82.4% in 2024. The target outcome for the 2026-27 school year for all students is 57.7%. Furthermore, there was a noticeable increase in family engagement, evidenced by parent participation in meetings and documented involvement in intervention strategies.
Metric 4.2: College/Career Indicator (CCI) for graduates meeting or exceeding the prepared level shows varied data across the provided years. In both 2023 and 2024, the CCI for All students was 0%, with Low-Income students also at 0%. A subsequent data point indicates an All and Low-Income CCI of 12%, while the most recent data shows All and Low-Income at 0% again. This mixed reporting for Metric 4.2 requires further clarification to understand the true trajectory of college and career preparedness at Oak View High School.

Action 4.2 English Learner (EL) Support Effectiveness: Partially Effective
Explanation: The effectiveness of the additional English Learner support was initially hampered by delays in fully staffing the paraprofessional position. However, with the consistent provision of push-in support by the EL tutor and aide for a significant portion of the week, there are indications of positive academic impact for English Learner students. Projections show an improvement in the CAASPP ELA Distance From Standard (DFS) (Metric 6.3), particularly for Hispanic students. While the overall DFS in ELA was -250.4 in 2023 and -246.9 in 2024, the

2025-26 target outcome for all students is -220.4. Additionally, the English Learner Progress Indicator (ELPI) (Metric 6.6) shows the following progress: in 2023, among a small group of students, Level 4 was 23.08%, Level 3 was 38.46%, Level 2 was 38.46%, and Level 1 was 0%. In 2024, this shifted to Level 4: 16.67%, Level 3: 33.33%, Level 2: 33.33%, and Level 1: 16.67%. The 2026-27 target outcomes for ELPI are Level 4: 53.08%, Level 3: 38.46%, Level 2: 8.46%, and Level 1: 0%. The ELD Coordinator has also focused on ensuring the master schedule effectively supports EL students, and a system for tracking EL reclassification has been initiated.

Action 4.3 Staff Professional Development Effectiveness: Partially Effective
Explanation: The professional development focused on adult literacy strategies, co-planning, and co-teaching appears to have positively influenced instructional practices. Feedback from teachers indicates high satisfaction with the training and its practical application in the classroom. Observations of lesson plans suggest improved alignment of instruction across different content areas. While not a direct measure, the impact of this professional development is reflected in trends in student outcome data. For CAASPP ELA Distance From Standard (Metric 6.3), the overall DFS was -250.4 in 2023 and -246.9 in 2024, with a 2025-26 target outcome of -220.4. This improvement may be partially attributed to the enhanced instructional consistency resulting from this professional development. Other relevant metrics for assessing the broader impact of professional development include:
CAASPP Math Distance From Standard (Metric 6.4): -280 in 2023 and -281.6 in 2024, with a 2026-27 target of -250. Chronic Absenteeism Rate (Metric 6.5): 83.3% in 2023 and 82.4% in 2024, with a 2026-27 target of 57.7%. Suspension Rate - Secondary (Metric 6.1): All students at 22.5% in 2023 and 24.5% in 2024, with a 2026-27 target of 10.5%. College/Career Indicator (CCI) (Metric 6.2): All students and Low Income students at 0% prepared level in both 2023 and 2024, with a 2026-27 target of 12%.

Action 4.4 College and Career Readiness Support Effectiveness: Partially Effective
Explanation: This action is partially effective due to partial implementation of comprehensive college and career readiness programs. Due to the strategic prioritization of establishing foundational systems, the direct implementation of certain programs, such as internships and Work-Based Learning opportunities, was delayed. Consequently, the College/Career Indicator (CCI) (Metric 6.2) has remained at 0% for all student groups and low-income students in both 2023 and 2024, indicating that the full desired impact on student preparedness has not yet been achieved. However, the foundational steps taken demonstrate partial effectiveness: significant progress has been made in improving the alignment of the master schedule with College and Career Indicator pathways through increased collaboration between counselors and administrators. The district is also actively working to establish partnerships with organizations that can provide support for college and career readiness initiatives, with a 2026-27 target outcome of 12% for both all students and low-income students. These initial efforts are laying the groundwork for future full implementation and expected improvements in student outcomes.

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

Oak View High School is refining its Goal 6 for the upcoming year, now focusing solely on its site with Green Valley High School addressed under a revised Goal 4, leading to a revised funding allocation.

In order for transparency for our educational partners, acronyms were removed and replaced with actual titles for all metrics.

Action 6.1 - Metric 6.2 was removed as a measure for effectiveness as it does not clearly show a direct link.

New action, Action 6.5 – Enrichment and Cultural Learning Opportunities, was added under the recently established Goal 6. This goal was strategically separated from Goal 4 of the 2024-25 LCAP to improve clarity and transparency, allowing for a more focused approach to Oak View High School and Education Center's unique needs. We also updated the descriptions for all related actions to reflect this new goal structure and refined focus.

Description of Change: This new action (Action 6.5) was specifically added under Goal 6 to provide enrichment learning experiences that expose students to diverse histories, cultures, and career pathways.

Reason for Change: This change is based on findings from the January 2024 WASC mid-cycle report, along with feedback from student and parent surveys, and staff input from site-level needs assessments. The data revealed a need to increase student engagement, cultural representation, and exposure to college and career possibilities.

Intended Impact: This strategy is designed to foster a more inclusive school culture, increase student belonging, and broaden worldviews. It specifically supports historically underserved students by providing meaningful and accessible learning opportunities that connect classroom learning to real-life experiences. This equity-driven approach aligns with Oak View's status as an Equity Multiplier school and addresses identified gaps in access to learning standards, curriculum, and engagement. We'll measure this strategy's effectiveness using attendance (Metric 6.5 - Chronic Absenteeism Rate), academic performance on the STAR assessment, and suspension rates (Metric 6.1).

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.1** | Attendance and Engagement Support | Oak View High School will enhance student support services by maintaining and augmenting community liaison support. A full time Community Liaison will continue to provide supplemental support to students. This liaison will support student success by addressing attendance, behavior, and academic needs, and by connecting students and their families with community resources and post-secondary opportunities. Success will be measured by a reduction in chronic absenteeism for all students, as measured by M 6.5. | $50,567.00 | No |
| **6.2** | English Learner (EL) Support | To support English Learner (EL) students, Oak View High School will enhance support services. Oak View High School will maintain an English Language Support Paraprofessional to provide support throughout the day | $38,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | for non-English speaking students, particularly newcomer and refugee students, and those with limited or interrupted education. This will increase access to core subject content and support academic achievement in English Language Arts (ELA) and Math for all English Learner students. Effectiveness will be measured by M 6.6. | | |
| **6.3** | Staff Professional Development | Oak View High School will enhance staff professional development. The school will coordinate supplemental professional development and onsite coaching. This will focus on strategies to promote student engagement, social-emotional well-being, and foundational academic skills, addressing needs identified by educational partners. This action will benefit all students, and will help mitigate barriers experienced by low-income (LI), English learner (EL), and Hispanic (HI) students who may experience disrupted educational experiences, as measured by M 6.1, M 6.2, M 6.3, M 6.4, and M 6.5. | $20,717.00 | No |
| **6.4** | College and Career Readiness Support | Oak View High School will expand student career opportunities by establishing and promoting apprenticeship programs. This action is primarily focused on Low-Income students, HIspanic students, and Students with Disabilities. Apprenticeship opportunities will be developed and maintained through partnerships with local businesses and organizations. These programs will provide students with hands-on training, mentorship, and pathways to post-secondary education and employment. This action will benefit Low-Income students, Hispanic Students and Students with Disabilities and will help mitigate barriers experienced by them in accessing diverse career pathways, as measured by M 6.1 and M 6.2 | $20,000.00 | No |
| **6.5** | Enrichment and Cultural Learning Experiences | Oak View High School will foster a positive and inclusive school culture. The school will organize cultural experiences to expose students to cultural differences. These experiences will provide students with opportunities to engage with cultural and community organizations. By integrating these | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | experiences into the curriculum, students will strengthen their sense of belonging, gain exposure to career opportunities, and develop a deeper appreciation for cultural differences. This initiative will ensure that all students, regardless of background or financial status, have access to transformative learning experiences. This action will benefit all students, and will help mitigate barriers experienced by low-income (LI), English learner (EL), and Hispanic (HI) students who may experience disrupted educational experiences, as measured by M 6.1, M 6.2, M 6.3, M 6.4, and M 6.5. | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $17,836,833 | $1,531,297 |

**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 |
|---|---|---|---|
| 21.218% | 0.000% | $0.00 | 21.218% |

**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:**<br>Arts Education and Enrichment<br><br>**Need:**<br>The 2023 California School Dashboard showed student outcomes for graduation rate at 92.3% for all students; 88.5% for English learner (EL) students, 75% for foster youth (FY) students, and 91.1% for low income (LI) students. The 2023 California School | The district will promote access to co-curricular activities for EL, FY, and LI students by enhancing elementary and secondary arts programs district wide. Research shows a correlation between arts education and student achievement, especially for EL, FY, and LI students. By providing support for arts education classes, field trips, and instructional materials support, our district is able to provide a broad range of arts education opportunities for students in elementary, middle, and high school in | This action will be measured by the metrics identified in the action description. |

| 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 showed graduates meeting or exceeding prepared level on the CCI was 40.9%. Also, in 2023, Chronic Absenteeism rates were All students were 32.8% (Red), EL students were 33.1% (Red), FY students were 37% (Orange), and LI students were 37.1% (Red). Also, 2022-23 Dataquest data showed students who met UC/CSU and CTE pathway requirements was 8.6% for all students, 1.9% for EL students, 0% for FY students, and 7.2% for LI students. Additionally, educational partners expressed the need to continue visual and performing arts (VAPA) opportunities for elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue VAPA programs at the elementary and secondary schools. Our district's Chronic Absenteeism rates indicated the need for our district to provide a broad range of arts education programs at our schools to provide access to arts standards and content for our EL, FY, and LI students. Arts education support provides program supports that expands resources to better serve students who are struggling academically, and students participating in arts classes show increased student outcomes. Our district would be without STEAM programs at our elementary schools without this action and service and without other arts education classes at our secondary schools without the support from LCAP to support engagement and increased interest in content areas.<br><br>**Scope:** | addition to core academic classes. Our district continues to support VAPA programs because they increase student engagement and academic achievement. Principally directed and determined to be effective in supporting our EL, FY, and LI students, visual and performing arts (VAPA) classes increase student engagement, participation in school activities, and support for student success and creativity outside of the core content of academics. While the primary focus is on enhancing the visual and performing arts programs for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality VAPA instruction and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity 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 |
|---|---|---|---|
| | LEA-wide | | |
| **1.2** | **Action:**<br>Career Technical Education Program: Pathway Support<br><br>**Need:**<br>The 2023 CA School Dashboard showed graduates meeting or exceeding prepared level on the CCI at 40.9% meeting or exceeding prepared level. Also, the 2023 CA School Dashboard CCI showed English learner (EL) students were15.7%, foster youth (FY) students were 8.3%, and low income (LI) students were 34.2% meeting or exceeding prepared level. In addition, the percentage of 11th grade students reported as Ready or Conditionally Ready on Early Assessment Program (EAP) from ELA Smarter Balanced Summative Assessment show all students were 41.8%, EL students *no scores (fewer than 11 students), FY students *no scores (fewer than 11 students), and low income LI students were 21.1%, and the percentage of 11th grade students reported as Ready or Conditionally Ready on Early Assessment Program (EAP) from math Smarter Balanced Summative Assessment show all students were 16.4%, EL students *no scores (fewer than 11 students), FY students *no scores (fewer than 11 students), and LI students were 7.8%. Also, 2022-23 Dataquest data showed students who met UC/CSU and CTE pathway requirements was 8.6% for all students, 1.9% for EL students, 0% for FY students, and 7.2% for LI students. Additionally, educational | CTE pathways are needed to supporting our students with the goals of college and career readiness and provides learning options that are relevant to our EL, FY, and LI students who might otherwise be at risk of leaving high school. These programs are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities for career exploration and work-based learning opportunities for high school students. These actions improve services by providing students access to classes outside the core academic areas and provide support to offer a comprehensive career pathway system across the district, including our alternative education high schools, to provide materials and equipment for student learning, increased work skills and soft skills, work-based learning experiences, and access to high-skill, high-wage careers either after high school or college. These actions support access to courses for students to complete a career pathway and provide teachers in the pathway professional development on differentiating instruction for students' unique needs to close the gap in CTE pathway completion and Ready or Conditionally Ready on EAP assessments. While the primary focus is on enhancing Career and Technical Education (CTE) programs for EL, FY, and LI students, providing this support on a schoolwide basis at both middle and high school levels ensures that all students benefit from enriched instructional practices and a more comprehensive preparation for college and careers. By addressing the specific needs of our | This action will be measured by the metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | partners expressed the need to continue and expand career technical education (CTE) opportunities for middle school and high school students. Our district data shows a need to increase the number of unduplicated students completing pathways and scoring prepared on the CCI to support unduplicated students graduating college and career ready. YCJUSD provides a comprehensive CTE program serving students at each high school, including our alternative education high schools.<br><br>**Scope:**<br>Schoolwide | most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. A schoolwide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality CTE instruction and the necessary supports to succeed academically. This continuity across grade levels enhances program cohesion and helps students build a solid foundation of skills and knowledge, contributing to improved college and career readiness. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also advances the district's overarching goal of academic excellence and equity for all students. | |
| **1.3** | **Action:**<br>Career Technical Education Program: Regional Occupational Program<br><br>**Need:**<br>The 2023 CA School Dashboard showed graduates meeting or exceeding prepared level on the CCI at 40.9% meeting or exceeding prepared level. Also, the 2023 CA School Dashboard CCI showed English learner (EL) students were15.7%, foster youth (FY) students were 8.3%, and low income (LI) students were 34.2% meeting or exceeding prepared level. Also, 2022-23 Dataquest data showed students who met UC/CSU and CTE pathway requirements was 8.6% for all students, 1.9% for EL students, 0% for FY students, and 7.2% for LI students. Additionally, educational partners expressed the need to continue and expand career | Our local regional occupational program provides CTE credentialed teachers for our district to provide our students access to appropriately assigned teachers and provide students various opportunities to meet or exceed prepared level on the CCI. CTE pathways are needed to supporting our students with the goals of college and career readiness and provides learning options that are relevant to our EL, FY, and LI students who might otherwise be at risk of leaving high school. These actions improve services by providing students access to classes outside the core academic areas and provide support to offer a comprehensive career pathway system across the district, including our alternative education high schools, to provide teachers, materials and equipment for student learning, increased work skills and soft skills, work-based learning experiences, and access to high-skill, high-wage careers either after high school or college. These | This action will be measured by the metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | technical education (CTE) opportunities for middle school and high school students. In order to address this concern, actions have been included in the LCAP to expand CTE pathways at the middle schools and high school. Our district data shows a need to increase the number of unduplicated students completing pathways and scoring prepared on the CCI to support unduplicated students graduating college and career ready. YCJUSD provides a comprehensive CTE program serving students at each high school, including our alternative education high schools, with the partnership with our local regional occupational program. These programs are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities for career exploration at the middle school level and work-based learning opportunities for high school students.<br><br>**Scope:**<br>Schoolwide | actions support access to courses for students to complete a career pathway and provide teachers in the pathway professional development on differentiating instruction for students' unique needs to close the gap in CCI. This is supported by our educational partner committees as a necessity for our students. These actions support access to courses for students to complete a career pathway and provide teachers in the pathway professional development on differentiating instruction for students' unique needs to close the gap in CTE pathway completion and Ready or Conditionally Ready on EAP assessments. While the primary focus is on enhancing Career and Technical Education (CTE) programs for EL, FY, and LI students, providing this support on a schoolwide basis at both middle and high school levels ensures that all students benefit from enriched instructional practices and a more comprehensive preparation for college and careers. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. A schoolwide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality CTE instruction and the necessary supports to succeed academically. This continuity across grade levels enhances program cohesion and helps students build a solid foundation of skills and knowledge, contributing to improved college and career readiness. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also advances the district's overarching goal of academic excellence and equity 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 |
|---|---|---|---|
| **1.4** | **Action:**<br>College and Career Readiness Support<br><br>**Need:**<br>The 2023 California School Dashboard showed the graduation rate for all students at 92.3%, English learner (EL) students at 88.5%, foster youth (FY) students at 75%, and low income (LI) students at 91.1%. Also, graduates meeting or exceeding prepared level on the CCI was 40.9% for all students, EL students were 15.7%, FY students were 8.3%, and LI students were 34.2%. Additionally, 2023 CA School Dashboard data showed graduates meeting or exceeding UC/CSU entrance requirements (A-G completion rate) at 43.4% for all students, EL students 15.6%, FY students *no scores (fewer than 11 students), and LI students were 32.9%. Also, according to Aeries data, 66.2% of all students passed one or more AP exam with score of 3 or higher, 1.3% of EL students, 0.3% of FY students, and 35.9% of LI students. Also, 2022-23 Dataquest data showed students who met UC/CSU and CTE pathway requirements was 8.6% for all students, 1.9% for EL students, 0% for FY students, and 7.2% for LI students. Additionally, educational partners expressed the need for college and career readiness support for high school students. In order to address this concern, actions have been included in the LCAP to continue college and career readiness support at the high school level. Our district data showed a need to increase the number of unduplicated students | The AVID program supports high school graduation and maximizes students' college preparedness. Also, dual enrollment classes and AP class support expands access for students for earning college credits while still in high school. These actions will increase the percentage of students graduating high school prepared for college and career. These programs provide additional academic support and opportunities outside of the core academic program to gain college experiences while still in high school and to be successful after high school. In addition, these actions will narrow the achievement gap for EL, FY, and LI student populations. While the primary focus is on enhancing college and career readiness support for EL, FY, and LI students, providing this support on a schoolwide basis at the high school level ensures that all students benefit from enriched instructional practices and a more comprehensive preparation for college and careers. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. A schoolwide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality college-readiness support and access to college-level opportunities and the necessary supports to succeed academically. This continuity across grade levels enhances program cohesion and helps students build a solid foundation of skills and knowledge, contributing to improved college and career readiness. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also advances the | This action will be measured by the metrics identified in the action description. |

| 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 |
|---|---|---|---|
| | graduating, scoring prepared on the CCI, meeting or exceeding UC/CSU entrance requirements, and percentage of students passing one or more AP exams with score of 3 or higher to graduate college and career ready. These programs are principally directed and determined effective toward providing our EL, FY, LI students with opportunities be prepared for life after high school.<br><br>**Scope:**<br>Schoolwide | district's overarching goal of academic excellence and equity for all students. | |
| **1.7** | **Action:**<br>Graduation Readiness Support<br><br>**Need:**<br>The 2023 California School Dashboard showed the graduation rate for all students at 92.3%, English learner (EL) students at 88.5%, foster youth (FY) students at 75%, and low income (LI) students at 91.1%. Additionally, 2023 CA School Dashboard data showed graduates meeting or exceeding UC/CSU entrance requirements (A-G completion rate) at 43.4% for all students, EL students 15.6%, FY students *no scores (fewer than 11 students), and LI students were 32.9%. Additionally, educational partners expressed the need for graduation readiness support for high school students. In order to address this concern, actions have been included in the LCAP to expand CTE pathways at the high school level. These programs are principally directed and | Credit recovery classes, independent study classes, summer school programs, and community day school allow students opportunities to earn necessary credit for graduation outside of the traditional school setting. Also, successful completion of courses and targeted support and guidance fulfills A-G requirements in specific subject areas. By providing students multiple pathways to recover credits, address learning gaps, and complete A-G requirements, they are more likely to graduate high school on time. These programs target students who might face academic challenges due to various social or economic factors. While the primary focus is on enhancing graduate readiness support for EL, FY, and LI students, providing this support on a schoolwide basis at the high school level ensures that all students benefit from enriched instructional practices and a more comprehensive preparation for graduation success. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that | This action will be measured by the metrics identified in the action description. |

| 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 |
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| | determined effective toward providing our EL, FY, and LI students with opportunities to meet high school graduation requirements.<br><br>**Scope:**<br>Schoolwide | elevates the overall quality of education. A schoolwide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality graduation-readiness support and earn credit outside the traditional school setting and the necessary supports to succeed academically. This continuity across grade levels enhances program cohesion and helps students build a solid foundation of skills and knowledge, contributing to improved graduation readiness. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also advances the district's overarching goal of academic excellence and equity for all students. | |
| **1.8** | **Action:**<br>Instructional Academic Support<br><br>**Need:**<br>The 2023 California School Dashboard shows student outcomes for English Language Arts (ELA) CAASPP where all students scored -37.5 Difference From Standard (DFS) (Orange); English learner (EL) students scored -91.8 DFS (Red); foster youth (FY) students scored -98.4 DFS (Red); and low income (LI) scored -55.4 DFS (Orange). For mathematics CAASPP, all students scored -74.4 DFS (Yellow); EL students scored -118.3 DFS (Orange); FY students scored -151.8 DFS (Red); and LI students scored -91.8 DFS (Yellow). For CAST, all students scored 26.8%; EL students scored 0.7%; FY students scored 0%; and LI students scored 20.2%. Additionally, educational partners expressed the need for instructional academic support for | Instructional aides play a significant role in supporting student achievement with students who need additional support in specific areas, providing individualized attention and targeted practice. Personalized support can increase student engagement and participation in learning activities and help students grasp more complex concepts more effectively through additional explanations, practice opportunities, and visual aids. They can assist with preparing and implementing differentiated instructional materials and activities, catering to diverse learning needs. Also, aides can assist with integrating technology into lesson, helping students with technology access and usage, and troubleshooting technical difficulties. In addition, adding additional instructional materials to target student's individual needs helps to increase student achievement. While the primary focus is on enhancing academic programs for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, | This action will be measured by the metrics identified in the action description. |

| 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 |
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| | elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue academic instructional support at the elementary and high school levels. These positions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student achievement in ELA, math, and science.<br><br>**Scope:**<br>LEA-wide | from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality academic instruction and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **1.9** | **Action:**<br>Instructional Technology - Classroom Support<br><br>**Need:**<br>The 2023 California School Dashboard shows student outcomes for English Language Arts (ELA) CAASPP where all students scored -37.5 Difference From Standard (DFS) (Orange); English learner (EL) students scored -91.8 DFS (Red); foster youth (FY) students scored -98.4 DFS (Red); and low income (LI) scored -55.4 DFS (Orange). For mathematics CAASPP, all students scored -74.4 DFS (Yellow); EL students scored -118.3 DFS (Orange); FY students scored -151.8 DFS (Red); and LI students scored -91.8 DFS (Yellow). Also, elementary students (grades 2-5) scored 43.3% proficient for STAR Reading during the fall assessment window, and English learner (EL) students scored 8.9% proficient for STAR Reading during the fall assessment window. In addition, elementary | Technology personnel help to support student access to instructional materials and tools inside and outside of the classroom. Our Computer Resource Assistant and Site Systems Technician positions help students at the elementary school, middle school and high school levels by providing technical support for students and teachers, ensuring smooth technology integration and addressing any technical challenges that may arise. They collaborate with teachers to ensure technology tools are aligned with state standards and student learning objectives, and they equip teachers with the skills and knowledge to effectively integrate technology into their lessons. The Data/Network Technician and Technology Support Specialist positions assist teachers in utilizing digital content, simulations, and multimedia resources to enhance curriculum delivery and cater to diverse learning preferences, and they support students and teachers in utilizing technology to tailor instruction to individual student needs and learning styles, promoting personalized | This action will be measured by the metrics identified in the action description. |

| 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 |
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| | students (grades 2-5) scored 39.8% proficient for STAR Math during the fall assessment window, and EL students scored 12.8% proficient for STAR Math during the fall assessment window. Additionally, secondary students (grades 6-11) scored 48% proficient for STAR Reading during the winter assessment window, EL students scored 1.8% proficient for STAR Reading during the winter assessment window. In addition, secondary students (grades 6-11) scored 48% proficient for STAR Math during the winter assessment window, EL students scored 1.8% proficient for STAR Math during the winter assessment window. Additionally, educational partners expressed the need for access to instructional programs for elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue instructional technology support at the elementary and high school levels. These positions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student success in reading and math student achievement.<br><br>**Scope:**<br>LEA-wide | learning. Also, they assist by collecting and analyzing student data generated through technology platforms, providing valuable insight into student progress and areas needing improvement, and they contribute to generating reports on technology usage and its impact on student learning, demonstrating the effectiveness of technology integration for student achievement. While the primary focus is on accessing instructional programs and increase academic achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality instructional programs and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **1.10** | **Action:**<br>Literacy Education and Enrichment<br><br>**Need:** | Librarians and library technicians play a multifaceted role in supporting reading and English language arts by creating a reading culture within our schools. They tailor their instruction to cater to diverse learners, providing additional support for | This action will be measured by the metrics identified in the action description. |

| 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 |
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| | The 2023 California School Dashboard shows student outcomes for English Language Arts (ELA) CAASPP where all students scored -37.5 Difference From Standard (DFS) (Orange); English learner (EL) students scored -91.8 DFS (Red); foster youth (FY) students scored -98.4 DFS (Red); and low income (LI) scored -55.4 DFS (Orange). During the 2023-24 school year, elementary students (grades 2-5) scored 43.3% proficient for STAR Reading during the fall assessment window, and English learner (EL) students scored 8.9% proficient for STAR Reading during the fall assessment window. Additionally, secondary students (grades 6-11) scored 48% proficient for STAR Reading during the winter assessment window, EL students scored 1.8% proficient for STAR Reading during the winter assessment window. Educational partners expressed the need for literacy support for elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue literacy support at the elementary and high school levels. These positions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student success in ELA and reading student achievement.<br><br>**Scope:**<br>LEA-wide | struggling readers and enrichment activities for advanced students. Librarians and library technicians teach students essential research and information literacy skills, empowering them to become independent learners and navigate the vast information effectively. For reading and ELA impact, librarians and library technicians contribute significantly to increased access to engaging materials that leads to improved fluency and comprehension, and the research and information literacy skills fostered by librarians and library technicians prepare students for success in higher education and future careers. YCJUSD would be limited in library services for our students at our schools without LCAP support. While the primary focus is on accessing literacy support and increase academic achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality literacy support and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **1.12** | **Action:**<br>School-Level Program Support | By providing school-level program support, particularly for low income (LI) students, English | This action will be measured by the metrics |

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| | **Need:**<br>The 2023 California School Dashboard shows student outcomes for English Language Arts (ELA) CAASPP where all students scored -37.5 Difference From Standard (DFS) (Orange); English learner (EL) students scored -91.8 DFS (Red); foster youth (FY) students scored -98.4 DFS (Red); and low income (LI) scored -55.4 DFS (Orange). For mathematics CAASPP, all students scored -74.4 DFS (Yellow); EL students scored -118.3 DFS (Orange); FY students scored -151.8 DFS (Red); and LI students scored -91.8 DFS (Yellow). Also, elementary students (grades 2-5) scored 39.9% proficient for STAR Reading and 30.4% proficient for STAR Math during the fall assessment window, and secondary students (grades 6-11) scored 42.9% proficient for STAR Reading and 24.3% scored proficient for STAR Math. Additionally, educational partners expressed the need for instructional academic support for elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue academic instructional support at the elementary and high school levels. The resources and support are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase ELA, reading, and math student achievement.<br><br>**Scope:** | learner (EL) students, and foster youth (FY) students, schools are able to specifically address identified weaknesses in ELA or math at each site. Various student interventions and enrichments may include after-school tutoring programs focused on specific skills, parent events focused on parent engagement, or professional development for teachers in certain content areas. Also, additional academic supports can be used to invest in technology and tools that support learning in ELA and math. While the primary focus is on accessing instructional programs and increase academic achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality academic instruction and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | identified in the action description. |

| 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 |
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| | LEA-wide | | |
| **1.13** | **Action:**<br>Staff Professional Development<br><br>**Need:**<br>The 2023 California School Dashboard shows student outcomes for English Language Arts (ELA) CAASPP where all students scored -37.5 Difference From Standard (DFS) (Orange); English learner (EL) students scored -91.8 DFS (Red); foster youth (FY) students scored -98.4 DFS (Red); and low income (LI) scored -55.4 DFS (Orange). For mathematics CAASPP, all students scored -74.4 DFS (Yellow); EL students scored -118.3 DFS (Orange); FY students scored -151.8 DFS (Red); and LI students scored -91.8 DFS (Yellow). For CAST, all students scored 26.8%; EL students scored 0.7%; FY students scored 0%; and LI students scored 20.2%. Also, the 2023 CA School Dashboard shows student outcomes on the percentage of all English learner students making progress towards English proficiency (ELPI) on ELPAC at 47%. The English learner reclassification rate stands at 5.5% and 42.8% with LTEL students. Additionally, educational partners expressed the need for instructional academic support for school staff. In order to address this concern, actions have been included in the LCAP to continue professional development support for personnel at the elementary level, high school level, and district level. The staff development is principally directed and determined effective toward | Staff development plays a critical role in increasing student achievement by equipping certificated and classified staff with the knowledge, skills, and strategies to improve practices. Staff development can focus on deepening teachers' understanding curriculum and content in ELA, math, science, or other subjects, including English language development (ELD) focused instruction, such as Designated ELD and Integrated ELD instruction. Training programs can introduce teachers to various evidence-based instructional strategies, like differentiated instruction, technology integration, project-based learning, or assessment methods to measure student progress and inform instructional decisions. The Teaching and Learning Director, Teacher on Assignment - ELA/ELD, and Teacher on Assignment - Secondary Curriculum provide the staff development and support for certificated and classified staff. Staff development can support positive school environments where teachers collaborate, share best practices, and reflect on their teaching, leading to continuous improvement. Also, professional development will focus on identified areas where teachers and staff require additional support. While the primary focus is on addressing academic needs to increase the quality of instruction and increase academic achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student | This action will be measured by the metrics identified in the action description. |

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| | providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student achievement in ELA, math, science, and language acquisition.<br><br>**Scope:**<br>LEA-wide | populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality academic instruction and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **2.1** | **Action:**<br>Bilingual Community Support<br><br>**Need:**<br>The 2023 California School Dashboard shows student outcomes for Chronic Absenteeism rate where All students scored 32.8% (Red); English learner (EL) students scored 33.1% (Red); foster youth (FY) students scored 37% (Orange); and low income (LI) students scored 37.1% (Red). Also, in the 2022-23 school year, student attendance rates for the percentage of students attending school each day were: all students were 91.4%; EL students were 90.5%; FY students were 87.9%; and LI students were 91.3%. Additionally, educational partners expressed the need for community resources and translation services for elementary and secondary students and families. In order to address this concern, actions have been included in the LCAP to continue academic student resources and translation support at the elementary and high school levels. These positions are principally directed and determined effective toward providing our | Bilingual liaisons are assets in addressing chronic absenteeism at schools by acting as bridges between schools, families, and our communities. They can facilitate meetings between teachers, school counselors, and families to discuss reasons behind a student's chronic absenteeism, and they can connect families to our district bilingual liaison, who can connect families with district resources, social services, or community resources that can address underlying issues, such as poverty, transportation issues, housing instability, or healthcare concerns that might be contributing to absences. They eliminate language barriers by translating communications between schools and families with limited English proficiency, ensuring all families receive clear and timely information about attendance policies, student absences, and the importance of regular school attendance. Liaisons help to build trust and understanding, making families more receptive to messages about attendance. While the primary focus is on increasing parent and school communication, student attendance, and engagement to increase academic achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to | This action will be measured by the metrics identified in the action description. |

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| | English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student attendance at our schools.<br><br>**Scope:**<br>LEA-wide | secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality academic instruction and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **2.2** | **Action:**<br>Counseling Support<br><br>**Need:**<br>The 2023 California School Dashboard shows student outcomes for Chronic Absenteeism rate where All students scored 32.8% (Red); English learner (EL) students scored 33.1% (Red); foster youth (FY) students scored 37% (Orange); low income (LI) students scored 37.1% (Red). Also, in the 2022-23 school year, student attendance rates for the percentage of students attending school each day were: All students were 91.4%; EL students were 90.5%; FY students were 87.9%; and LI students were 91.3%. Additionally, educational partners expressed the need for social-emotional support for elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue counseling support at the elementary and high school | Counselors play a vital role in addressing chronic absenteeism by acting as supports systems. Counselors work with families to develop a plan to address attendance concerns, and they collaborate with teachers to identify students struggling in class and develop strategies to improve their academic performance and reduce likelihood of absences. School counselors can provide individual or group counseling to address issues and promote emotional well being as well. Behavioral health counselors help to address underlying mental health and behavioral health issues that can contribute to missed school days. Counselors can equip students with skills to manage stress, anxiety, or social difficulties that might keep them from attending school regularly. In addition, counselors help create a more positive and supportive school environment where students feel safe, connected and motivated to attend regularly. While the primary focus is on increasing student attendance and academic achievement for EL, FY, and LI students, providing | This action will be measured by the metrics identified in the action description. |

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| | levels. These positions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student attendance at our schools.<br><br>**Scope:**<br>LEA-wide | this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality social-emotional support and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **2.3** | **Action:**<br>Positive Behavioral and Interventions Support<br><br>**Need:**<br>In the 2022-23 school year, the percentage of students attending school each day were all students at 91.4%; EL students were 90.5%; FY students were 87.9%; and LI students were 91.3%. During the 2022-23 school year, for the district, the suspension rate for All students was 4.6%; English learner (EL) students was 6.1%; foster youth (FY) was 14.3%; and low income (LI) was 5.4%. Also, for the 2022-23 school year, expulsion rates showed All students were 0.1%; EL students were 0%; FY students were 0%; and LI students were 0.1%. Additionally, educational partners expressed the need for positive behavioral and interventions support for elementary and secondary students. In order to address this | Elementary and middle school deans will help support a decease of suspension and expulsion rates, increase student attendance, and create positive school environments. Deans will analyze attendance data, including attendance patterns, referrals and academic performance. Also, deans can facilitate restorative practices for disciplinary issues, resulting in students developing positive relationships with peers and staff. Deans will work with families connect students with appropriate school resources, such as counseling or social-emotional learning programs. Additionally, deans will help support students and families by doing home visits to meet with families and provide resources to increase student attendance. While the primary focus is on enhancing positive behavioral and interventions support for EL, FY, and LI students, providing this support on a schoolwide basis at the elementary and middle school levels ensures that all students benefit from | This action will be measured by the metrics identified in the action description. |

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| | concern, actions have been included in the LCAP to continue positive behavioral and interventions support at the elementary and high school levels. These actions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student attendance at our schools.<br><br>**Scope:**<br>Schoolwide | enriched instructional practices and a more positive school climate. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. A schoolwide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality attendance and school climate support and the necessary supports to succeed academically. This continuity across grade levels enhances program cohesion and helps students build a solid foundation of skills and knowledge, contributing to increased school attendance. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also advances the district's overarching goal of academic excellence and equity for all students. | |
| **2.4** | **Action:**<br>Social Emotional Learning Support<br><br>**Need:**<br>In the 2022-23 school year, student attendance rates for the percentage of students attending school each day were: all students were 91.4%; EL students were 90.5%; FY students were 87.9%; and LI students were 91.3%. During the 2022-23 school year, the middle school dropout rate for all students was 0.37%; English learner (EL) students was 0%; foster youth (FY) was 0%; and low income (LI) was 0.26%. The high school drop out rate for all students was 6.3%; English learner (EL) students was 7.8%; foster youth (FY) was 14.3%; and low income (LI) was 7.4%. Additionally, educational partners | PBIS supports increase student attendance, decrease student suspensions and expulsions, and establishes a positive school culture that promotes student success. PBIS supports utilize tiers to address students behavior, such as school-wide expectations, additional support for students behavioral issues, and intensive support for chronic behavioral issues with a team to develop individualized behavior plans and offer targeted interventions. PBIS teams monitor progress and adjust interventions for students as needed. Additional staffing to support school-wide PBIS initiatives help to support social-emotional learning for students and help students feel more school-connectedness. While the primary focus is on increasing student attendance and sense of school connectedness for EL, FY, and LI students, providing this support on an LEA-wide basis | This action will be measured by the metrics identified in the action description. |

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| | expressed the need for social-emotional learning support for elementary and secondary students. In order to address this concern, actions have been included in the LCAP to continue social-emotional learning support at the elementary and high school levels. These actions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student attendance at our schools.<br><br>**Scope:**<br>LEA-wide | ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality social-emotional support and the necessary supports to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **3.1** | **Action:**<br>District Parent Engagement Staffing, Events, and Supplies<br><br>**Need:**<br>In order to for our students to be successful, our district needs to build relationships and connections with our families. By providing district staffing, trainings, workshops, and events to increase parent engagement and collaboration, our students will be more successful. Building parents knowledge and skills will increase their students academics and social-emotional health. Additionally, educational partners expressed the need to continue and expand parent training and workshops. These actions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with | The bilingual parent engagement specialist and Family Learning Center will increase meaningful parent involvement for families to bridge communication gaps and empower families to be active partners in their student's education. District personnel will facilitate meetings and events in multiple languages to ensure clear communications with families. District and school events will foster welcoming environments and offer workshops for parents to enhance their understanding of their student's academic progress and school curriculum. These actions will increase parent participation, improve collaboration between families and teachers, and increase involvement of parents in supporting their child's learning at home. While the primary focus is on increasing parent and community participation in workshops, trainings, meetings, and events to increase student achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from | This action will be measured by the metrics identified in the action description. |

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| | opportunities to increase student attendance at our schools.<br><br>**Scope:**<br>LEA-wide | elementary to secondary levels, benefit from enriched instructional practices and a more inclusive learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality parent training and the necessary support for students to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |
| **3.2** | **Action:**<br>School-Based Parent Support<br><br>**Need:**<br>In order for students to be successful, our district needs to build and maintain healthy relationships with our families. By providing parents with translation services, our district will build relationships and foster collaboration with our families in order to support our students academic and social-emotional needs. Additionally, educational partners expressed the need to continue translation services for parents. These positions are principally directed and determined effective toward providing our English learner (EL), foster youth (FY), and low income (LI) students with opportunities to increase student attendance at our schools.<br><br>**Scope:** | These actions will foster stronger relationships and collaboration between school, parents and community by removing language barriers. Translations services provide parent support for parent-teacher conferences, school meetings, and other important communication between family and school. Also, by providing translation services, our district will increase participation of multilingual families in school activities and decision-making processes, improve collaboration between parents, teachers and school staff, and enhance a sense of belonging and connection within the school community for families. While the primary focus is on increasing parent connectedness and building relationships and dialogue between schools and families to increase student achievement for EL, FY, and LI students, providing this support on an LEA-wide basis ensures that all students, from elementary to secondary levels, benefit from enriched instructional practices and a more inclusive | This action will be measured by the metrics identified in the action description. |

| 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 | learning environment. By addressing the specific needs of our most vulnerable student populations, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring every student, regardless of grade level, has access to high-quality academic and social-emotional support for students to thrive academically. This comprehensive strategy not only targets the immediate needs of EL, FY, and LI students but also contributes to the district's overarching goal of academic excellence and equity for all students. | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.5** | **Action:**<br>English Learner (EL) Support (Technical Assistance)<br><br>**Need:**<br>The 2023 CA School Dashboard shows student outcomes on the percentage of all English learner (EL) students making progress towards English proficiency (ELPI) on ELPAC at 47% making progress and Long-term English learner (LTEL) students at 34% making progress. In addition, the English learner reclassification rate stands at 5.5% and 42.8% with LTEL students. The district | EL students often face challenges in keeping pace with their peers academically due to language barriers. In order to enhance students' language acquisition skills and support teachers in delivering instruction to English learner students, English Language Development (ELD) teachers tailor instruction to address specific language skills students need additional support services and ensure a cohesive approach to supporting EL students with other teachers. In addition, English Language Support Paraprofessionals provide additional language support outside the ELD classroom with one-on-one tutoring, small group activities, or targeted practice on specific language | This action will be measured by the metrics identified in the action description. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | data demonstrates a need to increase the percentage of students making progress toward English language proficiency and the percentage of EL and LTEL students who are reclassified. Our district is committed to providing services and support for this student group to increase ELPI and be reclassified.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | skills. ELD Teachers and English Language Support Paraprofessionals support EL students to fully participate in classroom instruction and access the curriculum effectively. The primary focus is on providing targeted academic support for EL students. By addressing the specific needs of our EL student population, the district creates a positive ripple effect that elevates the overall quality of education. An LEA-wide approach fosters equity, ensuring EL students, regardless of grade level, has access to high-quality targeted academic support for developing proficiency in the English language and the necessary supports to succeed academically. | |
| **1.6** | **Action:**<br>English Learner (EL): Language Support Services (Technical Assistance)<br><br>**Need:**<br>The 2023 CA School Dashboard shows student outcomes on the percentage of all English learner (EL) students making progress towards English proficiency (ELPI) on ELPAC at 47% making progress and Long-term English learner (LTEL) students at 34% making progress. In addition, the English learner reclassification rate stands at 5.5% and 42.8% with LTEL students. The district data demonstrates a need to increase the percentage of students making progress toward English language proficiency and the percentage of El and LTEL students who are reclassified. Our district is committed to providing services and support for this student group to increase ELPI and be reclassified. | Because our district is eligible for technical assistance for our EL students for ELA, and mathematics is it vital we have staff dedicated to focusing on EL student achievement. Our Special Projects Director seeks and secures grants specifically focusing on supporting EL students, oversees the effectiveness of our EL programs, including supervising district English Language Support Paraprofessionals, and makes adjustments as needed, analyzes EL student data and utilizes the data to inform decision making regarding EL student resources, and facilitates communication and collaboration between ELD teachers and English Language Support Paraprofessionals across the district. Additionally, the Special Projects Technician helps to assist in the collection and organization of data related to EL students, develops reports for the Special Projects Director, and ensures resources are readily available to educators and students in a timely manner. | This action will be measured by the metrics identified in the action description. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1.11** | **Action:**<br>Long-Term English Learner (LTEL) Support<br><br>**Need:**<br>The 2023 CA School Dashboard shows student outcomes on the percentage of all English learner (EL) students making progress towards English proficiency (ELPI) on ELPAC at 47% making progress and Long-term English learner (LTEL) students at 34% making progress. In addition, the English learner reclassification rate stands at 5.5% and 42.8% with LTEL students. The district data demonstrates a need to increase the percentage of students making progress toward English language proficiency and the percentage of EL and LTEL students who are reclassified. Our district is committed to providing services and support for this student group to increase ELPI and be reclassified.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | EL support teacher positions are new to our district in order to help decrease the number of LTEL students. EL support teachers play a vital role in supporting EL achievement. They help to analyze EL student data and track their progress and inform instructional decisions. Staff development can focus on deepening teachers' understanding curriculum and content in English language development (ELD) focused instruction, such as Designated ELD and Integrated ELD instruction. Training programs can introduce teachers to various evidence-based instructional strategies, like differentiated instruction or assessment methods to measure student progress and inform instructional decisions. The Teaching and Learning Director, Teacher on Assignment - ELA/ELD, and Teacher on Assignment - Secondary Curriculum provide the staff development and support for certificated and classified staff. Staff development can support positive school environments where teachers collaborate, share best practices, and reflect on their teaching, leading to continuous improvement. Also, professional development will focus on identified areas where teachers and staff require additional support. Also, the EL Site site teachers will work together with the Special Projects Director to utilize data on EL student progress to measure the effectiveness of implemented programs. EL support teachers will collaborate with site administrators and other classroom teachers to ensure consistent and successful implementation of English language development | This action will be measured by the metrics identified in the action description. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | (ELD) instructional strategies. With the support of EL support teachers, schools can create a more supportive and effective learning environments for EL students, leading to improved language acquisition, academic achievement, and a sense of belonging within the school community. | |

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

N/A

## Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase the number of counselors at our elementary, middle, and high schools that have a high concentration (above 55 percent) of English learners, foster youth, and low income students. Our elementary, middle school, and high school counselors will provide academic supports by strengthening social-emotional skills, addressing chronic absenteeism, and providing short-term counseling services. (Goal 2, Action 2).

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:31 | 1:23 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:20 | 1:16 |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $84,064,423 | 17,836,833 | 21.218% | 0.000% | 21.218% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $18,016,308.00 | $5,643,207.00 | $0.00 | $0.00 | $23,659,515.00 | $16,999,388.00 | $6,660,127.00 |

| 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 | Arts Education and Enrichment | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025 - June 2026 | $1,798,000.00 | $45,000.00 | $1,843,000.00 | | | | $1,843,000.00 | |
| 1 | 1.2 | Career Technical Education Program: Pathway Support | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: All Middle Schools and Yucaipa High School 6-12 | July 2025 - June 2026 | $97,000.00 | $91,000.00 | $188,000.00 | | | | $188,000.00 | |
| 1 | 1.3 | Career Technical Education Program: Regional Occupational Program | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: All Middle Schools and High Schools 6-12 | July 2025 - June 2026 | $0.00 | $1,403,059.00 | $1,403,059.00 | | | | $1,403,059.00 | |
| 1 | 1.4 | College and Career Readiness Support | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: High Schools 9-12 | July 2025 - June 2026 | $124,000.00 | $26,000.00 | $150,000.00 | | | | $150,000.00 | |
| 1 | 1.5 | English Learner (EL) Support (Technical Assistance) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | July 2025 - June 2026 | $1,062,500.00 | $0.00 | $1,062,500.00 | | | | $1,062,500.00 | |
| 1 | 1.6 | English Learner (EL): Language Support Services (Technical Assistance) | English Learners | Yes | Limited to Unduplicated | English Learners | All Schools | July 2025 - June 2026 | $280,000.00 | $0.00 | $280,000.00 | | | | $280,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Student Group(s) | | | | | | | | | | | |
| 1 | 1.7 | Graduation Readiness Support | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: High Schools 9-12 | July 2025 - June 2026 | $2,039,000.00 | $40,000.00 | $2,079,000.00 | | | | $2,079,000.00 | |
| 1 | 1.8 | Instructional Academic Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025- June 2026 | $2,816,040.00 | $0.00 | $962,040.00 | $1,854,000.00 | | | $2,816,040.00 | |
| 1 | 1.9 | Instructional Technology - Classroom Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025 - June 2026 | $839,500.00 | $0.00 | $839,500.00 | | | | $839,500.00 | |
| 1 | 1.10 | Literacy Education and Enrichment | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2024 - June 2025 | $815,000.00 | $0.00 | $815,000.00 | | | | $815,000.00 | |
| 1 | 1.11 | Long-Term English Learner (LTEL) Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | July 2025 - June 2026 | $22,000.00 | $0.00 | $22,000.00 | | | | $22,000.00 | |
| 1 | 1.12 | School-Level Program Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025- June 2026 | $200,000.00 | $1,031,980.00 | $1,231,980.00 | | | | $1,231,980.00 | |
| 1 | 1.13 | Staff Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025 - June 2026 | $244,000.00 | $400,000.00 | $644,000.00 | | | | $644,000.00 | |
| 2 | 2.1 | Bilingual Community Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025 - June 2026 | $199,000.00 | $0.00 | $199,000.00 | | | | $199,000.00 | |
| 2 | 2.2 | Counseling Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | July 2025 - June 2026 | $4,570,000.00 | $0.00 | $4,570,000.00 | | | | $4,570,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | Positive Behavioral and Interventions Support | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Elementary Schools and Middle Schools TK-8 | July 2025 - June 2026 | $1,468,000.00 | $0.00 | $1,468,000.00 | | | | $1,468,000.00 | |
| 2 | 2.4 | Social Emotional Learning Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | July 2025 - June 2026 | $0.00 | $3,504,229.00 | $143,229.00 | $3,361,000.00 | | | $3,504,229.00 | |
| 3 | 3.1 | District Parent Engagement Staffing, Events, and Supplies | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | July 2025 - June 2026 | $80,000.00 | $21,000.00 | $101,000.00 | | | | $101,000.00 | |
| 3 | 3.2 | School-Based Parent Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | July 2025 - June 2026 | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | |
| 4 | 4.1 | Attendance and Engagement Support | All<br>Students with Disabilities<br>Low Income (LI), Hispanic (HI) | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June 2026 | $28,000.00 | $0.00 | | $28,000.00 | | | $28,000.00 | |
| 4 | 4.2 | English Learner (EL) Support | All<br>English learners | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June 2026 | $20,000.00 | $0.00 | | $20,000.00 | | | $20,000.00 | |
| 4 | 4.3 | Staff Professional Development | All<br>Low Income (LI), Hispanic (HI) | No | | | Specific Schools: Green Valley High 9-12 | August 2025 - June 2026 | $1,000.00 | $5,000.00 | | $6,000.00 | | | $6,000.00 | |
| 4 | 4.4 | College and Career Readiness Support | All<br>Low Income (LI), Hispanic (HI) | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June 2026 | $0.00 | $7,000.00 | | $7,000.00 | | | $7,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **4** | **4.5** | Social-Emotional Learning | All | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June2026 | $74,481.00 | $0.00 | | $74,481.00 | | | $74,481.00 | |
| **4** | **4.6** | School Climate Support | All | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June 2026 | $27,000.00 | $0.00 | | $27,000.00 | | | $27,000.00 | |
| **4** | **4.7** | Wellness Activities Integration | All<br>LI, SWD, H | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June 2026 | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |
| **4** | **4.8** | Additional School Climate Support | All<br>Low Income (LI), Students with Disabilities (SWD) and Hispanic (H) | No | | | Specific Schools: Green Valley High School 9-12 | August 2025 - June 2026 | $0.00 | $10,000.00 | | $10,000.00 | | | $10,000.00 | |
| **5** | **5.1** | Attendance and Engagement Support | All<br>Low income (LI), Hispanic (Hi), White (WH) | No | | | Specific Schools: Green Valley Independent Study K-8 | August 2025 - June 2026 | $26,000.00 | $0.00 | | $26,000.00 | | | $26,000.00 | |
| **5** | **5.2** | Staff Professional Development | All<br>Low income (LI), hispanic (HI), white (WH) | No | | | Specific Schools: Green Valley Independent Study K-8 | August 2025 - June 2026 | $1,000.00 | $5,242.00 | | $6,242.00 | | | $6,242.00 | |
| **5** | **5.3** | Part-Time Mental Health Supplementation | All | No | | | Specific Schools: Green Valley Independent Study K-8 | August 2025 - June 2026 | $60,000.00 | $0.00 | | $60,000.00 | | | $60,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **5** | **5.4** | Targeted Academic Intervention | All | No | | | Specific Schools: Green Valley Independent Study K-8 | August 2025 - June 2026 | $16,000.00 | $0.00 | | $16,000.00 | | | $16,000.00 | |
| **5** | **5.5** | Enrichment and Engagement | All | No | | | Specific Schools: Green Valley Independent Study K-8 | August 2025 - June 2026 | $1,700.00 | $0.00 | | $1,700.00 | | | $1,700.00 | |
| **5** | **5.6** | Additional School Climate Support | All<br>K-8 | No | | | Specific Schools: Green Valley Independent Study | August 2025 - June 2026 | $0.00 | $6,500.00 | | $6,500.00 | | | $6,500.00 | |
| **6** | **6.1** | Attendance and Engagement Support | All<br>Low income (LI), Students with Disabilities (SWD), Hispanic (H) | No | | | Specific Schools: Oak View High School and Community School 8 - 12 | August 2025 - June 2026 | $50,567.00 | $0.00 | | $50,567.00 | | | $50,567.00 | |
| **6** | **6.2** | English Learner (EL) Support | English Learners | No | | | Specific Schools: Oak View High School and Community School 8`12 | August, 2025 - June, 2026 | $38,000.00 | $0.00 | | $38,000.00 | | | $38,000.00 | |
| **6** | **6.3** | Staff Professional Development | All<br>Low Income (LI), English Learner (EL), | No | | | Specific Schools: Oak View High School and Community School 8-12 | August, 2025 - June, 2026 | $1,600.00 | $19,117.00 | | $20,717.00 | | | $20,717.00 | |
| **6** | **6.4** | College and Career Readiness Support | All<br>Low income (LI), Students with Disabilities (SWD), | No | | | Specific Schools: Oak View HIgh | August, 2025 - June, 2026 | $0.00 | $20,000.00 | | $20,000.00 | | | $20,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Hispanic (H) | | | | School and Community School 8-12 | | | | | | | | | |
| **6** | **6.5** | Enrichment and Cultural Learning Experiences | All<br>Low Income(LI), Students with Disabilities (SWD), Hispanic (H) | No | | | Specific Schools: Oak View High School and Community School 8-12 | August, 2025 - June, 2026 | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $84,064,423 | 17,836,833 | 21.218% | 0.000% | 21.218% | $18,016,308.00 | 0.000% | 21.432 % | **Total:** | $18,016,308.00 |
| | | | | | | | | **LEA-wide Total:** | $11,363,749.00 |
| | | | | | | | | **Limited Total:** | $1,364,500.00 |
| | | | | | | | | **Schoolwide Total:** | $5,288,059.00 |

| 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** | Arts Education and Enrichment | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,843,000.00 | |
| **1** | **1.2** | Career Technical Education Program: Pathway Support | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: All Middle Schools and Yucaipa High School<br>6-12 | $188,000.00 | |
| **1** | **1.3** | Career Technical Education Program: Regional Occupational Program | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: All Middle Schools and High Schools<br>6-12 | $1,403,059.00 | |
| **1** | **1.4** | College and Career Readiness Support | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: High Schools<br>9-12 | $150,000.00 | |
| **1** | **1.5** | English Learner (EL) Support (Technical Assistance) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,062,500.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.6 | English Learner (EL): Language Support Services (Technical Assistance) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $280,000.00 | |
| 1 | 1.7 | Graduation Readiness Support | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: High Schools 9-12 | $2,079,000.00 | |
| 1 | 1.8 | Instructional Academic Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $962,040.00 | |
| 1 | 1.9 | Instructional Technology - Classroom Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $839,500.00 | |
| 1 | 1.10 | Literacy Education and Enrichment | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $815,000.00 | |
| 1 | 1.11 | Long-Term English Learner (LTEL) Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $22,000.00 | |
| 1 | 1.12 | School-Level Program Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,231,980.00 | |
| 1 | 1.13 | Staff Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $644,000.00 | |
| 2 | 2.1 | Bilingual Community Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $199,000.00 | |
| 2 | 2.2 | Counseling Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,570,000.00 | |
| 2 | 2.3 | Positive Behavioral and Interventions Support | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Elementary Schools and Middle Schools TK-8 | $1,468,000.00 | |
| 2 | 2.4 | Social Emotional Learning Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $143,229.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | District Parent Engagement Staffing, Events, and Supplies | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $101,000.00 | |
| 3 | 3.2 | School-Based Parent Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $17,497,395.00 | $17,487,816.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Arts Education and Enrichment | Yes | $1,838,421.00 | $1,810,863.00 |
| **1** | **1.2** | Career Technical Education Program: Pathway Support | Yes | $200,000.00 | $164,974.00 |
| **1** | **1.3** | Career Technical Education Program: Regional Occupational Program | Yes | $1,263,765.00 | $1,403,359.00 |
| **1** | **1.4** | College and Career Readiness Support | Yes | $148,000.00 | $130,400.00 |
| **1** | **1.5** | English Learner (EL) Support (Technical Assistance) | Yes | $1,024,000.00 | $1,003,910.00 |
| **1** | **1.6** | English Learner (EL): Language Support Services (Technical Assistance) | Yes | $266,000.00 | $277,812.00 |
| **1** | **1.7** | Graduation Readiness Support | Yes | $1,605,000.00 | $2,000,000.00 |
| **1** | **1.8** | Instructional Academic Support | Yes | $995,600.00 | $905,260.00 |
| **1** | **1.9** | Instructional Technology - Classroom Support | Yes | $818,000.00 | $817,300.00 |
| **1** | **1.10** | Literacy Education and Enrichment | Yes | $784,000.00 | $793,510.00 |
| **1** | **1.11** | Long-Term English Learner (LTEL) Support | Yes | $22,000.00 | $20,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | School-Level Program Support | Yes | $927,460.00 | $1,036,288.00 |
| 1 | 1.13 | Staff Professional Development | Yes | $919,000.00 | $988,581.00 |
| 2 | 2.1 | Bilingual Community Support | Yes | 217,000.00 | $195,330.00 |
| 2 | 2.2 | Counseling Support | Yes | 4,066,000.00 | $4,123,750.00 |
| 2 | 2.3 | Positive Behavioral and Interventions Support | Yes | 1,507,000.00 | $1,400,000.00 |
| 2 | 2.4 | Social Emotional Learning Support | Yes | 259,686.00 | $116,000.00 |
| 3 | 3.1 | District Parent Engagement Staffing, Events, and Supplies | Yes | $117,000.00 | 129,795.00 |
| 3 | 3.2 | School-Based Parent Support | Yes | $10,000.00 | $15,184.00 |
| 4 | 4.1 | Attendance and Engagement Support | No | $120,866.00 | $71,500.00 |
| 4 | 4.2 | English Learner (EL) Support | No | $31,601.00 | $0.00 |
| 4 | 4.3 | Staff Professional Development | No | $127,525.00 | $10,000.00 |
| 4 | 4.4 | College and Career Readiness Support | No | $100,000.00 | $14,000.00 |

| 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) |
|---|---|---|---|---|---|
| **5** | **5.1** | Attendance and Engagement Support | No | $30,000.00 | $30,000.00 |
| **5** | **5.2** | Staff Professional Development | No | $99,471.00 | $30,000.00 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 17,487,816 | $16,987,932.00 | $18,067,495.71 | ($1,079,563.71) | 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 | Arts Education and Enrichment | Yes | $1,838,421.00 | $1,810,863.00 | | |
| 1 | 1.2 | Career Technical Education Program: Pathway Support | Yes | $200,000.00 | $164,974.00 | | |
| 1 | 1.3 | Career Technical Education Program: Regional Occupational Program | Yes | $1,263,765.00 | $1,403,359.00 | | |
| 1 | 1.4 | College and Career Readiness Support | Yes | $148,000.00 | $130,400.00 | | |
| 1 | 1.5 | English Learner (EL) Support (Technical Assistance) | Yes | $1,024,000.00 | $1,003,910.00 | | |
| 1 | 1.6 | English Learner (EL): Language Support Services (Technical Assistance) | Yes | $266,000.00 | $277,812.00 | | |
| 1 | 1.7 | Graduation Readiness Support | Yes | $1,605,000.00 | $2,000,000.00 | | |
| 1 | 1.8 | Instructional Academic Support | Yes | $995,600.00 | $905,260.00 | | |
| 1 | 1.9 | Instructional Technology - Classroom Support | Yes | $818,000.00 | $817,300.00 | | |
| 1 | 1.10 | Literacy Education and Enrichment | Yes | $784,000.00 | $793,510.00 | | |
| 1 | 1.11 | Long-Term English Learner (LTEL) Support | Yes | $22,000.00 | $20,000.00 | | |
| 1 | 1.12 | School-Level Program Support | Yes | $927,460.00 | $1,771,467.71 | | |

| 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 | 1.13 | Staff Professional Development | Yes | $919,000.00 | $988,581.00 | | |
| 2 | 2.1 | Bilingual Community Support | Yes | $217,000.00 | $195,330.00 | | |
| 2 | 2.2 | Counseling Support | Yes | $4,066,000.00 | $4,123,750.00 | | |
| 2 | 2.3 | Positive Behavioral and Interventions Support | Yes | $1,507,000.00 | $1,400,000.00 | | |
| 2 | 2.4 | Social Emotional Learning Support | Yes | $259,686.00 | $116,000.00 | | |
| 3 | 3.1 | District Parent Engagement Staffing, Events, and Supplies | Yes | $117,000.00 | $129,795.00 | | |
| 3 | 3.2 | School-Based Parent Support | Yes | $10,000.00 | $15,184.00 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 84,133,485 | 17,487,816 | 0.689% | 21.475% | $18,067,495.71 | 0.000% | 21.475% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024