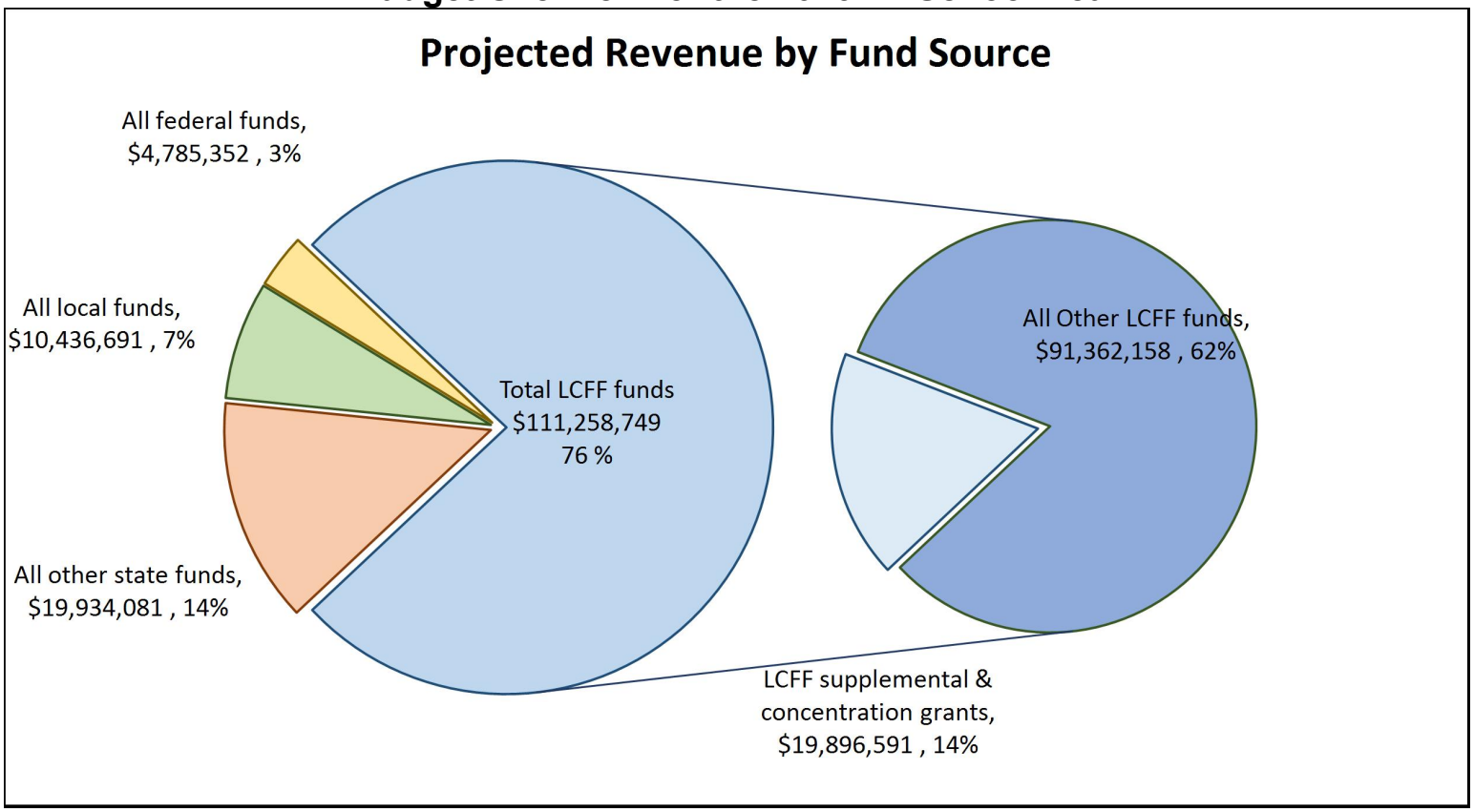
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yucaipa-Calimesa Joint Unified School District
CDS Code: 36-67959-0000000
School Year: 2026-27
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 2026-27 School Year

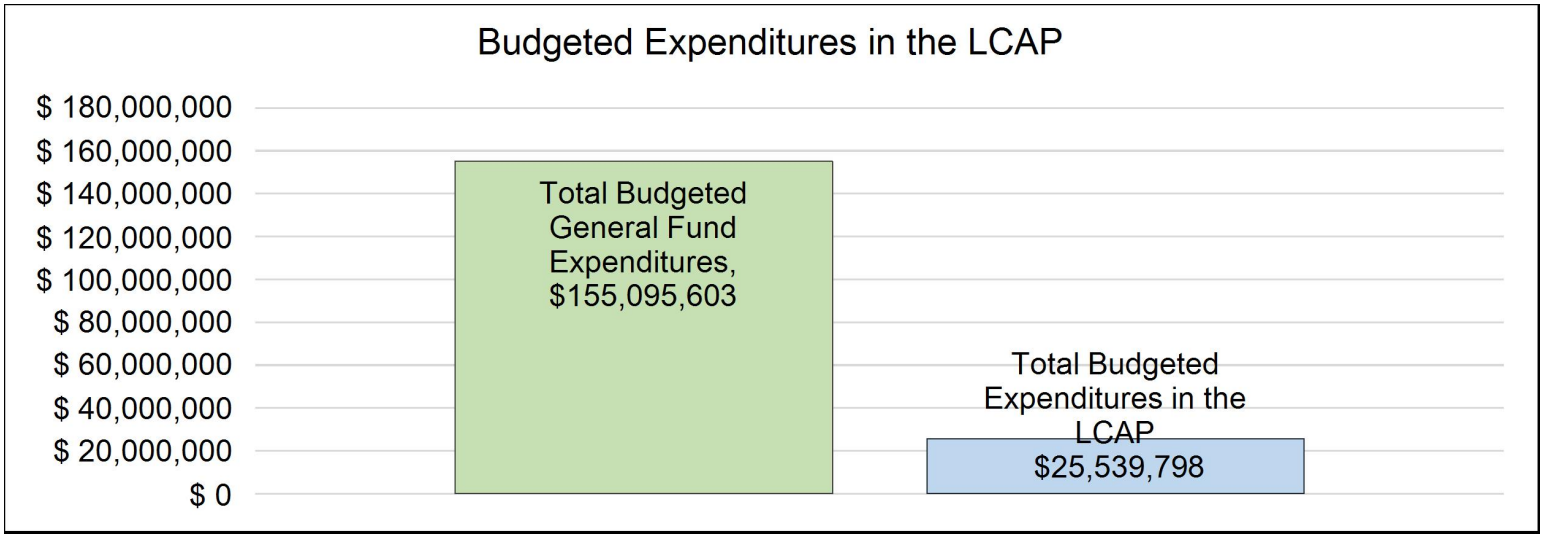


This chart shows the total general purpose revenue Yucaipa-Calimesa Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yucaipa-Calimesa Joint Unified School District is $146,414,873, of which $111,258,749.00 is Local Control Funding Formula (LCFF), $19,934,081.00 is other state funds, $10,436,691.00 is local funds, and $4,785,352.00 is federal funds. Of the $111,258,749.00 in LCFF Funds, $19,896,591.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yucaipa-Calimesa Joint Unified School District plans to spend $155,095,603.00 for the 2026-27 school year. Of that amount, $25,539,798.00 is tied to actions/services in the LCAP and $129,555,805 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

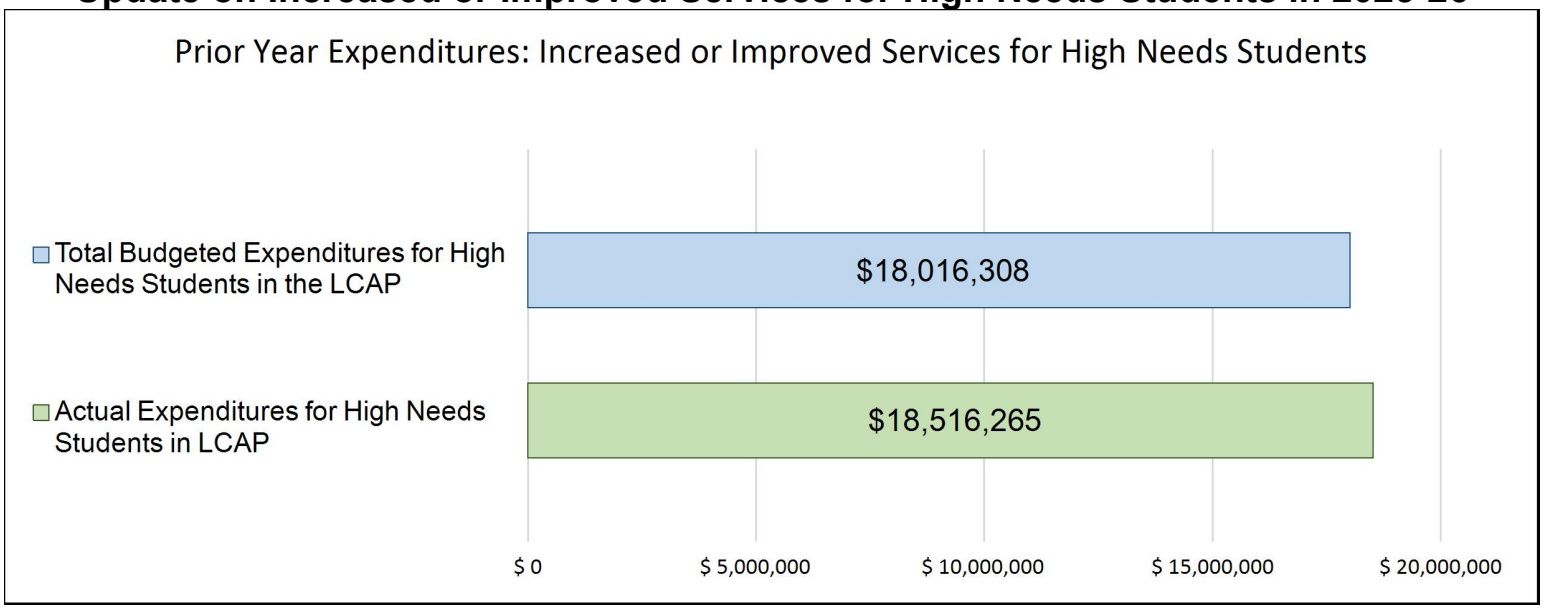
General fund expenditures not accounted for in the Local Control Accountability Plan includes staffing, textbook adoption, facility maintenance, and general operating expenses in support of instruction.

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

In 2026-27, Yucaipa-Calimesa Joint Unified School District is projecting it will receive $19,896,591.00 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 $19,896,591.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Yucaipa-Calimesa Joint Unified School District's LCAP budgeted $18,016,308.00 for planned actions to increase or improve services for high needs students. Yucaipa-Calimesa Joint Unified School District actually spent $18,516,265.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Yucaipa-Calimesa Joint Unified School District (YCJUSD) is situated in the foothills of the San Bernardino Mountains, serving the communities of Yucaipa and Calimesa. YCJUSD serves approximately 7,807 students and is dedicated to supporting a diverse student body, with 8.2% of students working to master English, nearly 0.8% involved in foster youth programs, 1.5% experiencing homelessness, and 67.2% navigating socioeconomic challenges. Additionally, 16.6% of students with unique learning abilities are redefining what is possible in education.

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. This educational philosophy, guided by the Local Control and Accountability Plan (LCAP), emphasizes holistic growth, and the district's purpose is articulated as: “Making a Difference in the Life of Each Child.”

The district's demographic makeup reflects a rich ethnic diversity. Students identify as 1.5% African American, 0.4% American Indian, 1.1% Asian, and 0.4% Filipino. The Hispanic community constitutes 54.8% of the student population, while 38.3% of students are White, 2.8% 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.

For the 2026-27 school year, the district has identified the following as Equity Multiplier Schools: Green Valley Independent Study (PEP+ Program), Green Valley High School, and Oak View High School & Education Center.

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
All
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 2025 California Dashboard results, YCJUSD will address the following indicators that reflect a need for improvement:

Academic Performance - District
English Language Arts
-27.1 Distance From Standard (Yellow)
Increased 10 points

Mathematics
-62.8 Distance From Standard (Orange)
Maintained 2.9 Points

English Learner Progress
37.6% Making Progress (Red)
Declined 10.3%

College/Career
48.7% Prepared (Green)
Increased 5.9%

Academic Engagement - District
Chronic Absenteeism
23.5% Chronically Absent (Orange)
Declined 2.7%

Graduation Rate
93% Graduated (Green)
Maintained -0.1%

Conditions & Climate - District
Suspension Rate
3.9% Suspended at least one day (Green)
Declined 0.9%

The 2025 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
Suspension Rate
Homeless
Students with Disabilities

Academic Engagement - District - Student Groups
Chronic Absenteeism:
Foster Youth
Homeless
Two or More Races

The 2025 California School Dashboard shows that the following schools and student groups are performing at the lowest performance level (Red):

Academic Performance:
English Learners
Long-Term English Learners

English-Language Arts:
Long-Term English Learners
Foster Youth

Mathematics:
Long-Term English Learners
Foster Youth
Hispanic
Students with Disabilities
African American

Academic Performance - Schools - Student Groups
Dunlap Elementary School
Rideview Elementary School
Valley Elementary School
Park View Middle School
Yucaipa High School
English Learners

Park View Middle School
Yucaipa High School
Long-Term English Learners

English-Language Arts:

Chapman Heights Elementary School
Students with Disabilities

Dunlap Elementary School
English Learners

Wildwood Elementary School

Students with Disabilities

Mesa View Middle School
Students with Disabilites

Park View Middle School
Long-Term English Learners
Students with Disabilites

Yucaipa High School
English Learners
Students with Disabilities

Mathematics:

Dunlap Elementary School
English Learners

Valley Elementary School
Wildwood Elementary School
Mesa View Middle School
Park View Middle School
Students with Disabilities

Park View Middle School
Socioeconomically Disadvantaged
Students with Disabilities

Green Valley Independent Study
All

Yucaipa High School
English Learners
Students with Disabilities

College/Career:

Green Valley High School
All
Socioeconomically Disadvantaged

White

Conditions & Climate - Schools - Student Groups

Rideview Elementary School
Suspension Rate
Students with Disabilities

Yucaipa High School
Suspension Rate
Students with Disabilities

Ridgeview Elementary School
Chronic Absenteeism
English Learners
Socioeconomically Disadvantaged
Hispanic

Mesa View Middle School
Chronic Absenteeism
All
White

Green Valley Independent Study
Chronic Absenteeism
White

In addition, as part of the 2025 California School Dashboard data, The following students groups were at the Red level: Long-Term English Learners students were -118.4 points Distance From Standard and Foster Youth students were -121.6 points Distance From Standard 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, Long-Term English Learners were -162.9 Distance From Standard and Foster Youth students were -143.8 Distance From Standard, scoring in the Red level.

English Learner student progress declined 10.3% across the district with our Enlish Learner and Long-Term English Learner students in the Red level.

Also, YCJUSD decreased in the percentage of students successfully completing A-G course requirements from 36.3% in 2024 to 33.4% in 2025.

On the other hand, the percentage of students making progress towards English language arts increased 10 points -27.1 Distance From

Standard in 2025. Also, math achievement to -62.8 Distance From Standard overall from 2024 to 2025. YCJUSD increased students prepared on the College/Career Indicator (CCI) in 2024 from 40.6% to 48.7 % in 2025.

The percentages of students passing one or more Advanced Placement (AP) exam with score of 3 or higher slightly increased from 65% in 2024 to 67% in 2025.

Notably, chronic absenteeism rates decreased 2.7% overall to 23.5%.

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 trainings in 2025-26.

Between 2023 and 2025, the district made notable progress in school climate and college readiness by successfully moving the Graduation Rate (93%) and Suspension Rate (3.9%) into the Green level. Most impressively, the district's Chronic Absenteeism Rate saw a sharp decline from a Red status of 32.8% in 2023 to 23.5% in 2025, and College/Career Readiness improved by nearly 8 percentage points. English Language Arts (ELA) also showed positive momentum, increasing by 10 points to a Yellow status. However, Mathematics remains a concern, shifting from Yellow status back to Orange status as the district struggled to maintain previous gains, landing at 62.8 points below standard.

The most critical area requiring immediate intervention is English Learner Progress, which declined from 47% making progress in 2023 to a Red status of 37.6% in 2025. This decline is echoed at the site level, with Dunlap Elementary School, Ridgeview Elementary School, Valley Elementary School, Park View Middle School, and Yucaipa High School all reporting Red levels for English Learners. Furthermore, while district-wide averages improved, systemic achievement gaps persist for Students with Disabilities (SWD) and Homeless Youth students, both of whom are performing at the Red status across ELA, Mathematics, and Suspension Rates. Long-Term English Learners (LTELs) have also emerged as a high-priority group in 2025, particularly at the secondary level.

Looking ahead to the upcoming school year, the district is committed to addressing achievement gaps identified through strengthening classroom instruction; refining college and career readiness programs; enhancing professional development; and expanding family engagement programs.

Learning Recovery Emergency Block Grant (LREBG) Funds
YCJUSD has $5,800,000 in unexpended funds that will be designated to support goals and actions within the LCAP over the next two years.

The district continued various needs assessments, using the 2025 California Dashboard data for English Language Arts, Mathematics, English Learner progress, 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 currently in Year 2 of Differentiated Assistance (DA) for Homeless Youth and Students with Disabilities. A significant milestone within the 2025 Dashboard data was the successful exit of English Learner and African American student groups from DA eligibility, signaling the effectiveness of previous targeted interventions. However, new data identifies Foster Youth students for Year 1 eligibility in English Language Arts (ELA), Mathematics, and Chronic Absenteeism, requiring a renewed focus on this high-need subgroup.

Academic performance on the 2025 California School Dashboard revealed a complex landscape of growth and challenge. Students with Disabilities demonstrated a notable 4.7% increase in ELA, improving their Distance From Standard (DFS) from -115.9 (Red) to -111.2 (Orange). This group also achieved a 6.2% increase in College and Career preparedness, reaching a 17.3% (Yellow) rate. Additionally, both Homeless and English Learner students showed progress in ELA and Mathematics, successfully transitioning from Red to Orange performance levels. For example, for ELA Homeless students increased 9.9 points to -42.5 DFS and EL students increased 9.3 points to -85.1 DFS, and with Math, Homeless students increased 22 points to -95.7 DFS and EL students increased 7.7 points to -112.9 DFS. On the other hand, with Math, Students with Disabilities decreased 7.7 points to-146.2 DFS.

Despite these gains, Homeless students and Students with Disabilities decreased slightly in Suspension rates, with Homeless students decining 1.3% and Students with Disabilites declining 1.1%. In addition, Foster Youth students experienced a sharp decline of 53.5 points in ELA and 40.5 points in Mathematics, placing them in the Red status. Chronic Absenteeism remains a critical area of concern, particularly for Homeless Youth, whose rates increased to 50.8%, and Foster Youth, who rose to 28.6%. Through a comprehensive root cause analysis, alongside the San Bernardino County Superintendent of Schools (SBCSS), district and school personnel identified that a lack of a district-wide, accountable system for monitoring Foster Youth students has led to insufficient in-school behavioral supports. This lack of connection directly contributes to increased absenteeism and decreased academic success.

To address these findings, the district is prioritizing a sense of belonging and positive attendance through the implementation of trauma-informed practices and responsive behavioral supports. Although our district is anticipating Homeless students moving out of DA, our district is still providng support through site support through academic and social-emotional interventions. To support Students with Disabilities, the district continues to expand the Supporting Inclusive Practices (SIP) project, utilizing Universal Design for Learning (UDL), co-teaching models, and improved master scheduling to ensure smoother transitions between general and special education settings.

Immediate next steps focus on data refinement, streamlining communication protocols to ensure all educational partners are informed of student needs and delivering site-based professional development. These efforts are strategically aligned within the LCAP: Actions 1.2 and 1.3 address College/Career indicators; Action 1.10 focuses on Literacy; Actions 1.8, 1.12, and 1.13 target ELA and Math achievement; and Actions 2.3 and 2.4 leverage PBIS to reduce 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 exited CSI during the 2025-26 school year.

Support for Identified Schools

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

The district has no schools eligible for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The district has no schools eligible for Comprehensive Support and Improvement.

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 2025-26 LCAP Mid-Year Update was presented to the Governing Board at a regularly scheduled meeting on February 10, 2026.
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 October 7, 2025 through November 7, 2025 for special education parents was provided through emails and text messages. Also, an LCAP survey was sent to all parents that was opened on November 6, 2025 through December 5, 2025 and on April 6 through April 30, 2026 via emails and text messages. An additional LCAP survey was opened from November 17, 2025 through December 5, 2025 and again on April 6 - April 30, 2026 for certificated and classified staff in the district 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. English Learners, Low Income, Students with Disabilities, Foster Youth, and Homeless Youth	LCAP development meetings took place on October 24, 2025; December 2, 2025; February 20, 2026; January 23, 2026; February 24, 2026; May 8, 2026; and May 13, 2026. These sessions were conducted in person. Some meeting dates conducted a morning meeting and an evening meeting to accommodate parent availability. The meetings were also facilitated through Zoom to accommodate participants unable to attend in person. The agenda covered various aspects, such as data analysis, updates around current year actions, focused discussions regarding progress and needs of student groups,

Educational Partner(s)	Process for Engagement
	and metrics embedded within the LCAP. Parents were provided an opportunity to share input on each goal. An overview of the 2025 California 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 2026-27 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 28, 2026, February 25, 2026, March 11, 2026, and April 16, 2026. During these meetings, a comprehensive review of LCAP data metrics, such as 2025 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 2026-27 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). January 2026 through March 2026 allowed for a student representative to visit a sampling of school sites to gather peer feedback, discuss site-specific challenges, and reflect on opportunities for growth. These meetings took place on the following dates: January 20, 2026, February 21, 2026, February 24, 2026, and March 5, 2026. A full recap of this information was shared with the Board of Education at the May 12th Board Meeting. 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

Educational Partner(s)	Process for Engagement
	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 2025 and April 2026 to gather 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 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 2025 California School Dashboard. Meetings for Green Valley High School staff were held on March 20, 2026 and April 15, 2026. Also, School Site Council meetings were held January 29, 2026, March 12, 2026 and May 7, 2026. 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. 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. Through this process, a goal and actions specific to the school have been added to the 2026-27 LCAP to support student learning and promote a healthy school climate.

Educational Partner(s)	Process for Engagement
Equity Multiplier School - Green Valley Independent Study School 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 School. As a result, this school will be provided funding to address the needs of the lowest performing student group on the 2025 California School Dashboard. Meetings for Green Valley Independent Study School staff were held on March 6, 2026 and April 10, 2026. Also, School Site Council meetings were held January 29, 2026, March 12, 2026 and May 7, 2026. 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. Through this process, a goal and actions specific to the school have been added to the 2026-27 LCAP to support student learning and promote a healthy school climate.
Equity Multiplier School - Oak View Education High School and Education Center Educational Partners: Teachers, site administrators, district administrators, School Site Council members, and students	Based on a non-stability rate above (>25%) and a socioeconomically disadvantaged population exceeding (>70%), Oak View High School continues to be identified as an Equity Multiplier School. Additional funding will support the needs of the lowest-performing student groups identified on the 2025 California School Dashboard. Oak View engaged educational partners through ongoing meetings with classified and certificated staff (August 6, 2025, September 30, 2025, October 28, 2025, November 18, 2025, and January 27, 2026. Also, certificated and classified meetings were held on November 3, 2025 and February 5, 2026, while School Site Council meetings were held on October 21, 2025; February 3, 2026; and April 9, 2026. Educational partners reviewed multiple data sources, including

Educational Partner(s)	Process for Engagement
	Dashboard indicators, attendance, suspension, and academic data. A needs assessment was conducted to identify strengths, areas of need, and potential inequities. Input was gathered to inform SPSA and LCAP goals, actions, and the use of Equity Multiplier funds. In addition to Dashboard subgroups with the lowest performance, educational partners also identified Newcomer English Learners, 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. Student voice was collected from all students through written surveys in October 2025 and empathy interviews on January 2026. Parent input is gathered through intake meetings with the principal, follow-up outreach (two weeks) after enrollment, front office surveys, and QR code feedback at school events. Additional feedback is collected during daily interactions, early pickups, and late drop-offs via paper surveys in the front office. Educational partners' input has been used to inform the development of the 2026–27 LCAP, with targeted goals and actions to improve student outcomes, engagement, and 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 9, 2026, and an overview of the 2025 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 2026-27 LCAP draft was presented to the East Valley SELPA Director on May 14, 2026 and certification of consultation was presented on May 14, 2026.
Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC)	The 2026-27 draft LCAP Goals and Actions were presented and reviewed to PAC on April 29, 2026 and DELAC on May 8, 2026. 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 2026-27 LCAP was held on June 9, 2026.

Educational Partner(s)	Process for Engagement
	The 2026-27 LCAP was adopted at a regularly scheduled Board of Education meeting on June 23, 2026.

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

Yucaipa-Calimesa Joint Unified School District remains firmly committed to sustained collaboration with its educational partners. Throughout the 2025–26 school year, the district engaged a broad spectrum of the community, including teachers (Yucaipa-Calimesa Educator's Association), classified staff (Yucaipa-Calimesa Chapter 209), families (Parent Advisory Committee/District English Learner Advisory Committee/District African American Parent Committee), partners (East Valley Special Education Local Plan Area), and students. This collaborative process analyzed California School Dashboard data and local assessments to ensure equitable support for underserved populations, including English Learners, Students with Disabilities, Low Income students, and Foster Youth students. Notably, our district started our first District African American Parent Advisory Committee meeting this year also and will continue to build parent and community partnerships through additional multicultural committees next year. Discussion focused around the effectiveness of programs, actions, services, and expenditures that will best allow YCJUSD to meet the needs of students, specifically low income students, English learner, and foster youth students. Comprehensive themes from partner input analysis of the 2025–26 survey data and in-person conversations revealed several certain themes that have directly influenced the goals and actions for the 2026–27 LCAP in order for us to be better for our students and families.

Goal 1: Academic Excellence & Instruction

Educational partner input focused on screen fatigue for students and prioritizing a pen to paper approach. In addition, regarding English Learner support, educational partner input requested increased transparency for the reclassification process (Goal 1, Actions 5 & 6). Also, to address the need for both support and challenge, partner input focused on maintaining special education support through Instructional Aide staffing (Goal 1, Action 7), while simultaneously expanding GATE and STEM/Robotics from clubs into more specialized instructional programs at the elementary level (Goal 1, Action 1). Also, parents expressed the need to continue and expand CTE and dual enrollment courses for secondary students (Goal 1, Actions 2 & 3). Additionally, certificated and classified employees provided input for professional development for Universal Design for Learning (UDL) and Autism awareness to support general education teachers (Goal 1, Action 13).

Goal 2: Social-Emotional Wellness, Culture, and Climate

Feedback from our educational partners, especially students, emphasized that a physical and emotionally safe environment is the foundation for learning. In addition, students highlighted a need for additional mental health support, especially in our wellness centers at schools (Goal 2, Action 2).

Goal 3: Communication & Family Engagement

Partner input highlighted how the district has transitioned from a "one-way information" model to a "meaningful partnership" model based on family requests for deeper involvement. Also, parents expressed a need for increasing site-specific engagement, moving away from

centralized district meetings toward "Coffee with the Principal" and counselor-led workshops at individual school sites (Goal 3, Action 1). In addition, parents asked for expansion of translation services by providing "busy parent" friendly workshop options (online and evening) and ensuring that school activities are inclusive and accessible to families without established social networks (Goal 3, Actions 1 & 2).

Oak View High School and Education Center, Green Valley High School, and Green Valley Independent Study School have been identified as Equity Multiplier Schools.Educational partners at each of our Equity Mulitplier Schools met to develop goals that have been included in the LCAP. Although Oak View High School had no color for performance in English Language Arts (ELA), Green Valley High had orange levels of student performance in the area of ELA. 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 Newcomer and refugee students, has been identified as a needed support as Oak View High School and Green Valley High School have experienced a recent surge in Newcomer and refugee students. Educational partners, especially teachers, identified the need for professional development to build capacity for working with Newcomer students at the high school level (Goals 4 & 6, Action 2) and professional development for staff (Goals 4 & 6, Action 3). Additionally, Goal 4 (Green Valley High School) and Goal 6 (Oak View High School and Education Center) were developed to create actions to support overall student engagement and opportunitie to increase graduation at both high schools. Specifically, two additional Community Liaison positions (Goals 4 & 6, Action 1) with the intention of helping students see a direct connection between school and attaining skills to be successful throughout their lives.

Educational partner input at Green Valley Independent Study School identified the need to continue with the Community Liaison position since there was a significant decrease in chronic absenteeism due to the added support by a part-time Community Liaison position to student attendance (Goal 5, Action 1).

Through this structured approach, the 2026–27 LCAP moves beyond general goals to address the specific, lived experiences of the YCJUSD community, ensuring every student is supported, safe, and challenged.

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, Long-Term English Learners, and Foster Youth 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 2026-27 LCAP identified the following:

1. The 2025 California School Dashboard data indicated district performance in English Language Arts increased 10 points (-27.1), and the following students groups were at the Red level: Foster Youth students declined 53.5 points (-121.6) and Long-Term English Learners maintained at 2.4 points (-118.4).

2. The 2025 California School Dashboard data indicated district performance in Mathematics maintained 2.9 points overall (-62.8), and the following students groups were at the Red level: African American students declined 23.6 points (-109.3), Foster Youth students declined 40.5 points (-143.8), Long-Term English Learners maintained 1.6 points (-162.9), and Students with Disabilities declined 7.7 points (-146.2).

3. English Learner Progress Indicator (ELPI) data on the 2025 California School Dashboard declined 10.3% with 37.6% of English Learners made progress on the spring 2025 English Language Proficiency Assessments for California (ELPAC).

4. The number of students Prepared increased 5.9% to 48.7% on the College/Career Indicator (CCI).

5. The district's graduation rate maintained at 93%.

The actions in Goal 1 are intended to develop instructional and intervention systems that meet the needs of all Low Income students, English Learners, Long-Term English Learners, and Foster Youth students. These systems respond to changing student needs through quality tiered support systems and strategic use of multiple data sources. Goal 1 actions 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 Distance from Standard (DFS) California School Dashboard	2022-23 All: -37.5 Distance From Standard (Orange) English Learners: -91.8 Distance From Standard (Red) Foster Youth: -98.4 Distance From Standard (Red)	2023-24 All: -37.1 Distance From Standard English Learners: -94.4 Distance From Standard Foster Youth: -68.1 Distance From Standard	2024-25 All: -27.1 Distance From Standard English Learners: -85.1 Distance From Standard Foster Youth: -121.6 Distance From Standard Low Income: -45.2	All: -25 Distance From Standard English Learners: -71.8 Distance From Standard Foster Youth: -53.2 Distance From Standard	All: +10.4 English Learners: +6.7 Foster Youth: -23.2 Low Income: +10.2 Students with Disabilities: +5.5 Homeless Youth: +18.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: -55.4 Distance From Standard (Orange) Students with Disabilities: -116.7 Distance From Standard (Red) 2024 Dashboard Homeless Youth: -74.7 Distance From Standard (Red)	Low Income: -53.3 Distance From Standard Students with Disabilities: -115.9 Distance From Standard Homeless Youth: -74.7 Distance From Standard	Distance From Standard Students with Disabilities: -111.2 Distance From Standard Homeless Youth: -56.3 Distance From Standard	Low Income: -40.4 Distance From Standard Students with Disabilities: -86.7 Distance From Standard Homeless Youth: -52 Distance From Standard	
1.2	English Language Arts (ELA) - Elementary Distance from Standard (DFS) California School Dashboard	2022-23 Calimesa English Learners: -122.7 Distance From Standard Students with Disabilities: -150 Distance From Standard White: -77.5 Distance From Standard Ridgeview English Learners: -89.3 Distance From Standard Valley Students with Disabilities: -136.9 Distance From Standard	2023-24 Calimesa English Learners: -126.6 Distance From Standard Students with Disabilities: -135.9 Distance From Standard White: -87.3 Distance From Standard Ridgeview English Learners: -99.3 Distance From Standard Valley Students with Disabilities: -120.9 Distance From Standard	2024-25 Calimesa English Learners: -66.9 Distance From Standard Students with Disabilities: -99.2 Distance From Standard White: -52.3 Distance From Standard Ridgeview English Learners: -65.4 Distance From Standard Valley Students with Disabilities: -107 Distance From Standard	Calimesa English Learners: -63 Distance From Standard Students with Disabilities: -90.2 Distance From Standard White: -47.5 Distance From Standard Ridgeview English Learners: -59.7 Distance From Standard Valley Students with Disabilities: -106.9 Distance From Standard	Calimesa English Learners:+55.8 Students with Disabilities: +50.8 White: +25.2 Ridgeview English Learners: +23.9 Valley Students with Disabilities: +30
1.3	English Language Arts (ELA) - Secondary Distance from Standard (DFS)	2022-23 Mesa View Middle English Learners: -108.6 Distance From Standard	2023-24 Mesa View Middle English Learners: -105.2 Distance From Standard	2024-25 Mesa View Middle English Learners: -99.7 Distance From Standard	Mesa View Middle English Learners: -88.6 Distance From Standard	Mesa View Middle English Learners: +8.9 Students with Disabilities: -13.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	Students with Disabilities: -132 Distance From Standard Park View Middle English Learner: -94.7 Distance From Standard Students with Disabilities: -138.8 Distance From Standard	Students with Disabilities: -124.2 Distance From Standard Park View Middle English Learners: -94.3 Distance From Standard Students with Disabilities: -126.6 Distance From Standard	Students with Disabilities: -145.2 Distance From Standard Park View Middle English Learners: -82.2 Distance From Standard Students with Disabilities: -124.1 Distance From Standard	Students with Disabilities:-123 Distance From Standard Park View Middle English Learners: -74.7 Distance From Standard Students with Disabilities: -120.8 Distance From Standard	Park View Middle English Learners: +12.5 Students with Disabilities: +14.7
1.4	Math - District Distance from Standard (DFS) California School Dashboard	2022-23 All: -74.4 Distance From Standard (Yellow) African American: -95.5 Distance From Standard (Red) English Learners: -118.3 Distance From Standard (Orange) Foster Youth: -151.8 Distance From Standard (Red) Homeless Youth: -117.4 Distance From Standard (Red) Low Income: -91.8 Distance From Standard (Yellow)	2023-24 All: -65.8 Distance From Standard African American: -85.7 Distance From Standard English Learners: -120.5 Distance From Standard Foster Youth: -103.3 Distance From Standard Homeless Youth: -117.7 Distance From Standard Low Income: -84.2 Distance From Standard	2024-25 All: -62.8 Distance From Standard African American: -109.3 Distance From Standard English Learners: -112.9 Distance From Standard Foster Youth: -143.8 Distance From Standard Homeless Youth: -95.7 Distance From Standard Low Income: -80.6 Distance From Standard	All: -58.4 DFS African American: -74.5 Distance From Standard English Learners: -98.3 Distance From Standard Foster Youth: -100.5 Distance From Standard Homeless Youth: -92.4 Distance From Standard Low Income: -74.8 Distance From Standard	All: +11.6 African American: -13.8 English Learners: +5.4 Foster Youth: +8 Homeless Youth: +21.7 Low Income: +11.2
1.5	Math - Elementary Distance from Standard (DFS)	2022-23 Valley Students with Disabilities: -132.5 Distance From Standard	2023-24 Valley Students with Disabilities: -117.6 Distance From Standard	2024-25 Valley Students with Disabilities: -116 Distance From Standard	Valley Students with Disabilities: -102.5 Distance From Standard	Valley Students with Disabilities: +16.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard					
1.6	Math - Secondary Distance from Standard (DFS) California School Dashboard	2022-23 Mesa View Middle English Learners: -138.7 Distance From Standard Hispanic: -99 Distance From Standard Low Income: -96.2 Distance From Standard Park View Middle English Learners: -135.1 Distance From Standard Hispanic: -97.9 Distance From Standard Low Income: -98 Distance From Standard Yucaipa High English Learners: -187.4 Distance From Standard	2023-24 Mesa View Middle English Learners: -133 Distance From Standard Hispanic: -85.4 Distance From Standard Low Income: -83.1 Distance From Standard Park View Middle English Learners: -138.7 Distance From Standard Hispanic: -93.7 Distance From Standard Low Income: -95.2 Distance From Standard Yucaipa High English Learners: -123.6 Distance From Standard	2024-25 Mesa View Middle English Learners: -113.1 Distance From Standard Hispanic: -86.2 Distance From Standard Low Income: -85.5 Distance From Standard Park View Middle English Learners: -118.2 Distance From Standard Hispanic: -94.3 Distance From Standard Low Income: -95.3 Distance From Standard Yucaipa High English Learners: -158.1 Distance From Standard	Mesa View Middle English Learners: -108.7 Distance From Standard Hispanic: -79 Distance From Standard Low Income: -75.2 Distance From Standard Park View Middle English Learners: -105.1 Distance From Standard Hispanic: -90.9 Distance From Standard Low Income: -91 Distance From Standard Yucaipa High English Learners: -123 Distance From Standard	Mesa View Middle English Learners: +25.6 Hispanic: +12.8 Low Income: +10.7 Park View Middle English Learners: +16.9 Hispanic: +3.6 Low Income: +2.7 Yucaipa High English Learners: +29.3
1.7	California Science Test (CAST) Percentage of students meeting or exceeding standard California School Dashboard	2022-23 All: 26.8% English Learners: 0.7% Foster Youth: 0% Low Income: 20.2%	2023-24 All: 25.4% English Learners: 0% Foster Youth: 9.09% Low Income: 19.1%	2024-25 All: 32.66% English Learners: 2.81% Foster Youth: 9.92% Low Income: 22.34%	All: 35% English Learners: 10% Foster Youth: 12% Low Income: 25%	All: +5.86 % English Learners: +2.11% Foster Youth: +9.92 % Low Income: +2.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Reading - Elementary Percentage of students proficient STAR Assessment - Fall	2023-24 All: 43.3% English Learners: 8.9%	2024-25 All: 43.4% English Learners: 16.4%	2025-26 All: 44% English Learners: 15%	All: 45% English Learners: 18%	All: +0.7% English Learners: +6.1%
1.9	Reading - Secondary Percentage of students proficient STAR Assessment - Winter	2023-24 All: 48% English Learners: 1.8%	2024-25 All: 45% English Learners: 10.2%	2025-26 All: 45.7% English Learners: 14.3%	All: 47% English Learners: 16%	All: -2.3% English Learners: +12.5%
1.10	Math - Elementary Percentage of students proficient STAR Assessment - Fall	2023-24 All: 39.8% English Learners: 12.8%	2024-25 All: 36.7% English Learners: 19.1%	2025-26 All: 37.1% English Learners: 13.5%	All: 42% English Learners: 22%	All: -2.7% English Learners: +0.7%
1.11	Math - Secondary Percentage of students proficient STAR Assessment - Winter	2023-24 All: 28.2% English Learners: 1.8%	2024-25 All: 28.1% English Learners: 8.3%	2025-26 All: 33.4% English Learners: 8%	All: 37% English Learners: 10%	All: +5.2% English Learners: +6.2%
1.12	English Learner Progress Indicator (ELPI) Percentage of students making progress towards English language proficiency	2022-23 English Learners: 47% making progress Long-Term English Learners: 50.6% making progress	2023-24 English Learners: 47.8% making progress Long-Term English Learners: 45.4% making progress	2024-25 English Learners: 37.6% making progress Long-Term English Learners: 34.5% making progress	English Learners: 49% making progress Long-Term English Learners: 52% making progress	English Learners: -9.4% making progress Long-Term English Learners: -16.1% making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard					
1.13	English Learner Progress Indicator (ELPI) - Elementary Percentage of students making progress towards English language proficiency California School Dashboard	2022-23 Calimesa 28% making progress Dunlap 44.2% making progress	2023-24 Calimesa 35.6% making progress Dunlap 55.8% making progress	2024-25 Calimesa 58.5% making progress Dunlap 27.1% making progress	Calimesa 60% making progress Dunlap 51% making progress	Calimesa +30.5% making progress Dunlap -17.1% making progress
1.14	English Learner Redesignated Fluent English Proficient (RFEP) Percentage of EL and LTEL who were reclassified CDE Dataquest	2022-23 Redesignated Fluent English Proficient: 5.5% Long-Term English Learners: 42.8%	2023-24 Redesignated Fluent English Proficient: 4.3% Long-Term English Learners: 39.6%	2024-25 Redesignated Fluent English Proficient: 5.4% Long-Term English Learners: 42.8%	Redesignated Fluent English Proficient: 8% Long-Term English Learners: 43%	Redesignated Fluent English Proficient: -0.1% Long-Term English Learners: Maintained
1.15	Graduation Rate Indicator Percentage of students completing high school California School Dashboard	2022-23 All: 92.3% English Learners: 88.5% Foster Youth: 75% Low Income: 91.1%	2023-24 All: 93.1% English Learners: 89.6% Foster Youth: 92.9% Low Income: 92.2%	2024-25 All: 93% English Learners: 82.5% Foster Youth: *Fewer than 11 students Low Income: 92.2%	All: 94% English Learners: 90% Foster Youth: 92% Low Income: 93%	All: +0.7% English Learners: -6% Low Income: +1.1% Foster Youth: Not Applicable
1.16	College/Career Indicator (CCI)	2022-23 All: 40.9% English Learners: 15.7%	2023-24 All: 40.6% English Learners: 15.2%	2024-25 All: 48.7% English Learners: 22.2%	All: 50% English Learners: 28% Foster Youth: 11%	All: +7.8% English Learners: +6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students successfully completing requirements for CTE sequences or programs of study California School Dashboard	Foster Youth: 8.3% Low Income: 34.2% Students with Disabilities: 8%	Foster Youth: 7.7% Low Income: 34.2% Students with Disabilities: 9.6%	Foster Youth: *Fewer than 11 students Low Income: 41.1% Students with Disabilities: 17.3%	Low Income: 46% Students with Disabilities: 20%	Foster Youth: +8.3% Low Income: +6.9% Students with Disabilities: +9.3%
1.17	College/Career Indicator (CCI) - School and Student Group Percentage of students successfully completing requirements for CTE sequences or programs of study California School Dashboard	2022-23 Green Valley High All: 9.3% Low Income: 6.8% Hispanic: 4.9% Oak View High and Ed. Center All: 0% Low Income: 0%	2023-24 Green Valley High All: 18.9% Low Income: 17.6% Hispanic: 12.1% Oak View High and Ed. Center All: 0% Low Income: 0%	2024-25 Green Valley High All: 7.3% Hispanic: 6.1% Low Income: 6.6% Oak View High and Ed. Center All: 2.2% Low Income: 2.2%	Green Valley High All: 15% Hispanic: 11% Low Income: 21% Oak View High and Ed. Center All: 3% Low Income: 3%	Green Valley High All: +2% Hispanic: +1.2% Low Income: -0.2% Oak View High and Ed. Center All: +2.2% Low Income: +2.2%
1.18	UC/CSU Entrance Requirement Completion Rate Percentage of students who have successfully completed A-G requirements CDE Dataquest	2022-23 All: 43.5% English Learners: 15.6% Foster Youth: Fewer than 11 students Low Income: 32.9%	2023-24 All: 36.3% English Learner: 10.2% Foster Youth: 0.0% Low Income: 28.4%	2024-25 All: 33.4% English Learner: 11.5% Foster Youth: *Fewer than 11 students Low Income: 24.7%	All: 52% English Learners: 33.6% Foster Youth: 15% Low Income: 42%	All: -10.1% English Learners: -4.1% Foster Youth: *Fewer than 11 students Low Income: -8.2%
1.19	Advanced Placement (AP) Test Results Percent of students who pass one or more AP exam with score of 3 or higher	2022-23 All: 62% English Learners: 100% Foster Youth: N/A Low Income: 62%	2023-24 All: 65% English Learners: 67% Foster Youth: 0% Low Income: 65%	2024-25 All: 67% English Learners: 100% Foster Youth: N/A Low Income: 60%	All: 70% English Learners: 100% Foster Youth: N/A Low Income: 70%	All: +5% English Learners: Maintained Foster Youth: NA Low Income: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Aeries					
1.20	Early Assessment Program (EAP) English Language Arts (ELA) Percentage of 11th grade students reported as Ready or Conditionally Ready from ELA Smarter Balanced Summative Assessment results	2022-23 All: 41.8% English Learners: *Fewer than 11 students Foster Youth: *Fewer than 11 students Low Income: 21.1%	2023-24 All: 44.06% English Learners: *Fewer than 11 students Foster Youth: *Fewer than 11 students Low Income: 20.14%	2024-25 All: 51.16% English Learners: 7.32% Foster Youth: 33.33% Low Income: 41.65%	All: 53% English Learners: 42% Foster Youth: 41% Low Income: 43%	All: +9.36% English Learners: +7.32% Foster Youth: +33.33% Low Income: +20.55%
1.21	Early Assessment Program (EAP) Math Percentage of 11th grade students reported as Ready or Conditionally Ready from Math Smarter Balanced Summative Assessment results	2022-23 All: 16.4% English Learners: *Fewer than 11 students Foster Youth: *Fewer than 11 students Low Income: 7.8%	2023-24 All: 26.3% English Learners: *Fewer than 11 students Foster Youth: *Fewer than 11 students Low Income: 9.63%	2024-25 All: 20.66% English Learners: 0% Foster Youth: 0% Low Income: 12.94%	All: 27% English Learners: 14% Foster Youth: 13% Low Income: 18%	All: +4.26% English Learners: 0% Foster Youth: 0% Low Income: +5.14%
1.22	Local Indicator: Access to Standards-Aligned Instructional Materials California School Dashboard	2022-23 Williams Act Reports: Student access to core materials 100%	2023-24 Williams Act Reports: Student access to core materials 100%	2024-25 Williams Act Reports: Student access to core materials 100%	100%	Maintained
1.23	Local Indicator: Appropriately Assigned Teachers	2022-23	2023-24 Williams Act Reports:	2024-25 Williams Act Reports:	100%	Williams Act Reports: Appropriate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard	Williams Act Reports: Appropriate Teacher Assignment 85.8%	Appropriate Teacher Assignment 88.2%	Appropriate Teacher Assignment 87.3%		Teacher Assignment +1.5%
1.24	Local Indicator: Access to a Broad Course of Study California School Dashboard	2022-23 100%	2023-24 100%	2024-25 100%	100%	Maintained
1.25	Local Indicator: Implementation of Academic Standards, including EL access California School Dashboard	2022-23 100%	2023-24 100%	2024-25 100%	100%	Maintained
1.26	UC/CSU/CTE Entrance Requirement Completion Rate Percentage of students who have completed both A-G and CTE course requirements CDE Dataquest	2022-23 All: 8.6% English Learners: 1.9% Foster Youth: 0% Low Income: 7.2%	2023-24 All: 4.0% English Learners: 1.5% Foster Youth: 0% Low Income: 4.4%	2024-25 All: 7.2% English Learners: 3.2% Foster Youth: *Fewer than 11 students Low Income: 6.3%	All: 9.5% English Learners: 5% Foster Youth: 3% Low Income: 9%	All: -1.4% English Learners: +1.3% Foster Youth: 0% Low Income: -0.9%

Goal Analysis [2025-26]

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

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

The majority of actions were successfully implemented, resulting in significant progress across targeted actions. Actions 1.1 (Arts Education and Enrichment), 1.3 (Career Technical Education Program: Regional Occupational Program), 1.5 (English Learner (EL) Support (Technical Assistance)), 1.7 (Graduation Readiness Support), 1.9 (Instructional Technology - Classroom Support), 1.10 (Literacy Education and Enrichment), and 1.12 (School-Level Program Support) were successfully implemented as planned. While success was seen in the

implementation of Action 1.8 (Instructional Academic Support), a continued focus on narrowing the gap for these groups is essential 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 our EL, LTEL, and Foster Youth student groups. Although there have been some improvements, particularly among Low Income students, substantial gaps still exist, particularly for English Learners, Students with Disabilities, and Foster Youth students. 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.

Action 1.2 (Career Technical Education Program: Pathway Support) was partially implemented since a portion of the resources allocated for a pathway were unspent. The planned purchase of industry-standard equipment was not completed. As a result, students were unable to engage in certain activities. This affected services by restricting students to theoretical coursework rather than practical application, ultimately impacting their exposure to current industry practices.

Action 1.4 (College and Career Readiness Support) was implemented differently than planned since there was a vacant position during the school year, due to difficulty filling the position, resulting in planned expenditures not being spent.

Action 1.6 (English Learner (EL): (Language Support Services (Technical Assistance) was implemented differently than planned since there was a vacant position during the beginning of the school year, due to personnel retiring, resulting in planned expenditures not being spent.

Action 1.8 (Instructional Academic Support) was implemented differently than planned since positions were vacant positions throughout the school year, due to lack of applicants and high turn over rates, resulting in planned expenditures not being spent.

Action 1.11 (Long-Term English Learner (LTEL) Support) a challenge in implementation occurred due to a change in support for our LTEL students where our Student Educational Services department needed to enhance English Language Delvelopment (ELD) and phonemic awareness teacher training this year. Next year, the focus will be how to add the additional layer of support for our EL students at the elementary level to prevent our EL students from being LTELs at the middle and high school levels.

Action 1.13 (Staff Professional Development) was implemented differently than planned with additional professional development provided in the spring that was not originally planned, resulting in actual expeditures that were not included in the planned expenditures.

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

Action 1.1 – Arts Education and Enrichment
There was a significant material difference for this action due to there was a salary raise. This resulted in higher than expected expenditures.

Action 1.2 – Career Technical Education Program: Pathway Support

There was a material difference for this action due to partial resources not being spent for a specific career technical pathway. This resulted in lower than expected anticipated expenditures.

Action 1.3 – Career Technical Education Program: Regional Occupational Program
There was no significant material difference for this action as planned actions were implemented as intended.

Action 1.4 – College and Career Readiness Support
There was a material difference for this action as there was a vacant position during the 25-26 school year. This resulted in lower than anticipated expenditures.

Action 1.5 – English Learner (EL) Support (Technical Assistance)
There was no significant material difference for this action as planned actions were implemented as intended.

Action 1.6 – English Learner (EL): Language Support Services (Technical Assistance)
There was a material difference for this action due to a position being vacant during the beginnning of the school year. This resulted in lower than anticipated expenditures.

Action 1.7 – Graduation Readiness Support
There was a material difference for this action due to there was a salary raise. This resulted in higher than expected expenditures.

Action 1.8 – Instructional Academic Support
There was a material difference for this action due to vacant positions throughout the school year. This resulted in lower than anticipated expenditures.

Action 1.9 – Instructional Technology - Classroom Support
There was no significant material difference for this action as planned actions were implemented as intended. Minor variances in expenditures were due to a salary raise.

Action 1.10 – Literacy Education and Enrichment
There was a material difference for this action due to there was a salary raise. This resulted in higher than expected expenditures.

Action 1.11 – Long-Term English Learner (LTEL) Support
There was a material difference for this action due to limited implementation at the majority of school sites. This resulted in lower than anticipated expenditures.

Action 1.12 – School-Level Program Support
There was no significant material difference for this action as planned actions were implemented as intended. Minor variances in expenditures were due to adjustments in resource allocation.

Action 1.13 – Staff Professional Development

There was a material difference for this action due to additional professional development for certificated personnel. This resulted in higher than original planned expenditures.

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

The evaluation of Action 1.1 (Arts Education and Enrichment) demonstrates effectiveness 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). Overall graduation data outcomes remained high and stable, but specific subgroup performance diverged significantly from 2024. The All Students Graduation Rate held steady at 93%, maintaining gains made in 2024. While the Foster Youth student group represents fewer than 11 students, but the previous year showed a massive jump to 92.9%, and Low Income students remained unchanged at 92.2%. However, the Graduation Rate for English Learners (EL) saw a decline from 89.6% to 82.5%. This indicates while more EL students are staying in school, a smaller percentage successfully met all graduation requirements. The College/Career Indicator (CCI) was the area of most significant growth between 2024 and 2025. The percentage of students completing Career Technical Education (CTE) pathways jumped from 40.6% to 48.7%. One of the most successful student groups was Students with Disabilities, whose CCI completion rate nearly doubled from 9.6% to 17.3%. Despite the Graduation Rate dip, EL students saw an improvement in CCI completion, rising from 15.2% to 22.2%, and Low Income students saw a significant jump from 34.2% to 41.1%. While the 2025 Foster Youth student group was fewer than 11 students, preventing a public percentage comparison, the trend remains positive compared to the 8.3% baseline. Notably, Oak View Education Center moved from 0% in previous years to 2.2% in 2025, marking the first time students at this site successfully met these specific requirements. In addition, after a dip in 2024 for UC/CSU/CTE Completion, the district rebounded to 7.2% in 2025, and English Learners more than doubled their completion rate from 1.5% to 3.2%, and Low Income students increased from 4.4% to 6.3%. The overall Chronic Absenteeism Rate of 23.5% demonstrates a significant decrease in chronic student absences and have led to engagement and some positive outcomes. The African American student group saw the most significant single-year improvement, dropping 9.2% from 37.2% in 2024 to 28% in 2025, and English Learners decreased from 26.2% in 2024 to 22.4% in 2025. Low Income student improved Chronic Absenteeism Rates from 30.3% to 27.2%, while Foster Youth students increased from 25% to 28.6%. Strengthening engagement through arts and enrichment opportunities could serve as an intervention strategy to improve student attendance and overall school connection. These figures indicate that enrichment programs, including arts education, may be playing a role in student engagement and retention. 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) demonstrates effectiveness 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 College/Career Indicator (CCI) was the area of most significant growth between 2024 and 2025. The percentage of students completing Career Technical Education (CTE) pathways jumped from 40.6% to 48.7%. One of the most successful student groups was Students with Disabilities, whose CCI completion rate nearly doubled from 9.6% to 17.3%. Despite the Graduation Rate dip, English Learner students saw an improvement in CCI completion, rising from 15.2% to 22.2%, and Low Income students saw a significant jump from 34.2% to 41.1%. While the 2025 Foster Youth student group was fewer than 11 students, preventing a public percentage comparison, the trend remains positive compared to the 8.3% baseline. Notably, Oak View Education Center moved from 0% in previous years to 2.2% in 2025, marking the first time students at

this site successfully met these specific requirements. Academic preparedness, as measured by the Early Assessment Program (EAP), showed growth overall in English Language Arts (ELA) with All Students from 44.06% to 51.16%. In addition, Low Income students demonstrated the most significant growth, jumping from 20.14% to 41.65%, and Foster Youth students showed a remarkable increase to 33.33%. With the English Learner student group, it was the first time in three years the student group was large enough to report, establishing a progress point of 7.32%. While ELA scores increased, Math readiness encountered a decrease with All Students from 26.3% to 20.66%. The Low Income student group provided a bright spot in the data, continuing to improve from 9.63% to 12.94%, while English Learners and Foster Youth students reported 0% readiness in 2025. The district maintained 100% compliance with the Local Indicator: Access to Standards-Aligned Instructional Materials, demonstrating every student, including English Learners, Foster Youth, and Low Income students had full access to the core instructional materials. In addition, after a dip in 2024 for UC/CSU/CTE Completion, the district rebounded to 7.2% in 2025, and English Learners more than doubled their completion rate from 1.5% to 3.2%, and Low Income students increased from 4.4% to 6.3%. Also, the Foster Youth student group reported fewer than 11 students, preventing a public percentage comparison. 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) demonstrates effectiveness 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 College/Career Indicator (CCI) due to it being the area of most significant growth between 2024 and 2025. The percentage of students completing CTE pathways jumped from 40.6% to 48.7%. One of the most successful student groups was Students with Disabilities, whose CCI completion rate nearly doubled from 9.6% to 17.3%. Despite the Graduation Rate dip, English Learner students saw an improvement in CCI completion, rising from 15.2% to 22.2%, and Low Income students saw a significant jump from 34.2% to 41.1%. While the 2025 Foster Youth student group was fewer than 11 students, preventing a public percentage comparison, the trend remains positive compared to the 8.3% baseline. Notably, Oak View Education Center moved from 0% in previous years to 2.2% in 2025, marking the first time students at this site successfully met these specific requirements. Academic preparedness, as measured by the Early Assessment Program (EAP), showed growth overall in English Language Arts (ELA) with All Students from 44.06% to 51.16%. In addition, Low Income students demonstrated the most significant growth, jumping from 20.14% to 41.65%, and Foster Youth students showed a remarkable increase to 33.33%. With the English Learner student group, it was the first time in three years the student group was large enough to report, establishing a progress point of 7.32%. While ELA scores increased, Math readiness encountered decrease with All Students from 26.3% to 20.66%. The Low Income student group provided a bright spot in the data, continuing to improve from 9.63% to 12.94%, while English Learners and Foster Youth students reported 0% readiness in 2025. Also, the district maintained 100% compliance with the Local Indicator: Access to Standards-Aligned Instructional Materials, demonstrating every student, including English Learners, Foster Youth, and Low Income students had full access to the core instructional materials. For the Local Indicator: Access to Broad Course of Study, the district maintained 100% access, esnuring that English Learners, Foster Youth, and Low Income students were included in specialized programs. The district maintained 100% compliance of Local Indicator: Implementation of State Academic Standards by ensuring that 100% of the curriculum and instruction are aligned with state standards, ensuring English Learners, Foster Youth and Low Income students are provided a rigorous education required for college and career readiness. In addition, after a dip in 2024 for UC/CSU/CTE Completion, the district

rebounded to 7.2% in 2025, and English Learners more than doubled their completion rate from 1.5% to 3.2%, and Low Income students increased from 4.4% to 6.3%. The Foster Youth student group reported fewer than 11 students, preventing a public percentage comparison. For Chronic Absenteeism at the secondary level, Park View Middle School showed consistent growth, reducing all students rate from 31.1% to 27.2%, and the English Learner student group dropped 3.7%. 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) demonstrates effectiveness 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%, maintaining gains made in 2024. While the Foster Youth student group represents fewer than 11 students, but the previous year showed a massive jump to 92.9%, and Low Income students remained unchanged at 92.2%. However, the Graduation Rate for English Learners (EL) saw a decline from 89.6% to 82.5%. This indicates while more EL students are staying in school, a smaller percentage successfully met all graduation requirements. The College/Career Indicator (CCI) was the area of most significant growth between 2024 and 2025. The percentage of students completing Career Technical Education (CTE) pathways jumped from 40.6% to 48.7%. One of the most successful student groups was Students with Disabilities, whose CCI completion rate nearly doubled from 9.6% to 17.3%. Despite the Graduation Rate dip, English Learners saw an improvement in CCI completion, rising from 15.2% to 22.2%, and Low Income students saw a significant jump from 34.2% to 41.1%. While the 2025 Foster Youth student group was fewer than 11 students, preventing a public percentage comparison, the trend remains positive compared to the 8.3% baseline. Notably, Oak View Education Center moved from 0% in previous years to 2.2% in 2025, marking the first time students at this site successfully met these specific requirements. For the UC/CSU Entrance Requirement Completion Rate, All students showed a slight secline from 36.3% to 33.4%. However, English Learner students showed positive growth, with completion rates increasing from 10.2% to 11.5%, while Low Income students faced a challenge as the completion rate dropped from 28.4% to 24.7%. In addition, the Foster Youth student group consisted of fewer than 11 students, preventing a public percentage comparison. In addition, the percentage of students who passed one or more Advanced Placement (AP) exams with a score of 3 or higher continued a steady three-year climb, for the All Students group, reaching 67% in 2025, and English Learner students showed a major rebound to 100% proficiency. While the Foster Youth student group reported fewer than 11 students, preventing a public percentage comparison, Low Income students declined to 60%. After a dip in 2024 for UC/CSU/CTE Completion, the district rebounded to 7.2% in 2025, and English Learners more than doubled their completion rate from 1.5% to 3.2%, and Low Income students increased from 4.4% to 6.3%. The Foster Youth student group reported fewer than 11 students, preventing a public percentage comparison. Overall, 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) demonstrates mixed effectiveness 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 2024-25 indicates that 37.6% of English Learners declined 10.3%, and Long-Term English Learners (LTELs) declined 34.5%. However, Calimesa Elementary School showing strong growth of English Learners from 35.6% in 2024-25 to 58.5% in 2025-26. Long-Term English Learners (LTELs) continue to face challenges, with 34.5% redesignated, highlighting the need for specialized interventions to accelerate their progress. However, the

English Learner Redesignated Fluent English Proficient showed an increase from 4.3% in 2024 to 5.4% in 2025, and Long-Term English Learner Redesignation increased from 39.6% to 42.8%. 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) demonstrates effectiveness 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. Overall graduation data outcomes remained high and stable, but specific subgroup performance diverged significantly from 2024. The All Students Graduation Rate held steady at 93%, maintaining gains made in 2024. While the Foster Youth student group represents fewer than 11 students, but the previous year showed a massive jump to 92.9%, and Low Income students remained unchanged at 92.2%. However, the Graduation Rate for English Learners (EL) saw a decline from 89.6% to 82.5%. This indicates while more EL students are staying in school, a smaller percentage successfully met all graduation requirements. For the UC/CSU Entrance Requirement Completion Rate, English Learners showed positive growth, with completion rates increasing from 10.2% to 11.5%, while Low Income students faced a challenge as the completion rate dropped from 28.4% to 24.7%. In addition, the Foster Youth student group consisted of fewer than 11 students, preventing a public percentage comparison. Also, the district maintained 100% compliance with the Local Indicator: Access to Standards-Aligned Instructional Materials, demonstrating every student, including English Learners, Foster Youth, and Low Income students had full access to the core instructional materials. However, disparities remain among student subgroups, particularly in UC/CSU entrance requirement completion rates. While 33.4% of all students met these requirements, only 11.5% of English Learners and 24.7% of Low Income students achieved this milestone. 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) demonstrates effectiveness 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 2024-25 English Language Arts (ELA) and Math Distance From Standard data, shows some challenges, especially for Foster Youth students and Long-Term English Learners. For English Language Arts, the Distance From Standard (DFS) ranges widely, with All students at -27.1 DFS, English Learners at -85.1 DFS, Foster Youth at -121.6 DFS, Low Income students at -45.2 DFS, and Students with Disabilities at -111.2 DFS. Similarly, in elementary and secondary schools, English Learners and Students with Disabilities are consistently showing significant growth, with Calimesa Elementary showing an increase of 9.1 DFS for English Learners to -117.5 DFS and an increase of 36.8 points DFS for Students with Disabilities to -99.2 DFS. In addition, Ridgeview Elementary school showed an increase with English Learners of 34.1 points at -65.3 DFS, and Valley Elementary School demonstrated an increase of 13.9 points with Students with Disabilities to -107 points DFS. At the secondary level, Park View Middle School showed an increase with their student groups, such as English Learners increasing 12.1 points to -82.2 points DFS. While Mesa View Middle School showed gains with English Learners increasing 5.5 points to -99.7 points DFS, Students with Disabilities decreased 21 points to -145.2 points DFS. In math, even though All students increased 2.9 points to -62.8 DFS and Low Income students increased 3.6 points to -80.6 DFS, there are concerns among student groups, especially for English Learners (-112.9 DFS), Long-Term English Learners (-162.9 DFS), Foster Youth (-143.8 DFS), African American students (-109.3 DFS), and Students with Disabilities (-146.2 DFS). Secondary schools,

like Mesa View Middle School and Park View Middle School showed English Learners at -113.1 DFS and -118.2 DFS. In addition, for STAR Math Elementary, All Students declined to 36.7%, and English Learners increased to 19.1%. For science, All students, English Learners (EL), Foster Youth, and Low Income students showed improvement, with All students increasing to 32.66%, English learner students increasing to 2.81%, Foster Youth students increasing to 9.92%, and Low Income students increasing to 22.34%. 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 Low Income students, many student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Foster 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) demonstrates effectiveness 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 2025 across different student groups in both English Language Arts and Math. For English Language Arts, the Distance From Standard (DFS) ranges widely, with All students at -27.1 DFS, English Learners at -85.1 DFS, Foster Youth at -121.6 DFS, Low Income students at -45.2 DFS, and Students with Disabilities at -111.2 DFS. Similarly, in elementary and secondary schools, English Learners and Students with Disabilities are consistently showing significant growth, with Calimesa Elementary showing an increase of 9.1 DFS for English Learners to -117.5 DFS and an increase of 36.8 points DFS for Students with Disabilities to -99.2 DFS. In addition, Ridgeview Elementary school showed an increase with English Learners of 34.1 points at -65.3 DFS, and Valley Elementary School demonstrated an increase of 13.9 points with Students with Disabilities to -107 points DFS. At the secondary level, Park View Middle School showed an increase with their student groups, such as English Learners increasing 12.1 points to -82.2 points DFS. In addition, Mesa View Middle School showed gains with English Learners increasing 5.5 points to -99.7 points DFS, and Students with Disabilities decreased 21 points to -145.2 points DFS. In math, even though All students increased 2.9 points to -62.8 DFS and Low Income students increased 3.6 points to -80.6 DFS, there are concerns among student groups, especially for English Learners (-112.9 DFS), Long-Term English Learners (-162.9 DFS), Foster Youth (-143.8 DFS), African American students (-109.3 DFS), and Students with Disabilities (-146.2 DFS). Secondary schools, like Mesa View Middle School and Park View Middle School showed English Learners at -113.1 DFS and -118.2 DFS. While the All Students group saw slight declines in STAR Elementary Math and STAR Secondary Reading, English Learners showed consistent growth. For example, for STAR Reading Elementary, All Students remained stable, moving from 43.3% to 43.4%, and English Learners increased from 8.9% to 16.4 %. For Secondary STAR Reading, All Students declined from 48% to 45%, while English Learners increased from 1.8% to 10.2%. In addition, for STAR Math Elementary, All Students declined to 36.7%, and English Learners increased to 19.1%. However, for STAR Math Secondary, All Students remained stable, moving from 28.2% to 28.1%, and English Learners increased to 8.3%. The data highlightsAll Studetn STAR outcomes reflected mixed effectiveness, and many schools have struggled to close the achievement gaps. Although technology-based interventions and resources have been made available, their impact appears to be uneven. 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) demonstrates mixed effectiveness 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. For English Language Arts, the Distance From Standard (DFS) ranges widely, with All students at -27.1 DFS, English Learners at -85.1 DFS, Foster Youth at -121.6 DFS, Low Income students at -45.2 DFS, and Students with Disabilities at -111.2 DFS. Similarly, in elementary and secondary schools, English Learners and Students with Disabilities are consistently showing significant growth, with Calimesa Elementary showing an increase of 9.1 DFS for English Learners to -117.5 DFS and an increase of 36.8 points DFS for Students with Disabilities to -99.2 DFS. In addition, Ridgeview Elementary school showed an increase with English Learners of 34.1 points at -65.3 DFS, and Valley Elementary School demonstrated an increase of 13.9 points with Students with Disabilities to -107 points DFS. At the secondary level, Park View Middle School showed an increase with their student groups, such as English Learners increasing 12.1 points to -82.2 points DFS. In addition, Mesa View Middle School showed gains with English Learners increasing 5.5 points to -99.7 points DFS, and Students with Disabilities decreased 21 points to -145.2 points DFS. While the All Students group saw slight declines in STAR Elementary Math and STAR Secondary Reading, English Learners showed consistent growth. For example, for STAR Reading Elementary, All Students remained stable, moving from 43.3% to 43.4%, and English Learners increased from 8.9% to 16.4 %. For Secondary STAR Reading, All Students declined from 48% to 45%, while English Learners increased from 1.8% to 10.2%. In addition, for STAR Math Elementary, All Students declined to 36.7%, and English Learners increased to 19.1%. However, for STAR Math Secondary, All Students remained stable, moving from 28.2% to 28.1%, and English Learners increased to 8.3%. Continued focus on targeted literacy interventions and enrichment programs will be essential for closing these gaps. Strengthening support services, especially for English Learners, Foster Youth students, 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) demonstrates mixed effectiveness 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. For English Language Arts, the Distance From Standard (DFS) ranges widely, with All students at -27.1 DFS, English Learners at -85.1 DFS, Foster Youth at -121.6 DFS, Low Income students at -45.2 DFS, and Students with Disabilities at -111.2 DFS. Similarly, in elementary and secondary schools, English Learners and Students with Disabilities are consistently showing significant growth, with Calimesa Elementary showing an increase of 9.1 DFS for English Learners to -117.5 DFS and an increase of 36.8 points DFS for Students with Disabilities to -99.2 DFS. In addition, Ridgeview Elementary school showed an increase with English Learners of 34.1 points at -65.3 DFS, and Valley Elementary School demonstrated an increase of 13.9 points with Students with Disabilities to -107 points DFS. At the secondary level, Park View Middle School showed an increase with their student groups, such as English Learners increasing 12.1 points to -82.2 points DFS. In addition, Mesa View Middle School showed gains with English Learners increasing 5.5 points to -99.7 points DFS, and Students with Disabilities decreased 21 points to -145.2 points DFS. In math, even though All students increased 2.9 points to -62.8 DFS and Low Income students increased 3.6 points to -80.6 DFS, there are concerns among student groups, especially for English Learners (-112.9 DFS), Long-Term English Learners (-162.9 DFS), Foster Youth (-143.8 DFS), African American students (-109.3 DFS), and Students with Disabilities (-146.2 DFS). Secondary schools, like Mesa View Middle School and Park View Middle School showed English Learners at -113.1 DFS and -118.2 DFS. For science,

All students, English Learners (EL), Foster Youth, and Low Income students showed improvement, with All students increasing to 32.66%, English learner students increasing to 2.81%, Foster Youth students increasing to 9.92%, and Low Income students increasing to 22.34%. The English Learner Progress Indicator (ELPI) for 2024-25 indicates that 37.6% of English Learners declined 10.3%, and Long-Term English Learners (LTELs) declined 34.5%. Long-Term English Learners (LTELs) continue to face challenges, with 34.5% redesignated, highlighting the need for specialized interventions to accelerate their progress. However, the English Learner Redesignated Fluent English Proficient showed an increase from 4.3% in 2024 to 5.4% in 2025, and Long-Term English Learner Redesignation increased from 39.6% to 42.8%. 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. 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.

The Baseline data for Metric 1.18 (UC/CSU Entrance Requirement Completion Rate) for All students, English Learners, Foster Youth, and Low Income students and Metric 1.19 (Advanced Placement (AP) Test Results) for All students, English Learners, Foster Youth, and Low Income students were updated to reflect the Baseline data and Targeted Outcomes due to the original data being entered incorrectly. In addition, the Target for Year 3 Outcome data for Metrics 1.1 (English Language Arts (ELA) - District) for All students, English Learners, Foster Youth, Low Income and Homeless Youth, M 1.2 (English Language Arts (ELA) - Elementary) for English Learners and Students with Disabilities, M 1.3 (English Language Arts (ELA) - Secondary) for Mesa View - English Learners and Students with Disabilities, and Park View - English Learners and Students with Disabilities, M 1.4 (Math - District) for All students, African American, English Learners, Foster Youth, Homeless Youth, and Low Income students, M 1.6 (Math - Secondary) for Mesa View - Hispanic and Low Income students, Park View - Hispanic and Low Incomes, and Yucaipa High School English Learners, M 1.7 (California Science Test (CAST)) for English Learners, Foster Youth, and Low Income students, M 1.8 (Reading - Elementary) for All students and English Learners, M 1.9 (Reading - Secondary) for All students and English Learners, M 1.10 (Math - Elementary) for All students and English Learners, M 1.11 (Math - Secondary) for All students and English Learners, M 1.12 (English Learner Progress Indicator (ELPI)) for English Learners and Long-Term English Learners, M 1.13 (English Learner Progress Indicator (ELPI) - Elementary) for Calimesa and Dunalp, M 1.14 (English Learner Redesignated Fluent English Proficient (RFEP)) for RFEP students and Long-Term English Learners, Metrics 1.15 (Graduation Rate) for All students, English Learners, Foster Youth, and Low Income students, M 1.16 (College/Career Indicator (CCI)) for All students, English Learners, Foster Youth, Low Income and Students with Disabilities, M 1.17 (College/Career Indicator (CCI) - School and Student Group Indicator) for Green Valley High All students, Hispanic, and Low Income students, and Oak View High and Ed. Center All students and Low Income students, M 1.18 (UC/CSU Entrance Requirement Completion Rate) for All students, English Learners, Foster Youth and Low Income students, M 1.19 (Advanced Placement (AP) Test Results) for All students, English Learners, Foster Youth, and Low Income students, M 1.20 (Early Assessment Program (EAP) - English Language Arts (ELA)) for All students, English Learners, Foster Youth and Low Income students, M. 1.21 (Early Assessment Program (EAP) - Math) for All students, English Learners, Foster Youth and Low Income students, and M 1.26 (UC/CSU/CTE Entrance Requirement Completion Rate) for All students, English Learners, Foster Youth, and Low Income students have been adjusted to more realistic goals based on the data from the past two years.

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.	$1,988,000.00	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.	$1,403,359.00	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.	$153,000.00	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	$1,080,500.00	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.	$175,000.00	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.	$2,177,000.00	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. LREBG ACTION: $1,854,000	$2,968,581.00	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.	$843,000.00	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	$857,000.00	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.	$17,000.00	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.	$1,363,115.00	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.	$1,493,922.00	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 2025 California School Dashboard data identified the following:
1. YCJUSD was identified for Differentiated Assistance based on the performance status of Foster Youth (Chronic Absenteeism) and Homeless Youth (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 2.7% overall. However, Foster Youth students increased 3.6%, Homeless Youth students increased 3%, Asian students increased 5.3%, and Two or More Races students increased 1.1% with Chronic Absenteeism Rates.

3. Suspension rates declined slightly from 4.8% to 3.9%, with Homeless Youth students declined 1.3%, while African American students increased 3% and Two or More Races students increased 1.3%.

4. Dropout rates decreased 0.12% in middle school and 0.11% 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 Percentage of students absent for 10% or more of enrolled days during the school year California School Dashboard	2022-23 All: 32.8% (Red) African American: 39.8% (Red) English Learners: 33.1% (Red) Foster Youth: 37% (Orange) Hispanic: 35.5% (Red) Homeless Youth: 51.1% (Red) Low Income: 37.1% (Red) Two or More Races: 39.3% (Red) White: 28.4% (Red)	2023-24 All: 26.2% African American: 37.2% English Learners: 26.2% Foster Youth: 25% Hispanic: 27.9% Homeless Youth: 47.8% Low Income: 30.3% Two or More Races: 25% White: 23.5%	2024-25 All: 23.5% African American: 28% English Learners: 22.4% Foster Youth: 28.6% Hispanic: 24.8% Homeless Youth: 50.8% Low Income: 27.2% Two or More Races: 26.1% White: 20.7%	All: 19% African American: 23% English Learners: 16% Foster Youth: 21% Hispanic: 20% Homeless Youth: 19% Low Income: 25% Two or More Races: 23% White: 19%	All: -9.3% African American: -11.8% English Learners: -10.7% Foster Youth: -8.4% Hispanic: -10.7% Homeless Youth: -0.3% Low Income: -9.9% Two or More Races: -13.2% White: -7.7%
2.2	Chronic Absenteeism Rate - Elementary School and Student Group Percentage of students absent for 10% or more of enrolled days during the school year California School Dashboard	2022-23 Calimesa Homeless Youth: 53.7% Students with Disabilities: 50% Chapman Heights All: 30.7% English Learners: 42.3% Hispanic: 35.8% Low Income: 37.5% White: 24.8% Dunlap English Learners: 29.1% Hispanic: 40.3%	2023-24 Calimesa Homeless Youth: 64.3% Students with Disabilities: 33.6% Chapman Heights All: 24.8% English Learners: 33.3% Hispanic: 28.8% Low Income: 30.3% White: 20% Dunlap	2024-25 Calimesa Homeless Youth: 67.7% Students with Disabilities: 38.5% Chapman Heights All: 22.5% English Learners: 27.1% Hispanic: 24.7% Low Income: 27.1% White: 19.7% Dunlap	Calimesa Homeless Youth: 33% Students with Disabilities: 32% Chapman Heights All: 21% English Learners: 25% Hispanic: 22% Low Income: 24% White: 18% Dunlap English Learners: 12% Hispanic: 21%	Calimesa Homeless Youth: +14% Students with Disabilities: -11.5% Chapman Heights All: -8.2% English Learners: -15.2% Hispanic: -11.1% Low Income: -10.4% White: -5.1% Dunlap English Learners: -13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 40.7% Ridgeview All: 29% English Learners: 22% Hispanic: 32.8% Low Income: 33.5% Students with Disabilities: 31.3% White: 22.7% Valley English Learners: 24.4% Hispanic: 27% Wildwood All: 29.6% Hispanic: 34.7% White: 25.6%	English Learners: 31.2% Hispanic: 31.3% Low Income: 33.1% Ridgeview All: 17.9% English Learners: 10.9% Hispanic: 17.5% Low Income: 21% Students with Disabilities: 17.4% White: 17% Valley English Learners: 13.9% Hispanic: 18.4% Wildwood All: 21.2% Hispanic: 20.7% White: 22.3%	English Learners: 15.7% Hispanic: 23.2% Low Income: 25.8% Ridgeview All: 18.7% English Learners: 20.5% Hispanic: 20.5% Low Income: 23.6% Students with Disabilities: 19.6% White: 16.3% Valley English Learners: 15.3% Hispanic: 17.8% Wildwood All: 13.8% Hispanic: 13.9% White: 13.1%	Low Income: 23% Ridgeview All: 16% English Learners: 10% Hispanic: 16% Low Income: 20% Students with Disabilities: 17% White: 16% Valley English Learners: 13% Hispanic: 17% Wildwood All: 13% Hispanic: 13.3% White: 12%	Hispanic: -17.1% Low Income: -14.9% Ridgeview All: -10.3% English Learners: -1.5% Hispanic: -12.3% Low Income: -9.9% Students with Disabilities: -11.7% White: -6.4% Valley English Learners: -9.1% Hispanic: -9.2% Wildwood All: -15.8% Hispanic: -20.8% White: -12.5%
2.3	Chronic Absenteeism Rate - Middle School and Student Group Percentage of students absent for 10% or more of enrolled days during the school year California School Dashboard	2022-23 Mesa View Middle All: 31.1% Low Income: 36.5% White: 28.3% Park View Middle All: 33.2% English Learners: 41.1% Low Income: 37.7% Students with Disabilities: 47.5% Hispanic: 36.1% White: 30.2%	2023-24 Mesa View Middle All: 30.1% Low Income: 35.6% White: 25.2% Park View Middle All: 31.1% English Learners: 33.7% Low Income: 36.7% Students with Disabilities: 42.1%	2024-25 Mesa View Middle All: 30.3% Low Income: 34.1% White: 27.4% Park View Middle All: 27.2% English Learners: 30% Low Income: 32.8% Students with Disabilities: 47.5%	Mesa View Middle All: 28% Low Income: 34% White: 25% Park View Middle All: 26% English Learners: 29% Low Income: 31% Students with Disabilities: 42% Hispanic: 27% White: 24%	Mesa View Middle All: -0.8% Low Income: -2.4% White: -0.9% Park View Middle All: -6% English Learners: -11.1% Low Income: -4.9% Students with Disabilities: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Green Valley Independent All: 56.1% Hispanic: 64.2% Low Income: 62% White: 45.5%	Hispanic: 34% White: 27% Green Valley Independent All: 32.7% Hispanic: 39.3% Low Income: 37.9% White: 22%	Hispanic: 28.6% White: 24.2% Green Valley Independent All: 30.7% Hispanic: 32.2% Low Income: 34.4% White: 30.4%	Green Valley Independent All: 30% Hispanic: 31% Low Income: 33% White: 21%	Hispanic: -7.5% White: -6% Green Valley Independent All: -25.4% Hispanic: -32% Low Income: -27.6% White: -15.1%
2.4	Student Attendance Rate Percentage of students attending school each day Aeries	2022-23 All: 91.4% English Learners: 90.5% Foster Youth: 87.9% Low Income: 91.3%	2023-24 All: 92.33% English Learners: 91.16% Foster Youth: 88.3% Low Income: 91.22%	2024-25 All: 92.41% English Learners: 91.39% Foster Youth: 95.37% Low Income: 91.18%	All: 93% or higher English Learners: 93% or higher Foster Youth: 93% or higher Low Income: 93% or higher	All: +1.01% English Learners: +0.89% Foster Youth: +7.47% Low Income: -0.12%
2.5	Middle School Dropout Rate Percentage of middle school students reported as dropouts CALPADS Report	2022-23 All: 0.37% English Learners: 0% Foster Youth: 0% Low Income: 0.26%	2023-24 All: 0.28% English Learners: 0% Foster Youth: 0% Low Income: 0.14%	2024-25 All: 0.16% English Learners: 0% Foster Youth: 0% Low Income: 0.24%	All: Maintain under 0.5% English Learners: Maintain under 0.5% Foster Youth: Maintain under 0.5% Low Income: Maintain under 0.5%	All: -0.21% English Learners: Maintained Foster Youth: Maintained Low Income: -0.02%
2.6	High School Dropout Rate Percentage of high school students reported as dropouts CDE Dataquest	2022-23 All: 6.3% English Learners: 7.8% Foster Youth: 14.3% Low Income: 7.4%	2023-24 All: 4.21% English Learners: 18.18% Foster Youth: 11.3% Low Income: 6.4%	2024-25 All: 4.1% English Learners: 9.1% Foster Youth: 7.7% Low Income: 4.5%	All: 4% or lower English Learners: 4% or lower Foster Youth: 4% or lower Low Income: 4% or lower	All: -2.2% English Learners: +1.3% Foster Youth: -6.6% Low Income: -2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate Percentage of students suspended from school California School Dashboard	2022-23 All: 4.6% African American: 9.2% American Indian: 12.9% English Learners: 6.1% Foster Youth: 14.3% Low Income: 5.4% 2023-24 Homeless Youth: 6% Students with Disabilities: 8.8%	2023-24 All: 4.8% African American: 2.8% American Indian: 12.1% English Learners: 6.5% Foster Youth: 13.2% Low Income: 5.6% Homeless Youth: 6% Students with Disabilities: 8.8%	2024-25 All: 3.9% African American: 5.8% American Indian: 5.7% English Learners: 6.6% Foster Youth: 7.9% Low Income: 4.7% Homeless Youth: 4.6% Students with Disabilities: 7.7%	All: 3.7% African American: 2.0% American Indian: 5.4% English Learners: 4% Foster Youth: 4.3% Low Income: 2.5% Homeless Youth: 4.4% Students with Disabilities: 7.5%	All: -0.7% African American: -3.4% American Indian: -7.2% English Learners: +0.5% Foster Youth: -6.4% Low Income: -0.7% Homeless Youth: -1.4% Students with Disabilities: -1.1%
2.8	Suspension Rate - Secondary Percentage of students suspended from school California School Dashboard	2022-23 Park View Middle English Learners: 17.7% Hispanic: 14.2% Low Income: 12.1% Green Valley High All: 10.5% Hispanic: 13.8% Low Income: 9.4% Students with Disabilities: 20% Oak View High and Ed. Center All: 22.5% Hispanic: 28.1% Low Income: 24.2%	2023-24 Park View Middle English Learners: 16.7% Hispanic: 14.8% Low Income: 15.5% Green Valley High All: 5.3% Hispanic: 4.4% Low Income: 6.5% Students with Disabilities: 7.1% Oak View High and Ed. Center All: 24.5% Hispanic: 27.8% Low Income: 24.6%	2024-25 Park View Middle English Learners: 10.9% Hispanic: 8.1% Low Income: 9.4% Green Valley High All: 4.7% Hispanic: 7.0% Low Income: 5.3% Students with Disabilities: 8.3% Oak View High and Ed. Center All: 13.1% Hispanic: 13.0% Low Income: 12.5%	Park View Middle English Learners: 10.2% Hispanic: 8% Low Income: 2% Green Valley High All: 4.3% Hispanic: 4% Low Income: 5% Students with Disabilities: 7% Oak View High and Ed. Center All: 11% Hispanic: 10% Low Income: 10%	Park View Middle English Learners: -6.8% Hispanic: -6.1% Low Income: -2.7% Green Valley High All: -5.8% Hispanic: -6.8% Low Income: -4.1% Students with Disabilities: -11.7% Oak View High and Ed. Center All: -9.4% Hispanic: -15.1% Low Income: -11.7%
2.9	Expulsion Rate	2022-23 All: 0.1% English Learners: 0%	2023-24 All: 0.2%	2024-25 All: 0.2%	All: Maintain 0.5% or less	All: +0.1% English Learners: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students expelled from school CDE Dataquest	Foster Youth: 0% Low Income: 0.1%	English Learners: 0.2% Foster Youth: 0.9% Low Income: 0.2%	English Learners: 0.1% Foster Youth: 0.0% Low Income: 0.2%	English Learners: Maintain 0.5% or less Foster Youth: Maintain 0.5% or less Low Income: Maintain 0.5% or less	Foster Youth: Maintained Low Income: +0.1%
2.10	Percentage of students reporting favorably regarding school safety Local Survey	2024-25 Grade 5 = 68.1% Grades 6-8 = 77.6% Grades 9-12 = 63.2%	2024-25 Grade 5 = 68.1% Grades 6-8 = 77.6% Grades 9-12 = 63.2%	2025-26 Grade 5 = 79.9% Grades 6-8 = 79.33% Grades 9-12 = 87.5%	Grade 5 = 85% Grades 6-8 = 85% Grades 9-12 = 90%	Grade 5 = +11.8% Grades 6-8 = +1.73% Grades 9-12 = +24.3%
2.11	Percentage of students reporting favorably regarding school connectedness (sense of belonging) Local Survey	2024-25 Grade 5 = 88.9% Grades 6-8 = 90.4% Grades 9-12 = 86.5%	2024-25 Grade 5 = 88.9% Grades 6-8 = 90.4% Grades 9-12 = 86.5%	2025-26 Grade 5 = 76.7% Grades 6-8 = 71.25% Grades 9-12 = 81.25%	Grade 5 = 90% Grades 6-8 = 92% Grades 9-12 = 88%	Grade 5 = -12.2% Grades 6-8 = -19.15% Grades 9-12 = -5.25%
2.12	Local Indicator: Safe, Clean and Functional School Facilities California School Dashboard	2022-23 Zero Findings	2023-24 Zero Findings	2024-25 Zero Findings	Zero Findings	Zero Findings

Goal Analysis [2025-26]

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

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

Action 2.1 ((Bilingual Community Support) was partially implemented due to a position not being filled for a portion of the school year.

Action 2.2 (Counseling Support) and In addition, a noticeable success was the collaboration between Action 2.1 (Bilingual Community Support) and Action 2.2 (Counseling Support). By utilizing Bilingual Liaisons to reach underrepresented families and Counselors and Behavioral Health Counselors to provide academic and social-emotional support, the district is advancing in addressing various factors at school and outside of school to increase student attendance and participation in school. This was further supported by Action 2.4 (Social Emotional Learning Support), which enhanced student motivation and school climate.

Action 2.3 (Positive Behavioral and Interventions Support) experienced a partial implementation due to staffing challenges of filling a position after the school year started in the fall.

Action 2.4 (Social Emotional Learning Support)) was partially implemented due to not adding additional support as orginally planned.

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

Action 2.1 – Bilingual Community Support
There was a material difference for this action due to a position being filled for a portion of the school year. This resulted in lower than anticipated expenditures.

Action 2.2 – Counseling Support
There was a material difference for this action due to vacant positions throughout the school year. This resulted in lower than anticipated expenditures.

Action 2.3 – Positive Behavioral and Interventions Support
There was a material difference for this action due to a position being filled after the school year started. This resulted in lower than expenditures.

Action 2.4 – Social Emotional Learning Support
There was a material difference for this action due to not implementing additional support this year and moving the implementation to next school year. This resulted in lower than anticipated expenditures.

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

The evaluation of Action 2.1 (Bilingual Community Support) demonstrates effectiveness 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 23.5% demonstrates a significant decrease in chronic student absences and have led to engagement and some positive outcomes. The African American student group saw the most significant single-year improvement, dropping 9.2% from 37.2% in 2024 to 28% in 2025, and English Learners decreased from 26.2% in 2024 to 22.4% in 2025. Low Income student improved Chronic Absenteeism Rates from 30.3% to 27.2%, while Foster Youth students increased from 25% to 28.6%. At the elementary level, Wildwood Elementary School demonstrated a dramatic improvement with a 7.4% reduction in one year, from 21.2% in 2024 to 13.8% in 2025, and Dunlap Elementary School reduced its English Learner (EL) rate from 31.2% to 15.7%, nearly cutting the percentage of chronically absent EL students in half within a single school year. Also, at the secondary

level, Park View Middle School showed consistent growth, reducing all students rate from 31.1.% to 27.2%, and the English Learner student group dropped 3.7%. Bilingual Liaisons are effectively addressing the needs of students who face language or cultural barriers, which can be a contributing factor in absenteeism. Although English Learners (22.4%), Hispanic (24.8%), and Low Income students (27.2%) have lower absenteeism rates than Foster Youth (28.6%), Homeless Youth (50.8%) and African American (28%) students, their rates are still above the overall absenteeism rate (23.5%). The overall slight increase of the Attendance Rate at 92.41% is a positive outcome and Foster Youth students increased (95.37%), while English Learners (91.39%) and Low Income students (91.18%) Attendance Rates maintained. 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) demonstrates effectiveness 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 23.5% suggests a significant challenge with absenteeism across the student population, and it also shows that efforts have led to engagement and some positive outcomes. The African American student group saw the most significant single-year improvement, dropping 9.2% from 37.2% in 2024 to 28% in 2025, and English Learners decreased from 26.2% in 2024 to 22.4% in 2025. At the elementary level, Wildwood Elementary School demonstrated a dramatic improvement with a 7.4% reduction in one year, from 21.2% in 2024 to 13.8% in 2025, and Dunlap Elementary School reduced its English Learner (EL) rate from 31.2% to 15.7%, nearly cutting the percentage of chronically absent EL students in half within a single school year. Also, at the secondary level, Park View Middle School showed consistent growth, reducing all students rate from 31.1.% to 27.2%, and the English Learner student group dropped 3.7%. Bilingual Liaisons may be effectively addressing the needs of students who face language or cultural barriers, which can be a significant factor in absenteeism. Although English Learners (22.4%), Hispanic (24.8%), and Low Income students (27.2%) have lower absenteeism rates than Foster Youth (28.6%), Homeless Youth (50.8%) and African American (28%), their rates are still above the overall absenteeism rate (23.5%). 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, and after-school programs. The overall slight increase of the Attendance Rate at 92.41% is a positive outcome and Foster Youth students increased (95.37%), while English Learners (91.39%) and Low Income students (91.18%) Attendance Rates maintained. 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. Student perceptions of safety improved significantly across most grade levels with Grade 5 students favorable responses rose from 68.1% to 79.9%, Grades 6-8 students remained stable and high at 79.3%, and Grades 9-12 students showed the most dramatic increase in favorable perception, jumping from 63.2% to 87.5%. While safety scores are high, school connectedness presents a more significant challenge with Grade 5 students at 76.7% favorable, Grades 6-8 71.25% favorable, and Grades 9-12 at 81.25% favorable. Across all grade levels, the data suggests that while students feel safe, they do not yet feel as connected. Overall, the actions taken by Counselors and Behavioral Health Counselors have shown positive results in fostering school safety. Additionally, there are areas for improvement, particularly in improving connectedness among students. By focusing on targeted interventions, increasing mental health support, and promoting greater student involvement, Counselors and Behavioral Health Counselors can continue to make progress toward creating both a safe and connected environment for all students.

The evaluation of Action 2.3 (Positive Behavioral and Interventions Support) demonstrates partial effectiveness and appears to be contributing to progress 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). Full effectiveness cannot yet be determined because implementation was not completed as planned. The overall slight increase of the Attendance Rate at 92.41% is a positive outcome and Foster Youth students increased (95.37%), while English Learners (91.39%) and Low Income students (91.18%) Attendance Rates maintained. 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. There was a noticeable decrease in the overall Suspension Rate from 4.8% to 3.9%, and major student subgroup success with Foster Youth students plummeting from 12.1% to 5.7%, American Indian students effectively halved the Suspension Rate, dropping from 12.1% to 5.7%, Homeless Youth students improved from 6% to 4.6%, and Low Income students decreased from 5.6% to 4.7%. English Learners remained relatively stagnant with a slight uptick from 6.5% to 6.6%. Through proactive engagement with students and families, and by fostering a positive and supportive school climate, Deans have supported the reduction of suspensions and increased support all students in achieving academic and behavioral success. Success was seen at the secondary levels also with Green Valley High School lowering their Suspension Rate to 4.7%, and Oak View Education Center significantly reduced their overall rate by over 11% to 13.1%. 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 effective, as evidenced by student groups remaining under 0.5%, with English Learners slightly dropping from 0.2% to 0.1%, Foster Youth students decreasing from 0.9% to 0.0%, and Low Income students remaining at 0.2%. 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, student perceptions of safety improved significantly across most grade levels with Grade 5 students favorable responses rose from 68.1% to 79.9%, Grades 6-8 students remained stable and high at 79.3%, and Grades 9-12 students showed the most dramatic increase in favorable perception, jumping from 63.2% to 87.5%. 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) demonstrates mixed effectiveness effectiveness 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). Full effectiveness cannot yet be determined because implementation was not completed as planned. Social-Emotional Learning (SEL) Learning Support has played a significant role in the overall slight increase of the Attendance Rate at 92.41% is a positive outcome and Foster Youth students increased (95.37%), while English Learners (91.39%) and Low Income students (91.18%) Attendance Rates maintained. The SEL support efforts have been effective in maintaining low Middle School Dropout Rates across all groups, with 0.16% dropout rates for English Learners and 0% for 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. At the middle school level, the district continues to maintain rates well below the 0.5% target, with all students decreasing from 0.28% in 2024 to 0.16% in 2025, English Learners and Foster Youth students maintained a 0% Dropout Rate, and the Low Income student group saw a slight increase from 0.14% to 0.24%. The high school data reflects significant progress with English Learners rate was slashed by half from 18.18% in 2024 to 9.1% in 2025. While for High School Dropout Rate, All Students dipped to 4.1% from 4.21%, and Foster Youth students continued a steady downward trend, dropping from 11.3% to 7.7%. However, Low Income students improved slightly from 6.4% to 4.5%. Also, students feeling school connectedness presents a more significant challenge with Grade 5 students at 76.7% favorable, Grades 6-8 71.25% favorable, and Grades 9-12 at 81.25% favorable. Across all grade levels, the data suggests that students do not yet feel connected overall. 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.

The Target for Year 3 Outcome data for Metric 2.1 (Chronic Absenteeism Rate) for All students, African American, English Learners, Foster Youth, Hispanic, Homeless Youth, Low Income, and White students, Metric 2.2 (Chronic Absenteeism Rate - Elementary School and Student Group) for Calimesa - Homeless Youth and Students with Disabilities and Chapman Heights - English Learners, Hispanic, Low Income, and White students, Dunlap - English Learners and Hispanic students, Ridgeview - All students, English Learners, Hispanic, Low Income, and Students with Disabilities, Valley - English Learners and Hispanic students, and Wildwood - All students, Hispanic, and White students, M 2.3 (Chronic Absenteeism Rate - Middle School and Student Group) for Mesa View Middle - All students, Low Income, and White students, Park View Middle - All students Low Income, Students with Disabilites, and White students, M 2.4 (Student Attendance Rate) for All students, English Learners, Foster Youth, and Low Income students, M 2.6 (High School Dropout Rate) for All students, English Learners, Foster Youth, and Low Income students, and Metric 2.7 (Suspension Rate) have been updated to reflect current Targeted Outcomes for African American, English Learners, Foster Youth, Low Income, Homeless Youth, and Students with Disabilites, M 2.8 (Suspension Rate - Secondary) for Park View Middle - English Learners and Hispanic students, Green Valley High - All students, Hispanic, Low Income, and Students with Disabilities, and Oak View High and Ed. Center - All students and Hispanic students M 2.10 (Percentage of students reporting favorably regarding school safety) for Grade 5, Grades 6-8, and Grades 9-12, and M 2.11 (Percentage of students reporting favorably regarding school connectedness) for Grade 5, Grades 6-8, and Grades 9-12 have been adjusted to more realistic goals based on the data from the past two years.

Action 2.3 - there was an update made to the action description due to the additional staff supporting the action's goals.

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.	$228,000.00	Yes
2.2	Counseling Support	The district 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	$4,942,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth (FY) students, as measured by M 2.1, M 2.2, M 2.3, M 2.4, M 2.10, and 2.11.		
2.3	Positive Behavioral and Interventions Support	The district will provide staffing and program 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.	$1,538,000.00	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. LREBG ACTION: $3,361,000	$3,491,114.00	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, English learner, and Foster youth 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 Attendance Rosters	2024-25 43 parents	2024-25 43 parents	2025-26 94 parents	100 parents	51
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 Attendance Rosters	2024-25 1,703 parents	2024-25 1,703 parents	2025-26 1,942 parents	2,000 parents	239
3.3	Percentage of parents reporting favorably regarding school safety Local Survey	2024-25 76.3% of parents reported favorably regarding school safety	2024-25 76.3% of parents reported favorably regarding school safety	2025-26 80% of parents reported favorably regarding school safety	86% of parents reported favorably regarding school safety	3.7%
3.4	Percentage of parents reporting favorably regarding school	2024-25 75.9% of parents reported favorably	2024-25 75.9% of parents reported favorably	2025-26 82.8% of parents reported favorably	85% of parents reported favorably	6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connectedness (sense of belonging) Local Survey	regarding school connectedness	regarding school connectedness	reagrding school connectedness	regarding school connectedness	

Goal Analysis [2025-26]

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

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

All actions in Goal 3 were successfully implemented, resulting in significant progress in parent leadership and support services, and no challenges were identified in the implementation of the actions. Actions 3.1 (District Parent Engagement Staffing, Events, and Supplies) and 3.2 (School-Based Parent Support) were successfully implemented as planned with no substantive differences, creating a more inclusive environment for our parents and community. However, Action 3.2 (School-Based Parent Support) experienced increased translation demand during implementation. A primary driver for this success was the work of our Bilingual Engagement Specialist, whose outreach efforts and relationships with parents and community members led to a measurable increase in participation among parents and guardians of English Learner (EL), Long-Term English Learners (LTEL), and English proficient students during trainings and decision-making forums. This position also facilitated a broader range of educational opportunities for families, including workshops on computer literacy, nutrition, academic support for students, and cybersecurity. Furthermore, the targeted support provided through Action 3.2 addressed systemic barriers by providing high-quality translation services. These services were vital in building and maintaining meaningful collaboration between educators and EL families, directly supporting the academic growth and social-emotional well-being of our students.

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

Action 3.1 – District Parent Engagement Staffing, Events, and Supplies
There was no significant material difference for this action as planned actions were implemented as intended.

Action 3.2 – School-Based Parent Support
There was a material difference for this action due to higher than anticipated translation needs. This resulted in high than expected expenditures.

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) demonstrates a high degree of effectiveness in broad community outreach, with specific opportunities identified to deepen the quality of engagement for targeted student subgroups. The evaluation of Action 3.1 (District Parent Engagement Staffing, Events, and Supplies) proved highly effective in driving large-scale participation, as evidenced by Metric 3.2 (Parent/community involvement in school and district

workshops), which recorded 1,942 parents attending district and school workshops. This significant turnout suggests that the diversity of topics, ranging from cybersecurity to nutrition, is resonating with the community and successfully drawing families into the district's educational ecosystem. In addition, Metric 3.3 (Percentage of parents reporting favorably regarding school safety) shows that 80% of parents report positively regarding school safety, indicating the parent trainings and events through our Family Learning Center are effective. This past year, our Bilingual Engagement Specialist has expanded the Family Learning Center trainings and events to our individual school sites as well. However, Metric 3.1 (Parent/guardian attendance in district parent/community meetings) revealed a more moderate level of engagement in formal decision-making meetings, with 94 parents participating. While this indicated success in reaching core educational partners, including those representing unduplicated students and students with exceptional needs, it highlights an area for improvement. To increase parent participation, the district will focus on mitigating logistical barriers by offering varied meeting times and virtual options. In addition, to sustain the momentum of the highly-attended workshops and trainings, the district plans to implement follow-up mechanisms, such as small-group check ins and practical resource kits, to help parents apply workshop insights at home.

The effectiveness of Action 3.2 (School-Based Parent Support) is further validated by strong favorable ratings in school climate. Metric 3.1 (Parent/guardian attendance in district parent/community meetings) showed 94 parents and guardians participated in district meetings, representing a consistent baseline of parent engagement. Metric 3.3 (Percentage of parents reporting favorably regarding school safety) shows that 80% of parents report positively regarding school safety, indicating that current security protocols and communication strategies are well received by three-quarters of the community. To address the remaining 20%, the district will seek granular feedback to target specific safety concerns. Additionally, Metric 3.4 (Percentage of parents reporting favorably regarding school connectedness) highlights a significant success in school connectedness, with an 82.8% favorable rating. This suggests that school-based support efforts are effectively creating a sense of belonging for the majority of families. To reach the remaining 17.2%, particularly those from marginalized or underserved groups, the district will enhance Action 3.2 (School-Based Parent Support) by increasing site-based volunteer opportunities, family nights, and student voice roles and opportunities. By bridging the remaining gaps in connectedness, the district aims to ensure that the academic and social-emotional benefits of engagement are felt equitably across all student populations.

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 3.2 (Parent/community involvement in school and district workshops). In addition, the Target for Year 3 Outcome data for Metrics 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) and 3.2 (Parent/community involvement in school and district workshops).

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 district 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. The district will provide timely, relevant and accessible information to ensure parents are informed and able to actively engage in their child's education. 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, as well as expanded access to information through multiple platforms to support increased participation. This action will be measured by M 3.1, M 3.2, and M 3.3.	$185,000.00	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.	$20,000.00	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, Hispanic, and Students with Disabilities) and increase the College/Career Indicator for All students and White students, including Low Income and Hispanic students, while also supporting Language acquisition for our English Learner, 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 6: School Climate (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 2024–25 CA Dashboard data revealed the following:

1.Green Valley High School has a high low-income (LI) student population at 75.7%.

2.The school continues to have a high non-stability rate of 68.8%, a slight improvement from 70% the prior year.

3.Suspension rates show continued and significant improvement, decreasing to 4.7% for all students — down from a peak of 10.5% in 2022–23. This represents sustained and substantial progress in school climate.

4.Academic performance, while still below standard, shows continued improvement. ELA scores are now 87.2 points below standard, improving from -93.7 DFS the prior year. Mathematics scores are now 163.6 points below standard, improving from -166.9 DFS.

5.College/Career readiness reflects a mixed picture. The percentage of students classified as Prepared decreased to 7.3%; however, the percentage rated Not Prepared also decreased, from 71.6% to 70.7%, continuing an unbroken four-year downward trend in that category. Also, White students declined 11.2% to 2.7% Prepared, and Low Income students maintained 0.7% at 6.6% Prepared.

6.Graduation rates have fallen to 74.2%, a 5.5% decrease from the prior year, representing a priority area for intervention and program development.

Educational partners at Green Valley High School, including students, parents, staff, and administrators, collaboratively identified several key factors affecting student success through surveys, empathy interviews, the WASC accreditation process, and the March 2026 Career Interest Survey.

A primary concern highlighted by educational partners was inconsistent attendance patterns, reflected in the school's chronic absenteeism data and directly connected to the 68.8% non-stability rate — meaning more than two-thirds of Green Valley students have experienced disrupted enrollment histories before or during their time at the school. Empathy interview data revealed that graduation is the dominant motivator for Green Valley students, appearing in 60–70% of all responses, yet students described fighting exhaustion, sleep deprivation, mental health challenges, and a feeling of being overwhelmed simultaneously. The tension is not a lack of desire. It is the weight of the gap between "I want to graduate" and "I don't know if I can get there from here."

Students shared that mental health is the leading barrier to attendance. Multiple students named "mental health keeps me from coming," "it's my own mental health," and "feeling overwhelmed" as the reasons they stay home. This is not disengagement — it is a mental health and belonging crisis wearing the mask of an attendance problem. Parents echoed this concern, requesting "a teen support group like a meeting or something for students who use things that are not allowed," and naming expanded counseling access as a top priority.

Students also described workload as a significant barrier, naming "too much work," "work piling up," and "unnecessary work" as sources of the overwhelm that compounds absenteeism. This is not a resistance to rigor — students explicitly said they want to graduate and want to do the work. What they are asking for is work that feels manageable, purposeful, and connected to something real. The March 2026 Career Interest Survey confirmed this: students have specific, concrete career goals in trades, healthcare, automotive, first responders, cosmetology, and the military. They are not disengaged from the future. They are disengaged from schoolwork that does not appear to lead there.

The decline in graduation rate to 74.2% and the College/Career Indicator results where the percentage of students classified as Prepared decreased to 7.3% while the percentage rated Not Prepared also decreased from 71.6% to 70.7% are consistent with what students and parents described. The decline in graduation rate to 74.2% and the College/Career Indicator results — where the percentage of students classified as Prepared decreased to 7.3% while the percentage rated Not Prepared also decreased from 71.6% to 70.7% — are consistent with what students and parents described. The 68.8% non-stability rate means Green Valley is regularly receiving students mid-year who arrive already behind, already exhausted, and already carrying the accumulated weight of prior educational failures. Parents reinforced this directly, noting the need for "more one on one explanation through assignments" and identifying that some students "struggle with reading comprehension and sometimes need a little more explanation." 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 foundational deficits, accumulated over years before a student ever arrives at Green Valley, are among the most consistent drivers of both chronic absenteeism and the graduation rate decline the school is working to reverse.

Educational partners consistently identified the diverse, inclusive, and relationship-centered environment as the defining strength of GVHS — and empathy interview data made this concrete. Students named specific staff members by name, describing teachers who "lift people's spirits," who are "cooperative," and who "understand there's more to life than school." One student said simply, "I come because I want to make teachers proud." Multiple students described school as their "safe place" and an "escape from home," with several noting they come to school "because I'm alone outside of school." In alternative education, creating a physical and emotional haven for students who do not have one elsewhere is not a secondary goal — it is the precondition for everything else.

The significant improvement in suspension rates to 4.7% in 2024–25 is the clearest data-level confirmation that this relational culture is producing real results.

The continued improvement in both ELA and Math DFS scores, despite serving a population with a 68.8% non-stability rate and 75.7% low-income enrollment, reflects instructional progress that should not be overlooked in the context of the graduation rate decline.

Parent survey data from March 2026 confirmed that the Community Liaison and the Intervention Counselor are the two most valued supports at the school, with the Community Liaison receiving the highest possible rating from 89% of respondents and the school counselor jumping significantly in parent recognition to 78%. Parents named the environment directly: "No, I think moving my daughter to Green Valley was the best decision for both of us — it has helped her so much." Another shared, "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!" Parents also noted "Mr. Tucci is doing an amazing job" and consistently highlighted the whole-child approach as what sets Green Valley apart from prior placements.

However, student surveys and empathy interviews specifically called for more engaging instructional practices. Students named "I get bored in my classes," "how boring the classes are," and expressed a clear preference for agency, pace control, and project-based learning over passive instruction. 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 for English learners. The WASC committee specifically recommended "better support for refugee students, including translation services." Staff reinforced this from their own perspective, identifying professional development focused on modern teaching techniques that support student mental health, creative and blended learning activities, soft skills training, and AI-proof assignment design as their top professional growth priorities. Staff also identified a specific gap: teachers want de-escalation training focused on students with emotional disabilities, and noted that the original PD topics of engaging lessons, adolescent literacy, and integrated ELD should be continued and expanded.

Staff input also identified meaningful facility and resource needs that directly affect the conditions for student learning. These include basic classroom supplies, maintenance repairs, equitable furniture across classrooms, snacks for students, additional water-filling stations, a staff workspace closer to classrooms, school-wide access to a color printer, and advanced technology including simulators and VR equipment to support career-connected learning. Staff requests for cameras to support creative student projects reflect readiness to expand the school's existing media and arts programming. These requests are not incidental — they reflect a shared understanding that the physical conditions of the school communicate to students and staff alike whether the adults making decisions thought about them.

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, including modern instructional techniques, creative and blended learning, soft skills integration, and AI-proof assignment design

2.Expanding mental health support services and counseling accessibility, including regular mental health check-ins, clear pathways for students to access help without stigma, and staff training to recognize and respond to mental health barriers

3.Creating additional engagement opportunities through work-based learning and apprenticeship programs, with particular attention to the career clusters students identified as highest interest: Trades and Construction, Automotive, Medical and Allied Health, Military, First Responders, and Cosmetology

4.Developing a broader range of elective courses based on student interest, with specific requests for art class, cooking, life skills, and self-defense, supported by investments in creative technology and Prop 28 programming

5.Improving facility amenities, classroom resources, and food quality to enhance the overall school experience and signal to students and staff that their environment is a priority

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, inclusive, and relationship-centered learning environment.

Despite the fact that the English Learner student group is too small to be identified on the CA Dashboard, representing approximately 5% of Green Valley's population, educational partners identified this group as a priority need. The school has experienced a recent and ongoing surge in newcomer and refugee students, and the support structures required to serve students arriving with limited or interrupted formal education are distinct from those needed for other EL populations. The WASC committee specifically recommended "better support for refugee students, including translation services." Teachers identified professional development to build capacity for working with newcomer students at the high school level as a current gap — not a future consideration.

Goal 4 actions are intended to address the learning gaps, motivation barriers, and engagement challenges that result when students have lacked consistency and foundational skills across their educational histories — and to build the relational, clinical, and instructional conditions that make it possible for those students to succeed at Green Valley. The empathy interviews closed with a clear message from students themselves: they are not asking for less rigor. They are asking for work that feels manageable, teachers who see them as human beings, and acknowledgment that they are fighting battles the adults in the building cannot always see. The 2024–25 data — improved academics, dramatically reduced suspensions, and a graduation rate that demands renewed focus — confirms that the school is building something real. The work now is to deepen it.

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 Percent of students suspended at least one day California School Dashboard	2022-23 All: 10.5% Hispanic: 13.8% Low Income: 9.4% Students with Disabilities: 20%	2023-2024 All: 5.3% Hispanic: 4.4% Low Income: 6.5% Students with Disabilities: 7.1%	2024-25 All: 4.7% Hispanic: 7.0% Low Income: 5.3% Students with Disabilities: 8.3%	All: 4.5% Hispanic: 3% Low Income: 3.4% Students With Disabilities: 5%	All: -5.8% Hispanic: -6.8% Low Income: -4.1% Students with Disabilities: -11.7%
4.2	College/Career Indicator (CCI) Graduates meeting or exceeding prepared level California School Dashboard	2022-23 All: 9.3% Hispanic: 4.9% Low Income: 6.8% 2024-25 White: 2.7%	2023-2024 All: 18.9% Hispanic: 12.1% Low Income: 17.6%	2024-25 All: 7.3% Hispanic: 6.1% Low Income: 6.6% White: 2.7%	All: 20% Hispanic: 15.8% Low Income: 20% White: 5%	All: -2% Hispanic: +1.2% Low Income: -0.2% White: Not Applicable
4.3	CAASPP ELA Distance from Standard (DFS) California School Dashboard	2022-23 All: -127.9 Distance From Standard	2023-2024 All: -93.7 Distance From Standard	2024-25 All: -87.2 Distance From Standard	All: -90 Distance From Standard	All: +40.7 DFS
4.4	CAASPP Math Distance from Standard (DFS) California School Dashboard	2022-23 All: -234 Distance From Standard	2023-2024 All: -166.9 Distance From Standard	2024-25 All: -163.6 Distance From Standard	All: -150 Distance From Standard	All: +70.4 DFS
4.5	Chronic Absenteeism Rate	2023-24 All: 60.6%	2023-2024 All: 64.9%	2024-25 All: 68.8%	All: 51.6%	All: +8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students absent for 10% or more of enrolled days during the school year					
4.6	English Learner Progress Indicator (ELPI) Percentage of students making progress towards English language proficiency California School Dashboard	2022-23 Local Data *Fewer than 11 students Level 4: 0% Level 3: 56% Level 2: 44% Level 1: 0%	2023-2024 *Fewer than 11 students Level 4: 0% Level 3: 16.67% Level 2: 50% Level 1: 33.33%	2024-25 Level 4: 11.1% Level 3: 11.1% Level 2: 33.3% Level 1: 44.4%	Level 4: 30% Level 3: 36% Level 2: 34% Level 1: 0%	Level 4: +11.1% Level 3: -44.9% Level 2: -10.7% Level 1: +44.4%

Goal Analysis [2025-26]

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

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

Goal 4 — Description of Overall Implementation

Green Valley High School made meaningful progress in implementing the actions outlined in Goal 4 during the 2025-26 school year. Of the eight actions, five were fully implemented (Actions 4.3, 4.5, 4.6, 4.7, 4.8) and three were partially implemented (Actions 4.1, 4.2 and 4.4). No actions were left unimplemented.

Partially Implemented Actions:

Action 4.1 (Attendance and Engagement Support) was partially implemented; however, a staffing transition occurred when the original Community Liaison left the position. A substitute filled the role temporarily before being hired as the permanent replacement. While the position was maintained throughout the year and demonstrated clear value in strengthening school-family communication and improving early response to attendance concerns, the staffing transition resulted in lost time for building trust and relationships with students and families.

Action 4.2 (English Learner Support) was partially implemented due to a delay in hiring the additional English Language Support Paraprofessional, who was not in place until October. Notable successes include consistent week-long support for EL students, Friday family check-in calls, and EL students being among the top credit earners at Green Valley High School. A challenge identified was managing 11 students in the ALD class with varying support needs and a concern about potential over-dependence on the tutor, which may reduce productive struggle and independent learning development.

Action 4.4 (College and Career Readiness Support) was partially implemented. Some college visits have been completed, with visits to Cal State Long Beach, Crafton Hills College Senior Day, and San Bernardino Valley College. These visits are designed to spark student curiosity in apprenticeship and work-based learning programs and provide meaningful first-hand exposure to postsecondary options, particularly for students who may not otherwise envision themselves in higher education. The partial implmentation is due to not all plans being completed for college visits for students.

Fully Implemented Actions:

Action 4.3 (Staff Professional Development) was fully implemented, but with a substantive difference in both its training focus and operational execution compared to the original plan. Initially, this action was designed as a broad-spectrum professional development series covering multiple topics, including designing engaging lessons, supporting adolescent literacy, integrated English Language Development (ELD) for newcomer and refugee students, and trauma-informed practices. However, to maximize deep, systemic impact rather than delivering a surface-level overview of multiple subjects, district leadership pivoted the implementation strategy. We chose to concentrate our contracted training hours and resources almost exclusively on a comprehensive, multi-session trauma-informed practices curriculum led by Grace Dearborn. This change to a single, high-caliber external expert directly changed how the action was executed and explains the resulting material variance in expenditures. Implementing an intensive, multi-part series required a higher financial investment for specialized training materials and dedicated consultant fees than the originally planned, locally developed workshops. Furthermore, releasing staff for these consecutive, full-day sessions necessitated securing significantly more substitute teacher coverage than anticipated. This shift in operational delivery increased staffing costs, which demonstrates the increased expenditures under this action. Because the majority of our professional development calendar was committed to trauma-informed practices, the other planned topics were deferred. To ensure staff still received support in adolescent literacy, we leveraged alternative funding sources outside of this LCAP action to deliver that training during the school year, which partially bridged the gap. Also, integrated ELD and engaging lesson design were not addressed this year. Integrated ELD remains an urgent priority and has been officially rescheduled as a central professional development focus for the upcoming school year. The decision to focus intensively on trauma-informed training yielded measurable, positive results. In addition, student empathy interviews strongly validated this shift, with students highlighting noticeable improvements in classroom structure and a calmer, more supportive school climate. However, staff feedback also identified a crucial implementation gap, as teachers expressed a need for highly specific, clinical de-escalation strategies tailored for students with emotional disabilities, which the foundational training did not fully address. This feedback, along with the deferred ELD and lesson design topics, represents a continued area of need that will be prioritized and will directly inform our resource allocation for the upcoming school year.

Action 4.5 was partially implemented due to the intervention counselor position not being in place at the start of the school year. Once the position was hired, the services were delivered successfully, including an expansion of Tier 2 services through targeted small-group counseling sessions, the implementation of Check-In/Check-Out (CICO) behavioral support structures, and the establishment of regular attendance monitoring with weekly data summaries. There was a discrepancy between the initial site-level budget projections and the actual

costs. While initial projections suggested that site-level funding would be exceeded, final estimated actual expenditures for this counseling position were lower than budgeted due to the position type and salary. The primary challenge during full implementation was navigating our diverse campus. Because the distinct social-emotional and academic needs of our three school programs frequently overlapped, delivering targeted counselor interventions proved complex. Moving forward, we will maintain this full level of service while refining our campus-specific allocation formulas and budget forecasting to prevent future discrepancies.

Action 4.6 (School Climate Support) was fully implemented with an additional class period allocated for Panther Press, the student-led media program. Students are actively creating student-led videos and interviews, amplifying student voice and building leadership skills. Equipment was purchased as needed to support the program. The ongoing challenge is finding diverse messages, maintaining consistent video output, and identifying a specific time in the day, such as Advisory Time, for students to review these messages.

Action 4.7 (Wellness Activities Integration) was fully implemented through a contract with MARS Wellness to provide monthly sound bath experiences for students. Sessions have been well-received as a meaningful wellness offering that supports mindfulness and emotional regulation. The challenge remains achieving 100% student participation. The recommendation is to continue at a reduced frequency, shifting from monthly to bimonthly sessions.

Action 4.8 (Additional School Climate Support) was fully implemented on supplemental furniture and enhancements for the counseling center. Students are consistently using these spaces before school, at lunch, and for self-regulation opportunities, demonstrating the therapeutic environment is meeting its intended purpose.

Overall, Green Valley High School demonstrated strong commitment to improving school climate, attendance, and college and career readiness through the implementation of Goal 4 actions. Staffing transitions in Actions 4.1 and 4.2 presented early-year challenges but were resolved, and the school community has identified clear areas for continued growth, including expanded professional development topics, increased student participation in wellness activities, and continued investment in college and career exposure opportunities.

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

Action 4.1: There was a material difference for this action as there was a vacancy in the position for a portion of the year.

Action 4.2: There was a material difference for this action as there was a delayed start to full staffing due to a mid-year vacancy in the half-time position.

Action 4.3: There was a material difference for this action as professional development focused primarily on trauma-informed practices rather than all of the initially identified topics due to scheduling conflicts this school year. The material overage for Action 4.3 was driven by a shift from a broad, low-cost local training model to an intensive, multi-session trauma-informed practices curriculum led by Grace Dearborn. This specialized delivery model required significantly higher external consultant fees and a substantial increase in substitute teacher coverage to release staff for full-day sessions. While this operational pivot increased expenditures, the overall scope of professional development was refined rather than reduced. We delivered a much deeper, high-impact training on trauma-informed practices, deferred integrated ELD and

lesson design to the coming year, and successfully leveraged alternative funding sources to preserve and deliver the planned adolescent literacy training.

Action 4.4: There was a material difference for this action resulting in a significant expenditure overage. While scheduling conflicts narrowed our professional development focus primarily to trauma-informed practices, the depth of training required for this specific area necessitated bringing in specialized, higher-cost external consultants. Additionally, providing the necessary depth of training required extending staff training hours beyond our original projections. These combined factors of higher external consulting fees and increased staff compensation for extended hours directly drove the material variance reflected in our final yearly financial actuals.

Action 4.5: Social-Emotional Learning: This action represents a material difference for this action as there was a vacancy in the position during the beginning of the year.

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

Action 4.1 – Attendance and Engagement Support

Aligned Metric: M 4.5 (Chronic Absenteeism)

Action 4.1 provides a half-time Community Liaison to strengthen attendance and engagement support for all students at Green Valley High School, with the aim of reducing chronic absenteeism.

M 4.5 (Chronic Absenteeism): The current difference from baseline for All students is +8.2%, indicating that chronic absenteeism has increased by 8.2 percentage points since baseline. This means a higher percentage of students are now chronically absent compared to when this action began.

Overall, Action 4.1 has not yet demonstrated effectiveness in reducing chronic absenteeism (M 4.5). Despite the Community Liaison being in place for most of the year, the increase in chronic absenteeism suggests that the staffing transition experienced mid-year, combined with the high non-stability rate of the student population, may have limited the action's impact. Continued refinement of attendance outreach strategies and relationship-building with families may be needed to reverse this trend.

Action 4.2 – English Learner (EL) Support

Aligned Metric: M 4.6 (English Learner Progress Indicator - ELPI)

Action 4.2 provides an additional English Language Support Paraprofessional to increase access to core content for English Learner (EL) students, especially newcomer and refugee students.

M 4.6 (ELPI): The current difference from baseline shows mixed results:
Level 4 (Well Developed): +11.1% — This is a positive gain, indicating more EL students are reaching the highest level of English proficiency.

Level 3 (Moderately Developed): -44.9% — This represents a significant decline, with fewer students at this level compared to baseline.
Level 2 (Somewhat Developed): -10.7% — This is a positive shift, as fewer students remain at this lower proficiency level.
Level 1 (Minimally Developed): +44.4% — This is a significant area of concern, as a substantially higher percentage of EL students are now at the lowest proficiency level compared to baseline.

Overall, Action 4.2 demonstrates mixed effectiveness. The increase at Level 4 (+11.1%) and the decrease at Level 2 (-10.7%) suggest that some EL students are making meaningful progress toward English proficiency. However, the substantial increase at Level 1 (+44.4%) is a significant concern and likely reflects the recent influx of newcomer and refugee students who enter with minimal English proficiency. The decline at Level 3 (-44.9%) may indicate that students who were previously at moderate proficiency levels have either advanced to Level 4 or that the composition of the EL population has shifted. The delayed hiring of the paraprofessional and the challenge of managing students with widely varying proficiency levels in a single ALD class may also be contributing factors. Continued monitoring and differentiated support strategies for Level 1 newcomer students are recommended.

Action 4.3 – Staff Professional Development

Aligned Metrics: M 4.1 (Suspension Rate), M 4.2 (College/Career Indicator), M 4.3 (CAASPP ELA), M 4.4 (CAASPP Math), M 4.5 (Chronic Absenteeism)

Action 4.3 provides supplemental professional development and onsite coaching to promote student engagement, social-emotional well-being, and foundational academic skills, with the intent of mitigating barriers experienced by Low Income, English Learner, and Hispanic students.

M 4.1 (Suspension Rate): Strong improvement is evident across all student groups from baseline:
All students: -5.8%
Hispanic students: -6.8%
Low Income students: -4.1%
Students with Disabilities: -11.7%
All groups show meaningful reductions in suspension rates, with Students with Disabilities showing the greatest improvement. For English Learner, Foster Youth, and Low Income students, the professional development focused on trauma-informed practices appears to be contributing to a more supportive school climate that benefits these populations.

M 4.2 (College/Career Indicator): Results are mixed:
All students: -2.0%
Hispanic students: -0.7% (a slight decline from baseline, though close to baseline)
Low Income students: +1.7% (a positive gain from baseline)
White students: Not Applicable
Low Income students show a modest positive gain, while All students and Hispanic students show slight declines. For English Learner, Foster Youth, and Low Income students, the professional development has not yet demonstrated a clear connection to improved college and career readiness outcomes.

M 4.3 (CAASPP ELA): All students show a positive gain of +40.7 points from baseline (Distance from Standard). This represents substantial progress in English Language Arts achievement and suggests that professional development efforts, even though they focused primarily on trauma-informed practices rather than all initially identified topics, may be contributing to improved instructional quality. For English Learner, Foster Youth, and Low Income students, this improvement is encouraging, though subgroup-specific ELA data is not separately reported for this metric.

M 4.4 (CAASPP Math): All students show a positive gain of +70.4 points from baseline (Distance from Standard). This represents the most significant academic improvement among all Goal 4 metrics and suggests that foundational academic skill-building efforts are having a meaningful impact on mathematics achievement. For English Learner, Foster Youth, and Low Income students, this substantial gain is a positive indicator of progress.

M 4.5 (Chronic Absenteeism): All students show an increase of +8.2% from baseline, indicating that chronic absenteeism has worsened. For English Learner, Foster Youth, and Low Income students, this increase is a concern, as chronic absenteeism can compound existing barriers to academic success and engagement.

Overall, Action 4.3 appears to be contributing to positive progress, particularly in strengthening school climate and boosting core academic outcomes, even though its execution differed significantly from our original plan. By pivoting our focus to intensive trauma-informed practices, the district saw strong progress in reducing suspension rates across all student groups, alongside substantial academic gains in both ELA (+40.7 points) and Math (+70.4 points). However, because this implementation shift required deferring other planned professional development topics, specifically designing engaging lessons, supporting adolescent literacy, and providing integrated ELD, the overall impact across all metrics remains uneven. This variance in our planned delivery likely explains why the College/Career Indicator showed mixed results, with only modest gains for low-income students, and why chronic absenteeism rose by 8.2%. While the trauma-informed training successfully built a calmer, more structured environment that supported academic growth, the deferred training topics represent critical, unaddressed areas that are still needed to fully dismantle attendance barriers and drive deeper engagement for our English Learner, Foster Youth, and low-income students.

Action 4.4 – College and Career Readiness Support

Aligned Metric: M 4.2 (College/Career Indicator)

Action 4.4 provides materials, supplies, and transportation costs to support work-based learning access through apprenticeships, primarily focused on Low Income, Hispanic, and Students with Disabilities students.

M 4.2 (College/Career Indicator):
All students: -2.0% from baseline
Hispanic students: -0.7% from baseline
Low Income students: +1.7% from baseline
White students: Not Applicable

Overall, Action 4.4 demonstrates limited effectiveness to date. While Low Income (LI) students show a modest positive gain of +1.7% from baseline in the College/Career Indicator, All students (-2.0%) and Hispanic students (-0.7%) show slight declines. The partial implementation of this action — with only one college visit completed and two additional visits still scheduled — may explain the limited impact. As additional college visits and apprenticeship exposure opportunities are completed, the district may see improved outcomes. For Students with Disabilities, CCI data is not separately reported in this metric, though this group is identified as a primary focus of the action and should continue to be monitored.

Action 4.5 – Social-Emotional Learning

Aligned Metrics: M 4.1 (Suspension Rate), M 4.5 (Chronic Absenteeism)

Action 4.5 provides additional staffing for comprehensive social-emotional learning (SEL) support, including Tier 2 interventions, small groups, and proactive wellness checks for all students.

M 4.1 (Suspension Rate): Strong improvement is evident across all student groups from baseline:
All students: -5.8%
Hispanic students: -6.8%
Low Income students: -4.1%
Students with Disabilities: -11.7%

The intervention counselor's implementation of Tier 2 services, Check-In/Check-Out (CICO) support, and regular attendance monitoring appears to be contributing meaningfully to the reduction in suspensions across all groups.

M 4.5 (Chronic Absenteeism): All students show an increase of +8.2% from baseline, indicating that chronic absenteeism has worsened despite SEL supports being in place.

Overall, Action 4.5 demonstrates strong effectiveness in reducing suspensions (M 4.1) across all student groups, with Students with Disabilities showing the most significant improvement (-11.7%). However, the action has not yet demonstrated effectiveness in reducing chronic absenteeism (M 4.5), which increased by +8.2% from baseline. This suggests that while SEL supports are successfully addressing behavioral concerns and keeping students in school when they attend, they have not yet been sufficient to address the root causes of chronic absenteeism, which may include factors outside the school's direct control.

Action 4.6 – School Climate Support

Aligned Metrics: M 4.1 (Suspension Rate), M 4.2 (College/Career Indicator), M 4.5 (Chronic Absenteeism)

Action 4.6 dedicates resources to student-led leadership opportunities, including the Panther Press media program, to cultivate community and school pride among all students.

M 4.1 (Suspension Rate): Strong improvement across all groups:

All students: -5.8%
Hispanic students: -6.8%
Low Income students: -4.1%
Students with Disabilities: -11.7%
Student-led leadership and media opportunities appear to be contributing to a positive school climate and reduced behavioral incidents.

M 4.2 (College/Career Indicator): Mixed results:
All students: -2.0%
Hispanic students: -0.7%
Low Income students: +1.7%
White students: Not Applicable
The development of workplace skills through student-led media production shows a modest positive connection for Low Income students but has not yet translated into broader CCI gains.

M 4.5 (Chronic Absenteeism): All students show an increase of +8.2% from baseline, indicating worsening chronic absenteeism.

Overall, Action 4.6 demonstrates effectiveness in supporting a positive school climate as reflected in reduced suspension rates (M 4.1). The connection to college and career readiness (M 4.2) is modest, with only Low Income students showing a positive gain. The action has not yet demonstrated effectiveness in reducing chronic absenteeism (M 4.5).

Action 4.7 – Wellness Activities Integration

Aligned Metrics: M 4.1 (Suspension Rate), M 4.5 (Chronic Absenteeism)

Action 4.7 implements evidence-based wellness activities (monthly sound bath experiences) for students and staff to foster stress reduction and emotional regulation.

M 4.1 (Suspension Rate): Strong improvement across all groups:
All students: -5.8%
Hispanic students: -6.8%
Low Income students: -4.1%
Students with Disabilities: -11.7%
Wellness activities supporting mindfulness and emotional regulation may be contributing to the overall reduction in suspensions.

M 4.5 (Chronic Absenteeism): All students show an increase of +8.2% from baseline.

Overall, Action 4.7 demonstrates effectiveness in contributing to a positive school climate as reflected in reduced suspension rates (M 4.1). However, the action has not yet demonstrated effectiveness in reducing chronic absenteeism (M 4.5). The challenge of achieving 100% student participation, as noted in the implementation description, may be limiting the action's broader impact.

Action 4.8 – Additional School Climate Support

Aligned Metrics: M 4.1 (Suspension Rate), M 4.5 (Chronic Absenteeism)

Action 4.8 enhances the counseling center with supplemental furniture and resources to create functional spaces for mental health services, Tier 2 interventions, and social-emotional learning activities.

M 4.1 (Suspension Rate): Strong improvement across all groups:
All students: -5.8%
Hispanic students: -6.8%
Low Income students: -4.1%
Students with Disabilities: -11.7%
The therapeutic environment created through counseling center enhancements appears to be supporting early intervention and contributing to reduced suspensions.

M 4.5 (Chronic Absenteeism): All students show an increase of +8.2% from baseline.

Overall, Action 4.8 demonstrates effectiveness in supporting suspension reduction (M 4.1) by providing appropriate therapeutic environments for early intervention. However, the action has not yet demonstrated effectiveness in reducing chronic absenteeism (M 4.5).

Goal 4 Summary

Goal 4 shows strong and consistent progress in reducing suspension rates (M 4.1) across all student groups, with Students with Disabilities showing the most significant improvement (-11.7%) and Hispanic students also showing substantial gains (-6.8%). Academic achievement has improved significantly, with ELA (M 4.3) gaining +40.7 points and Math (M 4.4) gaining +70.4 points from baseline.

The College/Career Indicator (M 4.2) shows mixed results, with Low Income students showing a modest gain (+1.7%) but All students (-2.0%) and Hispanic students (-0.7%) showing slight declines. Chronic absenteeism (M 4.5) remains a significant concern, with an increase of +8.2% from baseline, suggesting that current actions have not yet been sufficient to address the root causes of absenteeism.

The English Learner Progress Indicator (M 4.6) shows mixed results, with positive movement at Level 4 (+11.1%) but a significant increase at Level 1 (+44.4%), likely reflecting the influx of newcomer and refugee students with minimal English proficiency.

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.

Goal description was updated to include White students for the CCI indicator as they were identified as red on the 2025 CA Dashboard.

Metric 4.2 has an addition of White students due to their eligibility based on the 2025 CA Dashboard.

Metric 4.5 has the data source updated as it was previously left out due to a clerical error.

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 students throughout the day across content areas. Effectiveness will be measured by M 4.6.	$20,000.00	No
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	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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	$74,481.00	No
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	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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, Hispanic, and White students and the all-student group and decrease the achievement gap in CAASPP ELA and Math performance between Low Income 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. PEP+ is a small K–8 independent study program that served 77 students in 2024–2025 an increase from the previous school year.. Because of the small enrollment, a limited number of metrics are available from the CA Dashboard; however, the data that is available, combined with ongoing input from educational partners, paints a detailed picture of both meaningful progress and continued areas of need.

The socioeconomically disadvantaged student population grew to 77.9% in 2024–2025, an increase from the prior year, reflecting deepening economic need within the program. The non-stability rate increased to 48.4% — up from the prior year — underscoring the disrupted educational histories that many students bring to PEP+ and the ongoing challenge of serving a highly mobile population.

Chronic Absenteeism continued its positive downward trend in 2024–2025, declining to 30.7% (Orange) — a 2-point improvement from the prior year, and part of a sustained multi-year reduction. Subgroup results are mixed and warrant careful attention:

-Hispanic students improved significantly, declining to 32.2% chronically absent — a 7.1-point reduction from the prior year — remaining at an Orange indicator level.

-Low Income students improved to 34.4% chronically absent — a 3.5-point reduction from the prior year — also remaining at Orange.
-White students represent an area of concern: their chronic absenteeism rate increased by 8.5 points from the prior year, moving to 30.4% and shifting from an Orange to a Red indicator. This shift requires targeted attention and will inform adjustments to engagement strategies for this subgroup.

The program's therapeutic, relationship-based culture continues to be reflected in a suspension rate of 0% (Blue) maintained for all students and all subgroups — the highest possible rating on the Dashboard — sustained for the second consecutive year.

English Language Arts results show meaningful progress in 2024–2025. The All Students DFS improved to -67.3 (Yellow) — a gain of 3.4 points and a recovery from a Red rating the prior year. Seventy percent of students improved their ELA score year-over-year, and ELA growth is rated Moderate. Low Income students showed a notable improvement, moving from Red in the prior year to Yellow at -67.6 — a significant subgroup-level gain. Hispanic students reached -66.8 and White students -89.2; both remain without a color designation due to small subgroup size. The program is approaching but has not yet met the SPSA ELA target, falling short by 1.6 points. The 70% student improvement rate and the Low Income subgroup's movement from Red to Yellow are strong indicators of instructional effectiveness in a program serving students with significant academic deficits.

Mathematics remains the most significant area of concern. The All Students DFS declined to -95.8 (Red) in 2024–2025 — a widening of 4.7 points and a drop from Orange to Red compared to the prior year. Subgroup results are mixed:

-Low Income students showed a notable improvement, moving from Red in the prior year to Orange at -100.2 — a gain of nearly 10 points and a full color-level improvement.

-Hispanic students declined by 13 points from the prior year to -113.0 — an area of specific concern and focus.

-White students improved to -89.1, though the subgroup remains without a color designation due to small size.

Despite the decline in overall status, 60% of students improved their math score year-over-year, Math growth is rated Average, and multiple subgroups reached Average and Accelerated growth levels. It is important to note that status scores reflect where students begin, not how far they have traveled — and PEP+ serves students who arrive with significant academic deficits and non-stable enrollment histories. The SPSA Math target was not met, and mathematics achievement remains the highest priority academic focus area going forward.

Educational partners at PEP+ — including parents, staff, and the site administrator — conducted a root cause analysis and identified that poor attendance is primarily driven by lack of work completion, which is how attendance is calculated in an independent study model. Many students struggle with the motivation to complete work independently, frequently due to gaps in academic understanding and content knowledge. Many students also lack the parent and home support necessary in an independent study setting to reinforce learning and facilitate assignment completion. Family survey data supports this context: while 87% of parents strongly agree that teachers communicate regularly about student progress — an improvement from the prior year — and 100% agree or strongly agree that teachers care about their students and provide an excellent education, 7.1% of students still report unreliable or absent home internet access, a logistical barrier to full participation.

Year-over-year survey data reflects meaningful growth in family confidence in the program, including significant increases in parent perception of academic rigor, communication quality, and virtual learning implementation. Students have identified a desire for more social opportunities, after-school clubs, and language classes, highlighting the importance of enrichment programming that addresses both academic and social-emotional engagement.

Examining resource equity, educational partners identified that a core strength of PEP+ is its focus on the whole child, supported by caring, quality teachers and staff. Families consistently name individual teachers as the reason they return to the program year after year and describe PEP+ as a safe and supportive environment where students feel valued. At the same time, educational partners identified a

continued need to design engaging lessons that students can complete independently outside the school facility, and to expand academic intervention opportunities — particularly in mathematics — consistent with independent study guidelines. Parent outreach and family academic engagement remain critical equity priorities given the nature of independent study.

Goal 5 actions are intended to address learning gaps for students lacking consistency and foundational skills in their educational background. These gaps are compounded by low work completion rates, which directly drive chronic absenteeism in an independent study model. The 2024–2025 data confirms that the program's multi-tiered approach — combining attendance outreach, trauma-informed professional development, mental health support, targeted academic intervention, enrichment programming, and counseling center enhancements — is producing measurable progress in engagement, school climate, and ELA achievement. Sustaining and deepening this work, with a sharpened focus on mathematics achievement, White student chronic absenteeism, and expanding participation in intervention and enrichment programming, remains the central priority of Goal 5 through June 30, 2027.

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 Percentage of students absent for 10% or more of enrolled days during the school year California School Dashboard	2022-23 All: 56.1% Low Income: 62.0% Hispanic: 64.2% White: 45.5%	2023-2024 All: 32.7% Low Income: 37.9% Hispanic: 39.3% White: 22%	2024-25 All: 30.7% Low Income: 34.4% Hispanic: 32.2% White: 30.4%	All: 28% Low Income: 30% Hispanic: 30% White: 20%	All: -25.4% Low Income: -27.6% Hispanic: -32% White: -15.1%
5.2	CAASPP ELA Distance from Standard (DFS) California School Dashboard	2022-23 All: -56.1 Distance From Standard (Yellow) Low Income: -64.2 Distance From Standard (Yellow) Hispanic: -92.5 Distance From Standard (no color) White: -48.8 Distance From Standard (no color)	2023-2024 All: -70.7 Distance From Standard Low Income: -83.7 Distance From Standard Hispanic: -81.5 Distance From Standard White: -95.8 Distance From Standard	2024-2025 All: -67.3 Distance From Standard Low Income: -67.6 Distance From Standard Hispanic: -66.8 Distance From Standard White: -89.2 Distance From Standard	All: -26.1 Distance From Standard Low Income: -34.2 Distance From Standard Hispanic: -47.5 Distance From Standard White:-27.8 Distance From Standard	All: -11.2 Low Income: -3.4 Hispanic: 25.7 White: -40.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	CAASPP Math Distance from Standard (DFS) California School Dashboard	All: -71.2 Distance From Standard (Yellow) Low Income: -85.1 Distance From Standard (Yellow) Hispanic: -116.5 Distance From Standard (no color) White: -57 Distance From Standard (no color)	2023-2024 All: -91 Distance From Standard Low Income: -110 Distance From Standard Hispanic: -100 Distance From Standard White: -96.5 Distance From Standard	2024-2025 All: -95.8 Distance From Standard Low Income: -100.2 Distance From Standard Hispanic: -113 Distance From Standard White: -89.1 Distance From Standard	All: -41.2 Distance From Standard Low Income: -55.1 Distance From Standard Hispanic: -71.5 Distance From Standard White: -36 Distance From Standard	All: -24.6 Low Income: -15.1 Hispanic: 3.5 White: -32.1

Goal Analysis [2025-26]

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

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

Goal 5 – Overall Implementation Description

During the 2025–26 school year, Green Valley Independent Study (PEP+) implemented the six actions under Goal 5 with varying levels of completion. Actions 5.2 (Staff Professional Development), 5.3 (Part-Time Mental Health Supplementation), and 5.6 (Additional School Climate Support) were fully implemented with Grace Dearborn trauma-informed training and successfully staffing a part-time Mental Health Counselor who pushed into classes and maintained proactive parent outreach. Furthermore, counseling center enhancements created a therapeutic space that supported student well-being and helped maintain a 0% suspension rate. In addition, Action 5.2 (Staff Professional Development) was fully implemented, but its execution was expanded beyond our original scope, which directly explains the increased expenditures and material variance. While we initially budgeted for a standard set of professional development sessions targeted at a specific group of educators, the site chose to expand these services mid-year to accommodate a wider cohort of staff and added specialized, intensive training modules to meet critical instructional needs. This deliberate expansion of services required securing additional contracted training hours from specialized consultants, purchasing more curriculum materials, and covering increased staff compensation and substitute release-time costs to facilitate the extra sessions. Consequently, while the core goals of the action were fully achieved, these added costs and expanded training services directly drove our final expenditures past the original budgeted allocation. Also, Actions 5.1 (Attendance and Engagement Support), 5.4 (Targeted Academic Intervention), and 5.5 (Enrichment and Engagement) were partially implemented, each experiencing challenges unique to the independent study model.

Substantive Differences in Implementation

Action 5.1 experienced a substantive difference in implementation due to a mid-year staffing change. The half-time Community Liaison position was filled at the start of the year and the liaison successfully arranged parent meetings to address attendance concerns. However, a mid-year vacancy occurred when the employee transferred to another position within the school. The position was successfully refilled in January 2026 by the individual who had been substituting in the role. The inexperience of the new hire presented a temporary challenge, though the position is expected to stabilize as the year progresses.

Action 5.4 experienced a substantive difference in implementation related to student participation. While intervention time was provided during required attendance periods and teachers incorporated intervention within their daily schedules, efforts to bring students in for voluntary intervention sessions were not successful. As an independent study program, students were reluctant to attend voluntary activities.

Action 5.5 also experienced a substantive difference in implementation. Daily enrichment opportunities were provided; however, attendance at voluntary enrichment activities was low, and the action was not fully realized as originally envisioned. Small numbers of students did participate, providing a foundation to build upon. The team is exploring adding online elements and Saturday learning opportunities to increase accessibility and participation.

Successes

Several notable successes emerged across Goal 5 actions. The Grace Dearborn trauma-informed teaching training (Action 5.2) equipped educators with concrete, evidence-based strategies such as the 2x10 conversation method and non-verbal communication strategies to connect with disengaged learners. While the direct application of these strategies presents unique challenges in an independent study model, the training added valuable context for understanding the backgrounds and needs of the student population.

The part-time Mental Health Counselor (Action 5.3) was fully funded and staffed for the entire year and successfully implemented a proactive model that included pushing into classes, maintaining office hours, and spearheading parent contacts that students responded positively to.

The counseling center enhancements (Action 5.6) created a functional therapeutic space that is utilized collaboratively by Prop 28 enrichment programs and the Intervention Counselor, supporting student well-being through parent meetings, early intervention services, and enrichment opportunities. The suspension rate was maintained at 0% (Blue), though it is important to note that the independent study model naturally limits suspension incidents.

Challenges

A consistent challenge across multiple actions (5.1, 5.3, 5.4, and 5.5) was the difficulty of engaging students in voluntary activities and services within the independent study model. Students were reluctant to attend voluntary intervention sessions, enrichment activities, and individual counseling sessions unless participation was made mandatory. This theme significantly limited the reach and impact of several actions and represents a structural challenge inherent to the independent study environment. Additionally, the requirement for parent transportation (Action 5.6) created a barrier to maximizing student participation in early intervention and therapeutic services at the counseling center.

The district recognizes that continued refinement of strategies particularly around expanding required attendance times and exploring alternative delivery models will be important for maximizing the impact of these actions moving forward.

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

Action 5.1 – This action had a significant material difference; this lower-than-anticipated expenditure directly aligns with the mid-year staffing vacancy and subsequent transition period before a permanent replacement was hired in January 2026.

Action 5.3 – This action had a material difference where the site-level share of the mental health counselor position is projected to exceed the original budgeted allocation due to the full-year staffing and proactive outreach models implemented on campus.

Action 5.4 – This action had a substantial material difference with actual expenditures falling far below the budgeted amount. This variance is a direct result of the structural challenges within the independent study model, as the school was unable to successfully engage students in the planned voluntary, outside-of-schedule intervention sessions.

Action 5.5 – This action had a material difference in budgeted expenditures. This under-expenditure mirrors the low student participation rates in voluntary daily enrichment activities experienced throughout the school year.

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

Action 5.1 – Attendance and Engagement Support

Aligned Metric: M 5.1 (Chronic Absenteeism)

Action 5.1 provides a part-time Community Liaison shared with another Equity Multiplier school to monitor student work completion (which translates to attendance in an independent study model), communicate with families, and support programs for attendance, behavior, and academics.

M 5.1 (Chronic Absenteeism): This metric shows strong improvement across all student groups from baseline. All students improved by -25.4%, Low Income students improved by -27.6%, Hispanic students improved by -32.0%, and White students improved by -15.1%. This represents substantial progress in reducing chronic absenteeism for all targeted groups. Hispanic students showed the greatest improvement, followed closely by Low Income students. While White students also showed meaningful improvement, their rate of improvement (-15.1%) is notably less than that of Hispanic and Low Income students, suggesting that continued attention to engagement strategies for White students may be warranted.

Overall, Action 5.1 appears to be contributing to progress and is partially effective in reducing chronic absenteeism (M 5.1) across all identified student groups. While the positive improvements in our attendance data are encouraging, the action experienced a substantive staffing disruption that resulted in only partial implementation this school year. This disruption limited our capacity to deliver the full range of planned interventions, suggesting that while our current strategies are moving in the right direction, consistent staffing will be critical to sustaining these gains and fully realizing the action's intended impact.

Action 5.2 – Staff Professional Development

Aligned Metrics: M 5.1 (Chronic Absenteeism), M 5.2 (CAASPP ELA), M 5.3 (CAASPP Math)

Action 5.2 provides supplemental professional development and onsite coaching focused on student engagement in an independent study model, social-emotional well-being, and foundational academic skills.

M 5.1 (Chronic Absenteeism): Strong improvement is evident across all student groups from baseline. All students improved by -25.4%, Low Income students by -27.6%, Hispanic students by -32.0%, and White students by -15.1%. This suggests that professional development focused on engagement strategies in the independent study model is contributing positively to work completion and attendance for all targeted groups, including English Learner, Foster Youth, and Low Income students.

M 5.2 (CAASPP ELA): Results are mixed across student groups. All students declined by -11.2 points from baseline, Low Income students declined by -3.4 points, and White students declined significantly by -40.4 points from baseline. However, Hispanic students showed notable improvement of +25.7 points from baseline. This suggests that while professional development may be positively impacting ELA instruction for Hispanic students, it has not yet translated into measurable ELA gains for All students, Low Income students, or White students. The significant decline for White students (-40.4 points) is a particular area of concern that may warrant targeted attention. For English Learner, Foster Youth, and Low Income students, ELA data is not separately reported, though the contributing nature of this action suggests these groups should continue to be monitored.

M 5.3 (CAASPP Math): Results are also mixed. All students declined by -24.6 points from baseline, Low Income students declined by -15.1 points, and White students declined by -32.1 points from baseline. Hispanic students showed slight improvement of +3.5 points from baseline. This indicates that professional development has not yet yielded measurable gains in mathematics for most student groups. The decline for White students (-32.1 points) is again the most significant and may require additional focus. English Learner, Foster Youth , and Low Income students should continue to be monitored.

Overall, Action 5.2 demonstrates strong effectiveness in reducing chronic absenteeism (M 5.1) but has not yet produced consistent academic gains in ELA (M 5.2) or Math (M 5.3). Hispanic students are the exception, showing improvement in both academic areas. The significant declines for White students in both ELA and Math suggest that professional development strategies may need to be refined to better address the needs of this student group.

Action 5.3 – Part-Time Mental Health Supplementation

Aligned Metrics: M 5.1 (Chronic Absenteeism), M 5.2 (CAASPP ELA), M 5.3 (CAASPP Math)

Action 5.3 provides a part-time Mental Health Counselor/Therapist to offer social-emotional support for students struggling in the virtual learning environment, helping students develop coping strategies, improve focus, and maintain positive mental health. This action is intended to benefit all students, including Low Income students.

M 5.1 (Chronic Absenteeism): Strong improvement is evident across all student groups from baseline. All students improved by -25.4%, Low Income students by -27.6%, Hispanic students by -32.0%, and White students by -15.1%. This suggests that mental health support is contributing positively to student engagement and work completion, which directly impacts attendance in the independent study model.

M 5.2 (CAASPP ELA): Results are mixed. All students declined by -11.2 points from baseline, Low Income students declined by -3.4 points, and White students declined by -40.4 points. Hispanic (HI) students improved by +25.7 points from baseline. While mental health support may be helping to remove barriers to learning for some students, the academic impact in ELA has not been consistently positive across all groups.

M 5.3 (CAASPP Math): Results are similarly mixed. All students declined by -24.6 points from baseline, Low Income students declined by -15.1 points, and White students declined by -32.1 points. Hispanic students showed slight improvement of +3.5 points from baseline. The connection between mental health support and mathematics achievement has not yet been demonstrated for most student groups.

Overall, Action 5.3 demonstrates effectiveness in supporting chronic absenteeism reduction (M 5.1), which aligns with the goal of removing social-emotional barriers to engagement. However, the academic metrics (M 5.2 and M 5.3) show that mental health support alone has not yet translated into consistent academic gains, particularly for Low Income and White students.

Action 5.4 – Targeted Academic Intervention

Aligned Metrics: M 5.1 (Chronic Absenteeism), M 5.2 (CAASPP ELA), M 5.3 (CAASPP Math)

Action 5.4 implements an enhanced academic support program providing personalized instruction through targeted strategies and resources, with differentiated support guided by assessment data to address specific learning challenges for all students, including Low Income students.

M 5.1 (Chronic Absenteeism): All student groups show strong improvement from baseline: All students by -25.4%, Low Income students by -27.6%, Hispanic students by -32.0%, and White students by -15.1%. Targeted academic intervention may be contributing to increased work completion and engagement, which positively impacts attendance.

M 5.2 (CAASPP ELA): Results are mixed. All students declined by -11.2 points from baseline, Low Income students declined by -3.4 points, and White students declined significantly by -40.4 points. Hispanic students improved by +25.7 points from baseline. This suggests that targeted academic interventions may be reaching Hispanic students more effectively than other groups. The decline for White students is a notable concern and may indicate that current intervention strategies are not adequately addressing the specific ELA needs of this group.

M 5.3 (CAASPP Math): All students declined by -24.6 points from baseline, Low Income students declined by -15.1 points, and White students declined by -32.1 points. Hispanic students showed slight improvement of +3.5 points from baseline. The overall decline in mathematics suggests that targeted academic interventions have not yet produced measurable gains in math for most student groups. Given that educational partners identified a specific need for math intervention consistent with independent study guidelines, this area may require additional refinement of intervention strategies.

Overall, Action 5.4 shows effectiveness in supporting chronic absenteeism reduction (M 5.1) but demonstrates limited effectiveness in improving academic outcomes in ELA (M 5.2) and Math (M 5.3) for most student groups. Hispanic students are showing positive movement, but All students, Low Income students, and particularly White students continue to show declines from baseline in both academic areas.

Action 5.5 – Enrichment and Engagement

Aligned Metrics: M 5.1 (Chronic Absenteeism), M 5.2 (CAASPP ELA), M 5.3 (CAASPP Math)

Action 5.5 provides experiential learning opportunities that reinforce ELA and Math concepts, fostering collaborative learning, family engagement, and hands-on experiences, particularly benefiting Low Income students.

M 5.1 (Chronic Absenteeism): All student groups show strong improvement from baseline: All students by -25.4%, Low Income students by -27.6%, Hispanic students by -32.0%, and White students by -15.1%. Enrichment and engagement activities may be contributing to increased motivation and work completion.

M 5.2 (CAASPP ELA): Results are mixed. All students declined by -11.2 points, Low Income students declined by -3.4 points, and White students declined by -40.4 points from baseline. Hispanic students improved by +25.7 points. The enrichment activities have not yet consistently reinforced ELA concepts across all student groups.

M 5.3 (CAASPP Math): All students declined by -24.6 points, Low Income students declined by -15.1 points, and White students declined by -32.1 points from baseline. Hispanic students improved by +3.5 points. Similar to ELA, the enrichment activities have not yet consistently reinforced Math concepts for most student groups.

The academic reinforcement component of this action has not yet produced consistent gains in ELA (M 5.2) or Math (M 5.3) for most student groups, with the exception of Hispanic students.

Action 5.6 – Additional School Climate Support

Aligned Metric: M 5.1 (Chronic Absenteeism)

Action 5.6 enhances the counseling center to create functional spaces for student support, providing therapeutic environments that encourage early intervention and contribute to student well-being.

M 5.1 (Chronic Absenteeism): All student groups show strong improvement from baseline: All students by -25.4%, Low Income students by -27.6%, Hispanic students by -32.0%, and White students by -15.1%. Enhanced counseling environments and early intervention supports appear to be contributing positively to student well-being and engagement, which translates to improved attendance in the independent study model.

Overall, Action 5.6 demonstrates effectiveness in supporting chronic absenteeism reduction (M 5.1) across all identified student groups.

Summary

Goal 5 shows strong and consistent progress in reducing chronic absenteeism (M 5.1) across all student groups, with Hispanic students showing the greatest improvement (-32.0%) and Low Income students also showing substantial gains (-27.6%). White students improved as well (-15.1%), though at a lower rate than other groups.

However, academic outcomes in both ELA (M 5.2) and Math (M 5.3) present a significant concern. Most student groups, All students, Low Income, and White, show declines from baseline in both subjects. White students show the most significant declines, with -40.4 points in ELA and -32.1 points in Math from baseline. Hispanic students are the notable exception, showing improvement in both ELA (+25.7 points) and Math (+3.5 points).

This pattern suggests that while the collective actions in Goal 5 are effectively addressing engagement and attendance barriers, they have not yet translated into consistent academic gains for most student groups.

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

NA

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	$6,242.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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	$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

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, Hispanic students, Students with Disabilities, and White students. Oak View High School will also increase the College/Career Indicator for all students and Low Income students. Oak View High School will improve outcomes for English Learners by increasing progress in English language acquisition, as measured by the English Language Proficiency Assessments for California (ELPAC), to support reclassification and access to college and career opportunities.	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. Oak View High School operates as an alternative education and community day school with a 76.5% low income population and a 63.6% student non-stability rate. To address systemic gaps, educational partners evaluated local data and the 2025 California School Dashboard, which revealed a 11.3% decline in the suspension rate to 13.1% for all students. This increase disproportionately impacted vulnerable student subgroups, raising suspension rates to 12.5% for Low Income students, 13.5% for Students with Disabilities, and 12.1% for White students, and 13% for Hispanic students. Academically, mathematics performance increased by 36.2 points to -245.4 Distance From Standard (DFS), while ELA scores increased by 80.9 points to -165.9 DFS. A collaborative root cause analysis revealed that chronic absenteeism and behavioral issues are heavily driven by student mental health challenges, low motivation, and severe gaps from prior educational disruptions.

Educational partners noted that while the school's inclusive, whole-child culture is a core strength, notable resource inequities exist. Students found daily instructional practices unengaging, while teachers felt underprepared to teach foundational literacy to adolescents reading six or more years below grade level. Additionally, staff faced challenges delivering high school standards to a surging population of Newcomer English Learners and refugee students. Although this English Learner population is too small to generate a color indicator on the state dashboard, partners flagged it as a high-priority need. Goal 6 actions directly target these findings by funding site-based professional development in adolescent literacy, expanding work-based learning and apprenticeships, and establishing a tiered attendance system to build a supportive school climate that restores student motivation and belonging. 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.

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 Percent of students suspended at least one day California School Dashboard	2023 All: 22.5% Hispanic: 28.1% Low Income: 24.2% 2024 Students with Disabilities: 27.8% White: 23.5%	2024 All: 24.5% Hispanic: 27.8% Low Income: 24.6% Students with Disabilities: 27.8% White: 23.5%	2025 All: 13.1% Hispanic: 13% Low Income: 12.5% Students with Disabilities: 13.5% White: 12.1%	All: 10.5% Hispanic: 13.1% Low Income: 10.7% Students with Disabilities: 17.1% White: 13.5%	All: -9.4% Hispanic: -15.1% Low Income: -11.7% Students with Disabilities: -14.3 White: -11.4
6.2	College/Career Indicator (CCI) Graduates meeting or exceeding prepared level California School Dashboard	2023 All: 0% Low Income: 0%	2024 All: 0% Low Income: 0%	2025 All: 2.2% Low Income: 2.2%	All: 12% Low Income: 12%	All: +2.2% Low Income: +2.2%
6.3	CAASPP ELA Distance from Standard (DFS) California School Dashboard	2023 All: -250.4 Distance From Standard	2024 All: -246.9 Distance From Standard	2025 All: -165.9 Distance From Standard	All: -220.4 Distance From Standard	All: +84.5 Distance From Standard
6.4	CAASPP Math Distance from Standard (DFS) California School Dashboard	2023 All: -280 Distance From Standard	2024 All: -281.6 Distance From Standard	2025 All: -245.4 Distance From Standard	All: -250 Distance From Standard	All: +34.6 Distance From Standard
6.5	Chronic Absenteeism Rate	2023 All: 66.7%	2024 All: 82.4%	2025 All: 88%	All: 57.7%	All: +21.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students absent for 10% or more of enrolled days during the school year Dataquest					
6.6	English Learner Progress Indicator (ELPI) Percentage of students making progress towards English language proficiency California School Dashboard	2023 Local Data *Fewer than 11 students Level 4: 23.08% Level 3: 38.46% Level 2: 38.46% Level 1: 0%	2024 *Fewer than 11 students Level 4: 16.67% Level 3: 33.33% Level 2: 33.33% Level 1: 16.67%	2025 *Fewer than 11 students Level 4: 8.33% Level 3: 25.00% Level 2: 33.33% Level 1: 33.33%	Level 4: 53.08% Level 3: 38.46% Level 2: 8.46% Level 1: 0%	Level 4: -14.75% Level 3: -13.46% Level 2: -5.13% Level 1: +33.33%

Goal Analysis [2025-26]

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

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

Oak View High School made strong progress in implementing Goal 6, which focuses on improving school climate, increasing the College/Career Indicator, and supporting academic outcomes for all students, with particular attention to Low-Income and Hispanic students.

Action 6.1 (Attendance and Engagement Support) was partially implemented due to the delayed start of the Community Liaison position. The Community Liaison position in Action 6.1 is a full-time site-based position, strengthening attendance systems, family engagement, and overall student support. Even though the Community Liaison position was filled after the beginning of the school year, a tiered approach to attendance and consistent outreach practices was implemented once the position was filled. Action 6.3 (Staff Professional Development) was fully implemented and included multiple professional learning opportunities focused on lesson design, instructional practices, and strengthening school culture and climate.

Actions 6.2 (English Learner Support), 6.4 (College and Career Readiness Support), and 6.5 (Equity-Focused Enrichment and Cultural Learning Experiences) were partially implemented. For Action 6.2, implementation was impacted by a mid-year hire, which limited the full delivery of services for a portion of the year; however, once filled, support for English Learners was established through push-in services and

increased student support. For Action 6.4, while key components, like the College Career Phoenix Center and career pathway opportunities were put in place, certain planned milestones, such as specific college visits, internship opportunities, and apprenticeship programs were not fully realized during the school year because partnerships are still being developed. For Action 6.5, this initiative utilized a phased implementation strategy. Although new community partnerships and off-campus opportunities were successfully established, not all of the planned enrichment and cultural activities were fully executed during the school year as the site continues to build consistent access for all students.

Overall, Oak View High School successfully implemented the majority of planned actions and continues to build systems and partnerships to strengthen full implementation in the coming year. These efforts have supported a positive school culture, increased student engagement, and strengthened college and career readiness opportunities for students.

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

Action 6.1 – Attendance and Engagement Support
There was a material difference for this action due to the Community Liaison position starting after the start of the school year, which was less than the original budget projections.

Action 6.2 – English Learner (EL) Support
There was a material difference for this action due to a vacancy in the 0.5 FTE English Language Aide position, which was filled mid-year. This delay in staffing resulted in reduced expenditures and partial implementation of services for English Learner students.

Action 6.3 – Staff Professional Development
There was no significant material difference for this action, as planned professional development activities were implemented as intended. Minor variances in expenditures were due to adjustments in scheduling and resource allocation.

Action 6.4 – College and Career Readiness Support
There was a material difference for this action as some planned college and career readiness activities, including apprenticeship, internship opportunities, and certain college visits, were not fully implemented during the school year. This resulted in lower than anticipated expenditures.

Action 6.5 – Enrichment and Cultural Learning Experiences
There was a material difference for this action due to the phased implementation of enrichment and cultural learning experiences. While new partnerships and opportunities were developed, not all planned activities were fully implemented during the year, resulting in lower than budgeted expenditures.

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

Action 6.1 – Attendance and Engagement Support (Community Liaison)

Aligned Metrics: Metric 6.1 (Suspension Rate), Metric 6.2 (College/Career Indicator), Metric 6.5 (Chronic Absenteeism)

This action involves a full-time itinerant Community Liaison to monitor attendance, connect families with resources, and facilitate work-readiness and apprenticeship opportunities. It is designed to serve all students, with particular focus on Low-Income, Students with Disabilities, and Hispanic students.

Effectiveness Analysis:
This action is demonstrating mixed effectiveness across multiple metrics. This action is demonstrating mixed overall effectiveness across its designated metrics; however, it has served as a primary driver of significant positive progress regarding Metric 6.1 (Suspension Rate). The Community Liaison's targeted efforts, specifically intensive attendance monitoring, direct family engagement, and immediate connection to wrap-around support services, directly contributed to a substantial, system-wide reduction in suspensions by proactively addressing student disengagement before it escalated into disciplinary infractions. This high extent of contribution is evidenced by meaningful, double-digit decreases from the baseline across almost all student groups, including Hispanic students (-15.1%), Students with Disabilities (-14.3%), Low Income students (-11.7%), and White students (-11.4%), alongside a -9.4% decrease for All students. While other school-wide initiatives support overall school climate, this specific action bridged the gap between home and school for vulnerable student groups, proving highly effective in reducing exclusionary discipline and keeping students actively engaged in the classroom.

Regarding Metric 6.2 (College/Career Indicator), all students improved by +2.2%, and low-income students improved by +2.2% from a baseline of 0%. While this is a modest gain, it represents the first movement toward college and career readiness for this school, suggesting that the liaison's efforts to connect students with career pathways and apprenticeship opportunities are beginning to take hold.

Regarding Metric 6.5 (Chronic Absenteeism), All students were at 88%, showing a 21.3% increase.

Action 6.2 – English Learner (EL) Support (EL Paraprofessional)

Aligned Metrics: Metric 6.3 (CAASPP ELA DFS), Metric 6.4 (CAASPP Math DFS), Metric 6.6 (English Learner Progress Indicator)

This action provides an English Language Paraprofessional for six hours per day, split between two sites, to support Newcomer and Refugee students and those with limited or interrupted education in accessing core content and improving academic achievement in ELA and math.

Effectiveness Analysis:
This action is showing mixed effectiveness in academic outcomes. Regarding Metric 6.3 (CAASPP ELA DFS), All students showed a significant improvement of +84.5 points from the baseline Distance from Standard. This is a substantial gain that exceeds the Year 3 target and suggests that the additional paraprofessional support, combined with the ELD course and push-in model, is positively impacting English Language Arts achievement for English Learner students and the broader student population.

Regarding Metric 6.4 (CAASPP Math DFS), all students improved by +34.6 points from the baseline Distance from Standard. While students remain below standard, this positive movement indicates that the paraprofessional's support across core content areas, including mathematics, is contributing to academic growth.

Regarding Metric 6.6 (English Learner Progress Indicator), Year 2 data showed a decreased in English Learner progress, for example, Level 4 students declined 8.33%%; Level 3 students declined to 25.00%%; Level 2 students remained at 33.33% in Year 2 data compared to Baseline data. On the other hand, Level 1 students increased to 33.33% in Year 2 data compared to Baseline data.

Action 6.3 – Staff Professional Development

Aligned Metrics: Metric 6.1 (Suspension Rate), Metric 6.3 (CAASPP ELA DFS), Metric 6.4 (CAASPP Math DFS), Metric 6.6 (English Learner Progress Indicator)

This action provides supplemental professional development and onsite coaching in student engagement, social-emotional well-being, trauma-informed and restorative practices, adolescent literacy, integrated ELD, and foundational academic skills. It benefits all students but is particularly designed to mitigate barriers experienced by low-income (LI), English Learners (EL), and Foster Youth (FY).

Effectiveness Analysis:
This action is demonstrating strong effectiveness across aligned metrics. Regarding Metric 6.1 (Suspension Rate), the significant decreases across all student groups — All students (-9.4%), Hispanic students (-15.1%), Low Income students (-11.7%), Students with Disabilities (-14.3%), and White students (-11.4%) — suggest that professional development focused on trauma-informed and restorative practices is translating into improved school climate. For English Learners, Foster Youth, and Low Income students, these reductions are particularly meaningful, as these student groups often face compounding barriers that can lead to disciplinary incidents.

Regarding Metric 6.3 (CAASPP ELA DFS), the +84.5 point improvement for all students from baseline suggests that professional development focused on adolescent literacy and engaging lesson design is having a substantial positive impact on ELA instruction and student outcomes.

Regarding Metric 6.4 (CAASPP Math DFS), the +34.6 point improvement for all students from baseline indicates that instructional strategies from professional development are also supporting growth in mathematics, though continued focus may be needed to accelerate progress.

Regarding Metric 6.6 (English Learner Progress Indicator), Year 2 data showed a decreased in English Learner progress, for example, Level 4 students declined 8.33%%; Level 3 students declined to 25.00%%; Level 2 students remained at 33.33% in Year 2 data compared to Baseline data. On the other hand, Level 1 students increased to 33.33% in Year 2 data compared to Baseline data.

Action 6.4 – College and Career Readiness Support

Aligned Metrics: Metric 6.2 (College/Career Indicator)

This action provides materials, supplies, and associated costs for apprenticeship programs and transportation to support work-based learning, primarily focused on low-income (LI) and Hispanic (HI) students.

Effectiveness Analysis:

This action is showing early, modest effectiveness. Regarding Metric 6.2 (College/Career Indicator), all students improved by +2.2%, and low-income students improved by +2.2% from a baseline of 0%. While this represents initial progress, the annual review noted that the school was unable to offer many apprenticeships and work-based learning opportunities as originally intended due to the lack of foundational structures for behavior expectations, academic readiness, and school culture. Now that those systems are being established, there is potential for greater impact in the coming year. For Low Income and Hispanic students, who are the primary focus of this action, ensuring equitable access to these career-connected opportunities will be essential to accelerating progress toward the 12% target.

Action 6.5 – Equity-Focused Enrichment and Cultural Learning Experiences

Aligned Metrics: Metric 6.1 (Suspension Rate), Metric 6.5 (Chronic Absenteeism)

This is a newly added action that provides cultural field trips to museums, cultural centers, and performing arts events to foster a positive school culture, strengthen students' sense of belonging, and provide equitable access to enriching experiences. It benefits all students, particularly Low Income, Students with Disabilities, White, and Hispanic students.

Effectiveness Analysis:
As a newly implemented action, it is too early to attribute specific metric outcomes directly to this strategy. However, the broader school climate data provides a supportive context. Regarding Metric 6.1 (Suspension Rate), the current difference from baseline shows decreases for all students (-9.4%), Hispanic students (-15.1%), Low Income students (-11.7%), Students with Disabilities (-14.3%), and White students (-11.4%). While these improvements are likely driven by the more established actions (6.1 and 6.3), the addition of enrichment experiences that build belonging and connection to school culture can reinforce and sustain these positive trends.

Regarding Metric 6.5 (Chronic Absenteeism), based on formative local data, this action is demonstrating meaningful early progress toward the goal. Regarding Metric 6.5 – Chronic Absenteeism, the school's baseline chronic absenteeism rate for all students was 69.60%. Through the implementation of a tiered attendance system, progress monitoring through RTI meetings, and consistent family outreach led by the Community Liaison, the school has seen an estimated 6% improvement in overall attendance, bringing the estimated chronic absenteeism rate to approximately 63.60% — a positive movement of -6 percentage points from baseline. Although All students were at 88% chronic abesenteeism rate thsi year, student empathy interviews indicating an increased sense of belonging and parent survey data reflecting positive perceptions of school support, including Low Income and Hispanic students who are disproportionately impacted by chronic absenteeism.

Result: The site successfully implemented a tiered attendance system with defined student attendance goals and progress monitoring. The Community Liaison tracks attendance trends, coordinates outreach, and prepares student-level attendance and intervention data used in RTI meetings to guide supports and resource referrals. All indicators (both dashboard and formative trend in positive gains).

Family Engagement: (Outreach Evidence): The school increased two-way communication through consistent calls/texts home and weekly recognition notifications for students meeting attendance goals. Data source: parent/student feedback (surveys, text, and emails) indicates outreach and recognition are positively received and support improved family engagement around attendance.

Attendance: The school implemented perfect attendance awards and weekly incentives to reinforce attendance expectations and increase student motivation. Outcome: overall attendance improved by 6%. Supporting evidence: student empathy interview data indicate an increased sense of belonging/connection to school.

School Climate Measures: Multiple climate data points show improvement. Student empathy interviews report that students feel safe and seen on campus. Parent survey data indicate families feel the school is supporting their students and providing needed resources.

Culture/Recognition Indicator: In 2025, the school earned The Great Kindness Award for the first time, providing an external indicator of positive school culture and strengthened relationships.

What is not working: We need to utilize more community connections for students' college and/or career goals to facilitate work-readiness and apprenticeship opportunities. Why is this not working? We focused on building foundations for attendance, climate, and culture first. We have begun this work showing on the California Dashboard by increasing the College Career Indicator by 2% and having students being completers with CRY-ROP, but we are not where we need to be for all our students.

Next Steps: Continue refining targeted interventions for students with chronic absenteeism using RTI data cycles.

Increase consistency of attendance supports across tiers (universal, targeted, intensive) and strengthen follow-up supports for students with persistent barriers.

Use ongoing student/parent feedback and chronic absenteeism data to adjust incentives, outreach, and resource referrals to ensure equitable impact for highest-need students.

Summary

Overall, Goal 6 is showing meaningful progress across most metrics. The most notable gains include significant reductions in suspension rates across all student groups (Metric 6.1) and substantial academic improvements in both ELA (Metric 6.3, +84.5 DFS) and Math (Metric 6.4, +34.6 DFS). The College/Career Indicator (Metric 6.2) shows early but positive movement. The combination of attendance support, professional development, EL-specific interventions, and the newly added enrichment experiences positions Oak View High School to continue building on this 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.

For Metric 6.5, the data source was revised to Dataquest to include current chronic absenteeism student data.

Based on reflection of prior practice, the goal has been revised to include a more intentional focus on English Learners (ELs). Oak View High School will improve outcomes for EL students by increasing progress in English language acquisition, as measured by the English Language Proficiency Assessments for California (ELPAC), to support reclassification and access to college and career opportunities.

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 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.	$38,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
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 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.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$19,896,591	$1,780,907.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.948%	0.000%	$0.00	21.948%

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:** Arts Education and Enrichment **Need:** 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. **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:** Career Technical Education Program: Pathway Support **Need:** 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.

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	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. **Scope:** 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:** Career Technical Education Program: Regional Occupational Program **Need:** 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. **Scope:** 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:** College and Career Readiness Support **Need:** 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. **Scope:** Schoolwide	district's overarching goal of academic excellence and equity for all students.	
1.7	**Action:** Graduation Readiness Support **Need:** 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
	determined effective toward providing our EL, FY, and LI students with opportunities to meet high school graduation requirements. **Scope:** 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:** Instructional Academic Support **Need:** 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
	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. **Scope:** 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:** Instructional Technology - Classroom Support **Need:** 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
	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. **Scope:** 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:** Literacy Education and Enrichment **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
	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. **Scope:** 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:** 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. **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.

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	LEA-wide		
1.13	**Action:** Staff Professional Development **Need:** 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. **Scope:** 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:** Bilingual Community Support **Need:** 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. **Scope:** 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:** Counseling Support **Need:** 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 and mental health associates 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,	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
	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. **Scope:** LEA-wide	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 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:** Positive Behavioral and Interventions Support **Need:** 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.

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
	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. **Scope:** 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:** Social Emotional Learning Support **Need:** 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.

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
	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. **Scope:** 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:** District Parent Engagement Staffing, Events, and Supplies **Need:** In order 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 expand access to information to 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	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
	opportunities to increase student attendance at our schools. **Scope:** LEA-wide	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 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:** School-Based Parent Support **Need:** 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.	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	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
	Scope: LEA-wide	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 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:** English Learner (EL) Support (Technical Assistance) **Need:** 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%	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	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
	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. **Scope:** Limited to Unduplicated Student Group(s)	activities, or targeted practice on specific language 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:** English Learner (EL): Language Support Services (Technical Assistance) **Need:** 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: Limited to Unduplicated Student Group(s)		
1.11	**Action:** Long-Term English Learner (LTEL) Support **Need:** 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. **Scope:** 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	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
		implementation of English language development (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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$90,655,019	19,896,591	21.948%	0.000%	21.948%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,896,591.00	$5,643,207.00	$0.00	$0.00	$25,539,798.00	$18,234,134.00	$7,305,664.00

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 2026 - June 2027	$1,893,000.00	$95,000.00	$1,988,000.00				$1,988,000.00	
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 2026 - June 2027	$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 2026 - June 2027	$0.00	$1,403,359.00	$1,403,359.00				$1,403,359.00	
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 2026 - June 2027	$127,000.00	$26,000.00	$153,000.00				$153,000.00	
1	1.5	English Learner (EL) Support (Technical Assistance)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2026 - June 2027	$1,080,500.00	$0.00	$1,080,500.00				$1,080,500.00	
1	1.6	English Learner (EL): Language Support Services (Technical Assistance)	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	July 2026- June 2027	$175,000.00	$0.00	$175,000.00				$175,000.00	

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 2026-June 2027	$2,137,000.00	$40,000.00	$2,177,000.00				$2,177,000.00	
1	1.8	Instructional Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$2,968,581.00	$0.00	$1,114,581.00	$1,854,000.00			$2,968,581.00	
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 2026 - June 2027	$843,000.00	$0.00	$843,000.00				$843,000.00	
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 2026 - June 2027	$857,000.00	$0.00	$857,000.00				$857,000.00	
1	1.11	Long-Term English Learner (LTEL) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2026 - June 2027	$17,000.00	$0.00	$17,000.00				$17,000.00	
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 2026-June 2027	$300,000.00	$1,063,115.00	$1,363,115.00				$1,363,115.00	
1	1.13	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$530,705.00	$963,217.00	$1,493,922.00				$1,493,922.00	
2	2.1	Bilingual Community Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$228,000.00	$0.00	$228,000.00				$228,000.00	
2	2.2	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$4,942,000.00	$0.00	$4,942,000.00				$4,942,000.00	

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 Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools and Middle Schools TK-8	July 2026 - June 2027	$1,538,000.00	$0.00	$1,538,000.00				$1,538,000.00	
2	2.4	Social Emotional Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$0.00	$3,491,114.00	$130,114.00	$3,361,000.00			$3,491,114.00	
3	3.1	District Parent Engagement Staffing, Events, and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$145,000.00	$40,000.00	$185,000.00				$185,000.00	
3	3.2	School-Based Parent Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026-June 2027	$10,000.00	$10,000.00	$20,000.00				$20,000.00	
4	4.1	Attendance and Engagement Support	All Students with Disabilities Low Income (LI), Hispanic (HI)	No			Specific Schools: Green Valley High School 9-12	August 2026 - June 2027	$28,000.00	$0.00		$28,000.00			$28,000.00	
4	4.2	English Learner (EL) Support	All English learners	No			Specific Schools: Green Valley High School 9-12	August 20256-June 2027	$20,000.00	$0.00		$20,000.00			$20,000.00	
4	4.3	Staff Professional Development	All Low Income (LI), Hispanic (HI)	No			Specific Schools: Green Valley High 9-12	August 2026 - June 2027	$1,000.00	$5,000.00		$6,000.00			$6,000.00	
4	4.4	College and Career Readiness Support	All Low Income (LI), Hispanic (HI)	No			Specific Schools: Green Valley High School 9-12	August 2026 - June 2027	$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 2026 - June2027	$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 2026 - June 2027	$27,000.00	$0.00		$27,000.00			$27,000.00	
4	**4.7**	Wellness Activities Integration	All LI, SWD, H	No			Specific Schools: Green Valley High School 9-12	August 2026 - June 2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
4	**4.8**	Additional School Climate Support	All Low Income (LI), Students with Disabilities (SWD) and Hispanic (H)	No			Specific Schools: Green Valley High School 9-12	August 2026- June 2027	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	**5.1**	Attendance and Engagement Support	All Low income (LI), Hispanic (Hi), White (WH)	No			Specific Schools: Green Valley Independent Study K-8	August 2026 - June 2027	$26,000.00	$0.00		$26,000.00			$26,000.00	
5	**5.2**	Staff Professional Development	All Low income (LI), hispanic (HI), white (WH)	No			Specific Schools: Green Valley Independent Study K-8	August 2026 - June 2027	$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 2026- June 2027	$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 2026 - June 2027	$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 2026 - June 2027	$1,700.00	$0.00		$1,700.00			$1,700.00	
5	**5.6**	Additional School Climate Support	All K-8	No			Specific Schools: Green Valley Independent Study	August 2026 - June 2027	$0.00	$6,500.00		$6,500.00			$6,500.00	
6	**6.1**	Attendance and Engagement Support	All Low income (LI), Students with Disabilities (SWD), Hispanic (H)	No			Specific Schools: Oak View High School and Community School 8 - 12	August 2026 - June 2027	$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, 2026 - June, 2027	$38,000.00	$0.00		$38,000.00			$38,000.00	
6	**6.3**	Staff Professional Development	All Low Income (LI), English Learner (EL),	No			Specific Schools: Oak View High School and Community School 8-12	August, 2026- June, 2027	$1,600.00	$19,117.00		$20,717.00			$20,717.00	
6	**6.4**	College and Career Readiness Support	All Low income (LI), Students with Disabilities (SWD),	No			Specific Schools: Oak View HIgh	August, 2026 - June, 2027	$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 Low Income(LI), Students with Disabilities (SWD), Hispanic (H)	No			Specific Schools: Oak View High School and Community School 8-12	August, 2026 - June, 2027	$0.00	$5,000.00		$5,000.00			$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$90,655,019	19,896,591	21.948%	0.000%	21.948%	$19,896,591.00	0.000%	21.948 %	**Total:**	$19,896,591.00
								LEA-wide Total:	$13,164,732.00
								Limited Total:	$1,272,500.00
								Schoolwide Total:	$5,459,359.00

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 Foster Youth Low Income	All Schools	$1,988,000.00	
1	**1.2**	Career Technical Education Program: Pathway Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle Schools and Yucaipa High School 6-12	$188,000.00	
1	**1.3**	Career Technical Education Program: Regional Occupational Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle Schools and High Schools 6-12	$1,403,359.00	
1	**1.4**	College and Career Readiness Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	$153,000.00	
1	**1.5**	English Learner (EL) Support (Technical Assistance)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,080,500.00	

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	$175,000.00	
1	1.7	Graduation Readiness Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	$2,177,000.00	
1	1.8	Instructional Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,114,581.00	
1	1.9	Instructional Technology - Classroom Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$843,000.00	
1	1.10	Literacy Education and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$857,000.00	
1	1.11	Long-Term English Learner (LTEL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,000.00	
1	1.12	School-Level Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,363,115.00	
1	1.13	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,493,922.00	
2	2.1	Bilingual Community Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,000.00	
2	2.2	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,942,000.00	
2	2.3	Positive Behavioral and Interventions Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools and Middle Schools TK-8	$1,538,000.00	
2	2.4	Social Emotional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,114.00	

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 Foster Youth Low Income	All Schools	$185,000.00	
3	3.2	School-Based Parent Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,659,515.00	$19,172,113.53

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	$1,843,000.00	$1,897,000.00
1	**1.2**	Career Technical Education Program: Pathway Support	Yes	$188,000.00	$170,600.00
1	**1.3**	Career Technical Education Program: Regional Occupational Program	Yes	$1,403,059.00	$1,403,359.00
1	**1.4**	College and Career Readiness Support	Yes	$150,000.00	$79,700.00
1	**1.5**	English Learner (EL) Support (Technical Assistance)	Yes	$1,062,500.00	$997,000.00
1	**1.6**	English Learner (EL): Language Support Services (Technical Assistance)	Yes	$280,000.00	$155,000.00
1	**1.7**	Graduation Readiness Support	Yes	$2,079,000.00	$2,118,000.00
1	**1.8**	Instructional Academic Support	Yes	$2,816,040.00	$1,472,000.00
1	**1.9**	Instructional Technology - Classroom Support	Yes	$839,500.00	$843,000.00
1	**1.10**	Literacy Education and Enrichment	Yes	$815,000.00	$870,000.00
1	**1.11**	Long-Term English Learner (LTEL) Support	Yes	$22,000.00	$3,000.00

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	$1,231,980.00	$1,246,488.00
1	1.13	Staff Professional Development	Yes	$644,000.00	$808,000.00
2	2.1	Bilingual Community Support	Yes	$199,000.00	$178,000.00
2	2.2	Counseling Support	Yes	$4,570,000.00	$4,642,000.00
2	2.3	Positive Behavioral and Interventions Support	Yes	$1,468,000.00	$1,444,000.00
2	2.4	Social Emotional Learning Support	Yes	$3,504,229.00	$410,000.00
3	3.1	District Parent Engagement Staffing, Events, and Supplies	Yes	$101,000.00	$99,649.00
3	3.2	School-Based Parent Support	Yes	$15,000.00	$22,000.00
4	4.1	Attendance and Engagement Support	No	$28,000.00	$21,935.00
4	4.2	English Learner (EL) Support	No	$20,000.00	$7,017.00
4	4.3	Staff Professional Development	No	$6,000.00	$15,200.00
4	4.4	College and Career Readiness Support	No	$7,000.00	$724.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Social-Emotional Learning	No	$74,481.00	$55,915.50
4	4.6	School Climate Support	No	$27,000.00	$24,079.00
4	4.7	Wellness Activities Integration	No	$5,000.00	$3,685.00
4	4.8	Additional School Climate Support	No	$10,000.00	$9,663.42
5	5.1	Attendance and Engagement Support	No	$26,000.00	$21,935.00
5	5.2	Staff Professional Development	No	$6,242.00	$9,200.00
5	5.3	Part-Time Mental Health Supplementation	No	$60,000.00	$55,915.00
5	5.4	Targeted Academic Intervention	No	$16,000.00	$0.00
5	5.5	Enrichment and Engagement	No	$1,700.00	$700.00
5	5.6	Additional School Climate Support	No	$6,500.00	$4,471.00
6	6.1	Attendance and Engagement Support	No	$50,567.00	$43,578.00
6	6.2	English Learner (EL) Support	No	$38,000.00	$15,037.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.3**	Staff Professional Development	No	$20,717.00	$20,000.00
6	**6.4**	College and Career Readiness Support	No	$20,000.00	$1,315.25
6	**6.5**	Enrichment and Cultural Learning Experiences	No	$5,000.00	$2,946.16

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
18,516,265.00	$18,016,308.00	$18,516,265.00	($499,957.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Arts Education and Enrichment	Yes	$1,843,000.00	$1,900,000.00		
1	1.2	Career Technical Education Program: Pathway Support	Yes	$188,000.00	$183,000.00		
1	1.3	Career Technical Education Program: Regional Occupational Program	Yes	$1,403,059.00	$1,403,359.00		
1	1.4	College and Career Readiness Support	Yes	$150,000.00	$77,830.00		
1	1.5	English Learner (EL) Support (Technical Assistance)	Yes	$1,062,500.00	$996,000.00		
1	1.6	English Learner (EL): Language Support Services (Technical Assistance)	Yes	$280,000.00	$155,000.00		
1	1.7	Graduation Readiness Support	Yes	$2,079,000.00	$2,106,000.00		
1	1.8	Instructional Academic Support	Yes	$962,040.00	$1,163,000.00		
1	1.9	Instructional Technology - Classroom Support	Yes	$839,500.00	$841,000.00		
1	1.10	Literacy Education and Enrichment	Yes	$815,000.00	$868,000.00		
1	1.11	Long-Term English Learner (LTEL) Support	Yes	$22,000.00	$2,000.00		
1	1.12	School-Level Program Support	Yes	$1,231,980.00	$1,451,076.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Staff Professional Development	Yes	$644,000.00	$850,000.00		
2	2.1	Bilingual Community Support	Yes	$199,000.00	$176,000.00		
2	2.2	Counseling Support	Yes	$4,570,000.00	$4,644,000.00		
2	2.3	Positive Behavioral and Interventions Support	Yes	$1,468,000.00	$1,448,000.00		
2	2.4	Social Emotional Learning Support	Yes	$143,229.00	$100,000.00		
3	3.1	District Parent Engagement Staffing, Events, and Supplies	Yes	$101,000.00	$114,000.00		
3	3.2	School-Based Parent Support	Yes	$15,000.00	$38,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$85,736,874	18,516,265.00	0%	21.597%	$18,516,265.00	0.000%	21.597%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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