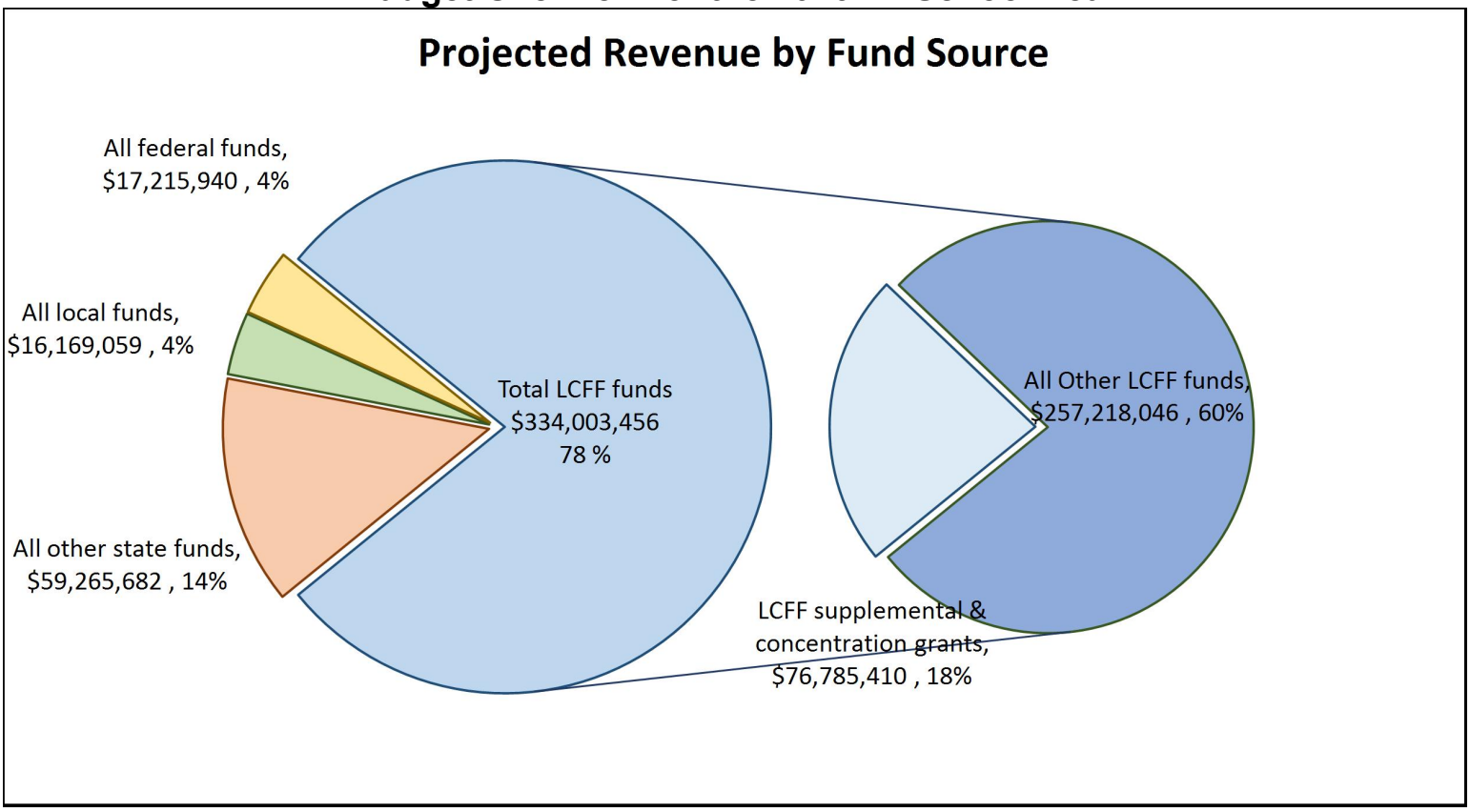
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hesperia Unified School District
CDS Code: 36750440000000
School Year: 2026-27
LEA contact information:
Dr. Michelle Smith
Superintendent
michelle.smith@hesperiausd.org
760-244-4411 x7215

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

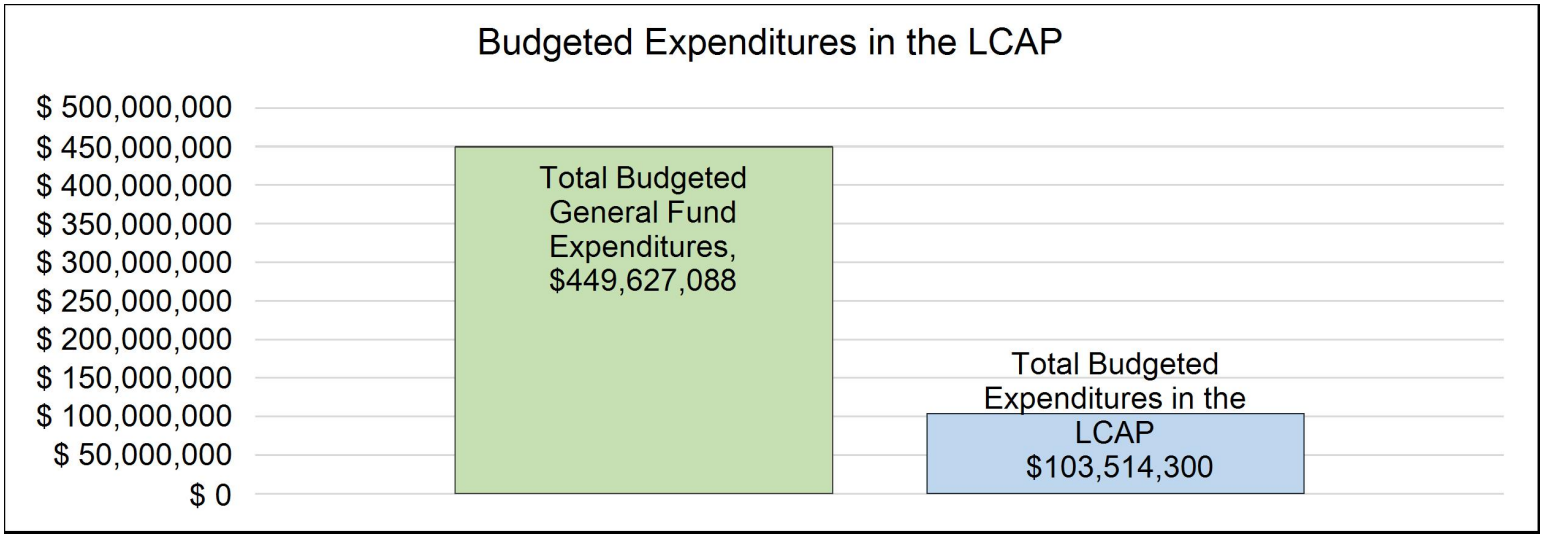


This chart shows the total general purpose revenue Hesperia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hesperia Unified School District is $426,654,137, of which $334,003,456 is Local Control Funding Formula (LCFF), $59,265,682 is other state funds, $16,169,059 is local funds, and $17,215,940 is federal funds. Of the $334,003,456 in LCFF Funds, $76,785,410 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 Hesperia 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: Hesperia Unified School District plans to spend $449,627,088 for the 2026-27 school year. Of that amount, $103,514,300 is tied to actions/services in the LCAP and $346,112,788 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

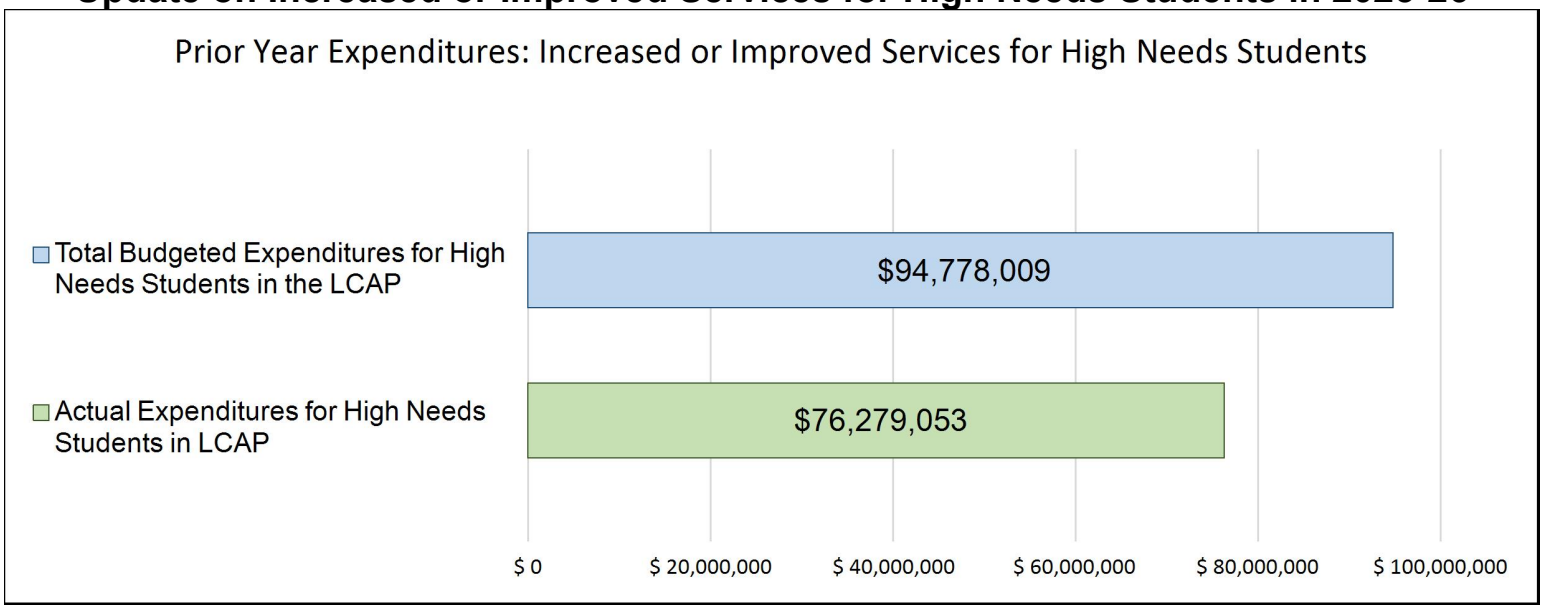
Salaries and benefits, instructional materials, textbook adoptions, maintenance of facilities, and other operational costs of the district.

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

In 2026-27, Hesperia Unified School District is projecting it will receive $76,785,410 based on the enrollment of foster youth, English learner, and low-income students. Hesperia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hesperia Unified School District plans to spend $92,010,383 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 Hesperia 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 Hesperia 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, Hesperia Unified School District's LCAP budgeted $94,778,009 for planned actions to increase or improve services for high needs students. Hesperia Unified School District actually spent $76,279,053 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $18,498,956 had the following impact on Hesperia Unified School District’s ability to increase or improve services for high needs students:

The challenges of staffing positions outside of standard school hours, coupled with increasing staff attrition and recruitment difficulties, have collectively limited the full implementation of several initiatives.

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
Hesperia Unified School District	Dr. Michelle Smith Superintendent	michelle.smith@hesperiausd.org 760-244-4411 x7215

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.

Located in the High Desert region of Southern California, the Hesperia Unified School District (HUSD) was established in 1987. Before its formation, the area's educational needs were split between the Hesperia Elementary School District and the Victor Valley Union High School District. Today, HUSD spans the communities of Hesperia, Oak Hills, and Victorville, standing as the largest district in the region. With a workforce of approximately 2,500 staff members, it supports a large geographical and operational footprint in comparison to our neighboring districts in both personnel and student enrollment.
The District’s academic infrastructure is designed to support students from transitional kindergarten through adulthood across a variety of specialized campuses. The current configuration includes 15 elementary schools (TK–6th grade), three middle schools (7th–8th grade), and three comprehensive high schools (9th–12th grade). To ensure flexibility and parent involvement, HUSD features three parent-choice elementary schools and a variety of alternative options, including three alternative schools, an adult education center, and a K–12 independent study campus.
HUSD currently educates a population of 23,209 students, defined by significant diversity and specific socioeconomic needs. The student body is 77.4% Hispanic (HI), followed by 12.8% White (WI), 6.2% African American (AA), and 2% identifying with two or more races, with smaller populations of Asian, Pacific Islander, Filipino, and American Indian students. Beyond ethnicity, the District serves a high-needs population: 74% of students are low-income (LI), 16.8% are English learners (EL), 13.8% are students with disabilities (SWD), 5.6% are experiencing homelessness (HOM), and 1.4% are foster youth (FY), resulting in an overall unduplicated pupil percentage of 78.3%.

HUSD’s mission statement is "Preparing Today's Students for Tomorrow's World, focusing on Deep Literacy Through the 6C's and Innovation." Each student will leave HUSD exuding collaboration, communication, critical thinking, creativity, citizenship, and character as

part of our district goal of developing college and career-ready graduates. The mission is being implemented through the following key priorities:

1. Academic Excellence
2. Student Well-Being
3. Family and Community Engagement

HUSD prioritizes comprehensive student success through a collaborative leadership model and Fullan's Coherence framework of clarity of focus, shared leadership, collective expertise, and continuous improvement. The District is committed to the implementation and sustainability of an integrated Multi-Tiered System of Support as evidenced by the allocation of human resources, fiscal resources, and time dedicated to the key priorities. Beyond core subjects, diverse programs like career technical education, dual enrollment, and numerous arts and music opportunities cater to individual student needs. Family and community engagement flourish through family community liaisons, ensuring every student thrives in a supportive and inclusive environment while counselors and SEL initiatives at each school site address student well-being.

HUSD has identified four school sites— Canyon Ridge High School, Shadow Ridge School, Mojave High School, and Hesperia Community Day School—that qualify for Equity Multiplier funding based on state-defined thresholds for student vulnerability. Each site exceeds the required 70% socioeconomically disadvantaged (SED) student population and maintains a non-stability rate greater than 25%, signaling a high degree of student mobility and economic need. While Lime Street Elementary presents a non-stability rate of 23.24% and no longer qualifies for these funds, they are still actively expending prior-year carryover Equity Multiplier funds. The District's alternative and independent study programs face more acute challenges with their non-stability rates, ranging from 50.1% at Shadow Ridge to a peak of 94.7% at Hesperia Community Day School. These funds will be allocated to mitigate the impact of high student turnover and provide targeted instructional supports, ensuring that students experiencing frequent transitions receive the necessary interventions to maintain academic progress and social-emotional stability.

The District is governed by a 5-member Board of Trustees, which generally meets monthly at the Hesperia Unified School District Conference and Training Center, 15576 Main Street, Hesperia.

Reflections: Annual Performance

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

Annual Performance Reflection Overview (2025 Dashboard and local data):

The Hesperia Unified School District (HUSD) remains committed to the continuous improvement of our teaching and learning systems, with a steady focus on implementing our integrated Multi-Tiered System of Support (iMTSS). Through ongoing collaboration between district and school leadership teams and our educational partnership committees, we are implementing HUSD's coherent instructional framework that aligns our mission, vision, and core values. The LCAP plays a vital role in sharing this framework with our families, deepening our partnership

to directly improve student outcomes. We continue to prioritize evidence-based teaching and learning—driven by cycles of inquiry and iMTSS—to ensure we are equipped to respond quickly and effectively to the unique needs of every student.

Utilizing these systems, teacher teams will continue to collaborate and engage in cycles of inquiry with a targeted focus on improving pupil achievement, suspension, and pupil engagement outcomes. According to the 2025 Dashboard, all HUSD students' math scores increased by 6.9 points to -89.3 distance from standard (DFS), all HUSD students increased in ELA by 4.7 points to -55.5 distance from standard (DFS), and a decline of student suspension rate by 0.5% to 4.4%. When we further disaggregate this data into the various subgroups, disparities remain that need to be addressed.

Pupil Achievement:
The Math CAASPP distance from standard (DFS) scores for all student populations increased by 6.9 points, reaching a status of -89.3 DFS. Locally, iReady data supports this upward trend with a +2% growth in Math. Despite this progress, several subgroups continue to score significantly further from the standard than the overall student population: Long-term English Learners at -172, English learners at -115.3, socioeconomically disadvantaged (low income) at -97.1, foster youth at -103.7, homeless youth at -107.1, African American at -123.4, and students with disabilities at -146.
The following subgroups made progress toward the standard: Hispanic (+6.8), students with disabilities (+4.8), African American (+6.1), Filipino (+32.0), socioeconomically disadvantaged (+4.6), White (+10.5), two or more races (+4.8), and foster youth (+19.7). In contrast to previous trends, Asian students saw a decline of -7.4 points, and Long-Term English Learners declined by -3.9 points.

The ELA CAASPP distance from standard scores for all student populations increased by 4.7 points to a status of -55.5 DFS, bolstered by a +4% growth in local iReady ELA assessments. Several subgroups continue to score further from the standard than the overall student population: Long-term English Learners at -125.2 DFS, English learners at -87.9 DFS, socioeconomically disadvantaged (low income) at -64.4 DFS, foster youth at -72.1 DFS, homeless youth at -71.7 DFS, African American at -81.2 DFS, and students with disabilities at -112.2 DFS.

The following subgroups made progress toward the standard in English Language Arts (ELA): Hispanic (+4.2), Students with Disabilities (+7.8), African American (+7.9), Filipino (+24.9), Socioeconomically Disadvantaged (+2.4), White (+6.4), Two or More Races (+11.7), Foster Youth (+15.6), Homeless Youth (+6.0), and Asian (+5.4).

The 2025 Dashboard data indicates that while district-wide performance in math and ELA is rising, an achievement gap persists for Long-Term English Learners (LTEL), students with disabilities, African American students, and Pacific Islanders, all of whom continue to score below grade-level standards.

Analysis of current performance data highlights a need for increased focus on Long-Term English Learners (LTELs), who showed a decline of 8.9 points in ELA and 3.9 points in Math. Data for Pacific Islander students indicates a downward trend across both core subject areas, necessitating a more targeted instructional approach.To address these needs, the district will intensify targeted iMTSS interventions, with a renewed focus on language acquisition strategies in the classroom and continued focus on fortifying our tier one across all domains.

The district remains committed to enhancing achievement through strategic, data-driven initiatives, including partnering with curriculum specialists for evidence-based math practices and maintaining a district-wide focus on early literacy. These actions are the primary focus of

LCAP Goal 1, Academic Excellence. While recent growth in several subgroups is encouraging, the district will focus on accelerating this progress to move all students toward meeting or exceeding grade-level standards. The decline in some subgroups and scores below standard highlight the need for specialized interventions within the district's integrated multi-tiered system of support (iMTSS).

School Climate:
The 2025 Dashboard suspension data for all student populations declined by 0.5%, reaching a status of 4.4%, which is considered "maintaining". Several subgroups recorded suspension rates higher than the district average: socioeconomically disadvantaged at 4.8%, American Indian at 7.0%, Students with Disabilities at 7.1%, Homeless students at 7.4%, Foster Youth at 10.0%, African American at 10.8%, and Pacific Islander at 11.5%.

The data reveals an ongoing school climate gap; while the district average improved, suspension rates increased for certain groups, including Pacific Islanders (+6.9%), American Indians (+1.8%), Homeless students (+1.1%), and Foster Youth (+0.4%).

Locally, HUSD monitors student perception of school safety and belonging through annual surveys. In 2023, 33.5% of students reported feeling connected to their school; in 2024, this figure increased to 35%. While this 1.5% growth in sense of belonging is a positive trend that mirrors the overall decline in suspensions, it highlights a continued need for targeted social-emotional support.

To address this, the district will continue to implement its Student Well-Being Framework by strengthening tiered social-emotional and behavioral interventions through iMTSS, emphasizing evidence-based strategies. These actions represent the primary focus of LCAP Goal 2, Student Wellbeing. School counselors will provide targeted support to at-risk students and families, focusing on individualized interventions and social-emotional needs. Furthermore, Family Community Liaisons will continue to strengthen family-school partnerships, enhancing communication and collaboration to create a more supportive and inclusive environment, ultimately reducing suspensions and fostering a positive school climate for all.

Pupil Engagement: Graduation Rates
The 2025 Dashboard graduation rate data for all student populations reached a "Very High Performance" level of 95.1%, reflecting an overall increase of 2.1%. Long-Term English Learners (LTEL) and Hispanic populations both showed continued growth, with LTELs increasing by 2% (to 93.9%) and Hispanic students increasing by 1.1% (to 94.8%). Foster Youth also demonstrated progress with a 2.5% increase to 88.2%, while homeless students saw a similar 2.5% increase to reach 91%.
A decline was still observed among students with disabilities, whose graduation rate decreased by 1.1% to 82.4%. To address these areas of need, the district continues to implement targeted strategies that have already resulted in significant growth in college and career readiness, including English Learners, who saw a 12.1% increase in preparedness.

Pupil Engagement: Chronic Absenteeism
The 2025 Dashboard data for chronic absenteeism indicates a systemic challenge, as rates for the "All Students" group increased by 1.6% to a total of 33.5%. Local data showed a similar trend with districtwide attendance rates declining by -0.68%. This trend was reflected across several vulnerable student populations, with English Learners (EL) increasing by 3.6% to 31.8% and Long-Term English Learners (LTEL) rising by 5.4% to 32.2%. Significant increases were also noted among Socioeconomically Disadvantaged (SED) students, who rose 2.4% to 36.4%, and Homeless (HOM) students, who saw a 3.6% increase to reach 39%. While Foster Youth (FY) and Students with Disabilities (SWD) saw more marginal increases of 0.7% (to 33%) and 1.0% (to 39.4%), respectively, these figures remain a primary focus for district

intervention. Despite these dashboard shifts, recent local data suggests that average daily attendance is beginning to improve. The district remains committed to refining its attendance recovery efforts and targeted outreach to reduce chronic absenteeism across all high-need subgroups, a primary goal of LCAP Goal 2, Student Wellbeing.
College and Career Indicators:
Data from the 2025 Dashboard highlights significant improvements in college and career readiness, with scores for all students increasing by 6.8% to reach a status of 63.7%. This positive trend demonstrates the effectiveness of the district's initiatives to enhance college and career preparedness, with some of the most notable gains seen among specialized student groups. Significant growth was recorded for English Learners, who saw a 12.1% increase in preparedness, while Long-Term English Learners (LTELs) also showed strong growth with a 12.6% increase.

A key component of this success has been the implementation of AVID (Advancement Via Individual Determination) strategies, which have provided students with essential skills in organization, time management, and critical thinking, fostering a college-going culture. While groups such as Asian (90.0%) and White (70.2%) students maintain high levels of readiness, the district remains focused on closing gaps for populations that saw declines, such as Foster Youth, who dropped by 12.5%.

The district will continue to expand career exploration programs, offering more college readiness workshops, strengthening partnerships with local colleges, and increasing opportunities to complete CTE pathways. HUSD has monitored state and local assessments and Dashboard data to support a continuous improvement approach toward improving learning for every student, allowing for regular adjustments to ensure that all students graduate with the skills and knowledge they need to thrive.

Required Identification: 2023 Dashboard Lowest Performance Level (Red)

Subgroup Legend:
AA: African American, ALL: All Students, EL: English Learner, FY: Foster Youth, HI: Hispanic, HOM: Homeless, SED: Socioeconomically Disadvantaged, SWD: Students with Disabilities, WH: White.

The 2023 Dashboard shows that the following student groups were performing at the lowest performance level (red) on one or more state indicators on the 2023 CA Dashboard. The schools and student groups are noted below:

District Level:
ELA: AA, EL, HOM, SWD
Math: AA, EL, HI, HOM, SED
Suspension Rate: AA, FY, SWD
Chronic Absenteeism: n/a

School Sites:

Academic Indicator:
English Language Arts: Elementary: Hollyvale, Eucalyptus, Mission Crest, Cottonwood, Joshua Circle, Lime St. -Middle School: Hesperia Junior -High School: Canyon Ridge

Math: Elementary: Eucalyptus, Joshua Circle, Mission Crest -Middle School: Cedar Middle, Hesperia Junior -High School: Canyon Ridge, Shadow Ridge

ELPI: Elementary: Cottonwood, Hollyvale, Joshua Circle. -Middle School: Cedar Middle, Ranchero Middle. -High School: Oak Hills High School

School Climate:
Suspension:
Middle School: Hesperia Junior, Ranchero Middle - High School: Mojave High

Pupil Engagement:
Chronic Absenteeism: Shadow Ridge

Broad Course of Study:
College/Career:
Canyon Ridge High, Mojave High

Student Groups at School Sites on 2023 California Dashboard with lowest indicator data:

Site Level Data:

Canyon Ridge -
ELA: SED, HI
Math: SED, HI, All
ELPI: none
Suspension: none
College/Career: EL, SED, HI

Carmel -
ELA: SWD
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none

Cedar Middle -
ELA: EL, SWD, AA
Math: WH, SWD, EL SED, HI
ELPI: EL

Chronic Absenteeism: none
Suspension: AA, SWD

Cottonwood -
ELA: EL, SED, HI
Math: EL
ELPI: EL
Chronic Absenteeism: AA
Suspension: FY, EL

Cypress -
ELA: SWD
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none

Eucalyptus -
ELA: EL, HOM, SED, HI
Math: EL, SED, HI, HOM
ELPI: none
Chronic Absenteeism: none
Suspension: SWD, EL

Hesperia Community Day -
ELA: none
Math: none
ELPI: none Suspension: SED
College/Career: none

Hesperia High School -
ELA: SWD
Math: none
ELPI: none
Suspension: HOM
College/Career: none

Hesperia Junior -
ELA: EL,SED, SWD, AA, HI, HOM
Math: EL, HOM, SED, AA, HI, WH, SWD

ELPI: none
Chronic Absenteeism: none
Suspension: HOM, AA, SED, SWD, EL, HI

Hollyvale -
ELA: EL, HI, SED, HOM
Math: EL, SED, HOM
ELPI: EL
Chronic Absenteeism: none
Suspension: none

Joshua Circle -
ELA: EL
Math: EL, SED, HI
ELPI: EL
Chronic Absenteeism: none
Suspension: SWD, AA

Juniper -
ELA: EL, HOM, SED, WH
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none

Kingston -
ELA: EL, SWD, HI
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none

Krystal -
ELA: none
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none

Lime St -

ELA: EL, SED, AA
Math: AA
ELPI: none
Chronic Absenteeism: HOM, AA, WH
Suspension: FY, AA

Maple -
ELA: none
Math: none
ELPI: none
Chronic Absenteeism: none
Suspension: none

Mesa Grande -
ELA: EL, SED, SWD
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none

Mesquite Trails -
ELA: none
Math: SWD
ELPI: none
Chronic Absenteeism: none
Suspension: none

Mission Crest -
ELA: EL, SED, SWD, AA, HI
Math: EL, HOM, SED, SWD, HI
ELPI: none
Chronic Absenteeism: none
Suspension: FY, AA

Mojave High -
ELA: none
Math: none
ELPI: none
Suspension: AA, WH
College/Career: EL, SED, SWD, HI

Oak Hills High -
ELA: none
Math: none
ELPI: EL
Suspension: none
College/Career: none

Ranchero Middle -
ELA: EL, SED, SWD, AA
Math: WH
ELPI: EL
Chronic Absenteeism: none
Suspension: EL, HOM, SED, SWD, AA, HI, WH

Shadow Ridge -
ELA: EL, SED
Math: EL, SED, HI
ELPI: none
Chronic Absenteeism: SED, AA, HI, WH
Suspension: none
College/Career: none

Sultana High -
ELA: SWD
Math: EL, SED, SWD
ELPI: none
Suspension: none
College/Career: none

Topaz -
ELA: none
Math: none
ELPI: none
Chronic Absenteeism: AA
Suspension: none

Although our dashboard data reports low percentages in many areas, HUSD remains committed to increasing academic outcomes and focusing on student social-emotional well-being to give equitable support quickly with continuous monitoring and reevaluation to ensure high

levels of learning for every student every day. This will be accomplished by working towards an integrated multi-tiered system of support as a layered approach to the whole student. An integrated multi-tiered system enables early screening in the areas of academic, behavioral, and social-emotional. HUSD uses a systems approach to improving wellness and learning across our district through the deepening of our iMTSS and Student Wellbeing framework, which correlates to positive academic outcomes.

Learning Recovery Emergency Block Grant (LREBG)

Hesperia Unified School District has $13,634,332.20 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years.

The Hesperia Unified School District, in alignment with its Comprehensive Needs Assessment utilizing the 2023 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, as well as educational partner input and local assessments, has strategically allocated Learning Recovery Emergency Block Grant (LREBG) funds to directly support the district's Local Control Accountability Plan (LCAP) goals. These actions align with the key allowable uses and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

#1 Instructional Learning Time Enhancement:

Goal 1, Action 3: Instructional Support Certificated: The Personnel Services Division will maintain reduced class sizes to increase instructional equity and curriculum access for English learners, low-income, and foster youth. This action directly addresses 2023 Dashboard data showing critical performance gaps ('Red') for ELs and Students with Disabilities in ELA and Math. Lowering student-to-teacher ratios will allow for the differentiated, essential learning support required to improve proficiency, districtwide.

Class size reduction has been shown to significantly improve student achievement, especially for disadvantaged students, leading to higher test scores and grade point averages. Additionally, smaller classes foster a more positive learning environment, allowing for increased teacher-student interaction and personalized attention. Educational researcher John Hattie notes that smaller class sizes are highly effective at boosting student performance.

Research shows that reducing class sizes and providing adequate staffing help create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers. By reducing ratios, teachers can provide the intensive progress monitoring required for EL/LTEL and low-income students.

The district will leverage LREBG funding to maintain reduced class sizes, creating smaller and more focused learning environments. This action fulfills the allowable use of improving pupil academic achievement through evidence-based interventions, directly addressing ELA and Math performance gaps identified in the 2023 Dashboard and needs identified through the comprehensive needs assessment. By lowering student-to-teacher ratios, the district expects to see measurable improvements in student proficiency and a reversal of recent achievement declines. This action will be measured by M1.5, M1.7. LREBG $703,922

Goal 1, Action 17: Intervention/Enrichment/Acceleration: The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. Annual reflection indicates a gap in UC/CSU A-G completion rates for Foster Youth and a lower graduation rate among English learners, Foster Youth, and low-income students.

The research done by Meloy, Gardner, and Darling-Hammond, 2019 overwhelmingly showed that early intervention is an important component in special education. The research supported the idea that there are, in fact, multiple benefits associated with early intervention education that is vital for the success of students (Fortunato, 2008). Paraprofessionals provide small-group instruction to students, assist teachers in meeting the needs of special education students, and offer behavioral support and supervision.

Offering programs across the entire district allows for more efficient use of resources and funding, enabling schools to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups.

The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support. These programs provide supplemental support, enhance language acquisition, bolster social-emotional well-being, and reduce achievement gaps, ultimately fostering equitable outcomes and increased student confidence through data-driven educational practices directly addressing areas of need identified through the comprehensive needs assessment.This action is funded with LREBG under the allowable use of providing expanded learning time and academic services (e.g., summer school and before/after school tutoring). This action will be measured by M1.14, M1.15, M1.16. LREBG $175,000

Goal 2, Action 10: Alternative Settings: The Educational Services division will provide alternative settings with low student-to-staff ratios principally directed to our English learners, foster youth, and low-income students with intensive, personalized support, directly improving their outcomes. 2023 Dashboard data highlights a "Very High" Chronic Absenteeism rate for Low-Income and Foster Youth, who often struggle in traditional large-campus environments. These settings offer a focused, supportive environment for academic acceleration and social-emotional development, facilitating a smoother transition back to mainstream classrooms while mitigating learning loss and fostering a sense of belonging, ultimately increasing graduation rates and overall academic success.

A child’s performance in school is affected by in-school factors such as the teacher’s education level, availability of resources, and curriculum. However, it is also affected by other factors such as the student’s socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn’t provide the typical educational experience. Another way to think of an alternative school is that it is designed to educate students who haven’t been successful in regular schools, often due to behavioral issues (Barrington, 2022). According to a meta-analysis conducted by the RAND Corporation, it was found that by providing a more personalized learning environment aligned with students’ learning styles and interests show improvements in both engagement and learning outcomes.

This action is funded through the LREBG, aligning with the allowable use of improving pupil academic achievement through evidence-based interventions to support both student social-emotional well-being and academic recovery. By enhancing instructional quality and creating more focused learning environments, this strategy directly addresses the areas of need identified through the district’s comprehensive needs assessment, ensuring resources are principally directed toward reversing performance declines in ELA and Math.This action will be measured by M2.6, M2.7, M2.8, M2.9. LREBG $2,403,504

#2 Accelerating Learning Progress
Goal 1, Action 19: Supplemental Supports to Academics: The Educational Services Division will continue to bolster academic success for unduplicated students by providing supplemental programs, services, and supplies, alongside engagement activities such as fine arts, athletics, field trips, and assemblies, all funded through LREBG. These targeted and allowable resources enable schools to implement evidence-based interventions and individualized support, addressing learning gaps and fostering academic growth, while the inclusion of engagement activities enhances student motivation and attendance, creating a holistic learning environment that promotes both academic and social-emotional development. This action directly addresses 2023 Dashboard data showing English Learners (EL) and Students with Disabilities (SWD) in "Red" for ELA and Math, aligning with the allowable use of improving pupil academic achievement through evidence-based interventions identified in the district's comprehensive needs assessment.

Supplemental instructional materials and services offer valuable support to enhance student learning by providing additional resources and expertise. As David Sousa states, "Differentiated instruction is about honoring students' readiness levels, interests, and learning profiles." These materials and services can help bridge learning gaps, cater to diverse needs, and foster a more engaging and effective learning environment.

The research states that All Students gain from supplemental supports to school sites. Research shows that by providing supplemental academic supports specifically identified by the site helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.

This comprehensive approach, supported by additional staff and cross-curricular activities, allows for intensive, personalized instruction that accelerates learning, ensures equitable access to enrichment opportunities, and ultimately improves academic outcomes for English learners, foster youth, and low-income students, which are allowable uses of the LREBG funds. By leveraging these LREBG funds to provide high-interest engagement and supplemental instruction, the district expects to see a measurable increase in academic proficiency and attendance across the district as measured by M1.5, M1.7. LREBG $300,000

#6 Integrated Pupil and Staff Supports:
Goal 2, Action 5: Social Emotional Support: The Educational Services Department will continue to employ additional counselors to integrate crucial pupil and staff supports that directly improve outcomes for English learners, low-income, and foster youth students. These counselors provide layered academic and social-emotional support, addressing the complex needs of these students and fostering a sense of belonging. This integrated approach not only increases academic achievement through personalized guidance but also bolsters emotional well-being and reduces chronic absenteeism by addressing underlying issues that hinder student engagement.
This action directly addresses 2023 Dashboard data showing English Learners (EL) and Students with Disabilities (SWD) in "Red" for ELA and Math, alongside elevated chronic absenteeism rates identified through the comprehensive needs assessment. By providing these supplemental counseling services at all school sites, the district aims to implement evidence-based interventions for academic recovery and social-emotional well-being.

According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists

help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments.

The research states that All Students gain from the addition of social-emotional supports. Research shows that by providing timely social-emotional support helps create a responsive and adaptive learning environment that meets the needs of every student.

By strengthening the support network within schools, LREBG ensures that these vulnerable students receive the comprehensive assistance necessary to thrive academically and socially, ultimately leading to improved educational outcomes and a more equitable learning environment. This action is funded with LREBG under the allowable use of integrating crucial pupil and staff supports to support student social-emotional well-being and academic recovery. This action will be measured by M2.7, M2.9, M2.10, M2.11. LREBG $1,082,305

#7 Professional Development:
Goal 1, Action 6: Instructional Support: The Educational Services Division will provide instructional coaching, aligning with LREBG fund allowable use of professional development, to promote innovative practices, ensure inclusive student support, and increase student achievement for English learners, low-income, and foster youth students. 2023 Dashboard data shows English Learners (EL) and Students with Disabilities (SWD) in "Red" for ELA and Math, indicating a critical need for instructional shifts districtwide. This targeted professional development empowers educators with evidence-based strategies, directly impacting classroom instruction and creating more equitable learning environments.

Instructional coaches are invaluable assets to schools, providing teachers with personalized support to enhance their instructional practices. As Jim Knight states, "Coaching is not about telling teachers what to do, but rather empowering them to discover their own solutions." This collaborative approach leads to increased teacher efficacy, ultimately resulting in improved student outcomes.

By focusing on the specific needs of students, instructional coaching enhances teacher capacity, leading to accelerated academic growth and improved outcomes for students.This action will provide instructional coaching at all school sites for teachers of unduplicated student groups, aligning with the LREBG allowable use of professional development to promote innovative practices and evidence-based interventions.
This action will be measured by M1.1, M1.3, M1.5, M1.6, M1.7, M1.8, M1.14, M1.16, M1.17. LREBG $1,181,902

The strategic allocation of LREBG funds demonstrates the district's commitment to using resources effectively to achieve its LCAP goals. By investing in key areas such as instructional time enhancement, student support services, and professional development, the district aims to create a more equitable and successful learning environment for all students.

Reflections: Technical Assistance

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

California’s System of Support is designed to improve student outcomes and address educational disparities by helping local educational agencies (LEAs) build their capacity.
Hesperia Unified School District (HUSD) is receiving Differentiated Assistance (DA) because the 2025 California School Dashboard identified the following student groups performing at the lowest performance level (Red) across multiple state indicators: English Learners (ELA, Math,

and Chronic Absenteeism), Long-Term English Learners (ELPI, Chronic Absenteeism and Suspension), Foster Youth (Chronic Absenteeism and Suspension), Homeless (ELA, Math, and Chronic Absenteeism), Pacific Islander (ELA, Math, Chronic Absenteeism, and Suspension) and eligible in year 2 support based on the 2024 dashboard for African American students (ELA, Math, and Suspension).
In response to these identified disparities, the district is continuing to leverage an integrated Multi-Tiered System of Support (iMTSS) to build capacity and address specific performance gaps. Strategic interventions are principally directed toward English Learners and Long-Term English Learners (LTELs) to address ELPI, Suspension, and Chronic Absenteeism, alongside Foster Youth to mitigate high rates of suspension and chronic absenteeism. By prioritizing these vulnerable subgroups through a data-driven iMTSS framework, the district aims to fortify Tier 1 instruction and implement targeted academic and behavioral interventions that ensure equitable outcomes for all students. Additionally, targeted support will be directed toward Pacific Islander and Homeless populations across ELA, Math, and engagement metrics, while maintaining a focus on improving academic and behavioral outcomes for African American students.
During a county-led (San Bernardino County Superintendent of Schools) Differentiated Assistance workshop, the facilitators walked the district improvement team through a comprehensive, collaborative systems review, including data analysis, root cause analysis, and continuous improvement planning.
The district will address the core needs of our identified student groups through the following targeted efforts:
Ongoing iMTSS implementation & Tier 1 Focus: District and site teams will continue to prioritize Early Literacy, The Standards for Mathematical Practices, and strengthening our Guaranteed and Viable Curriculum (GVC) to ensure these practices are accessible to all overlapping student groups (Action 1.1).
Targeted Professional Development Series: Deliver training for certificated and classified staff centered on accurate EL/LTEL identification and high-leverage instructional strategies, such as academic language and structured collaboration (Action 1.8).
Frequent, ongoing Cycles of Inquiry: Site teams will utilize formative assessment data during Professional Learning Communities (PLCs) to evaluate Tier 1 practices and allocate targeted academic (Actions 1.8, 1.9, 1.10, 1.11) and behavioral (Actions 2.5, 2.6) interventions for our most vulnerable subgroups.
To closely monitor the needs of student groups identified for Differentiated Assistance (DA), the district will track progress using a combination of state and local data points. State Dashboard metrics will include English Learner Progress Indicator (ELPI) results (M1.12), Smarter Balanced (CAASPP) performance in ELA and Math (M1.5, 1.7), Chronic Absenteeism rates (M2.3), and Suspension rates (M2.7). These will be paired with local indicators to provide real-time growth data, specifically student attendance rates (M2.2) and i-Ready diagnostic progress in reading and math (M1.18, 1.19).
In summary, the district’s approach to Differentiated Assistance is built on the principle that the implementation of high-leverage instructional practices for our most vulnerable learners creates a more robust educational system for all. By integrating an Early Literacy Focus, Standards for Mathematical Practice, and a strengthened Guaranteed and Viable Curriculum (GVC), we are not merely addressing isolated gaps but rather fortifying Tier 1 instruction to be universally accessible. Our refined comprehensive assessment system allows for the continuous, data-driven monitoring of African American, Foster Youth, Pacific Islander, and Homeless populations alongside our EL/LTEL groups. This unified framework ensures that every strategic action is designed to improve state indicators, effectively closing the achievement gap and ensuring equitable outcomes for every student we serve.

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.

We have no schools eligible 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.

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Guardians	From October 28 to November 21, 2025, parents and guardians were invited to share their feedback on school experiences through an online survey promoted on social media, the district website, and via text. The survey covered topics such as school culture, communication, instruction quality, and parent involvement. On February 18, 2026, the District Advisory Committee (DAC), comprised of parents, students, staff, and district personnel, analyzed the survey results, identified strengths and challenges, provided feedback, and discussed potential next steps.
Students	From October 28 to November 21, 2025 students completed an online survey assessing school connectedness, safety, academics, and instruction. On February 18, 2026, during DAC meetings, student survey data was reviewed, and students provided further input on successes, challenges, and areas for improvement. Students on the DAC committee also helped provide context to the survey results. The LCAP goals and actions were discussed, and students were asked to provide feedback.
Principals, teachers, counselors, classified staff, Union Representatives, district administrators	LCAP Development meetings aimed to inform and gather input were conducted for site and district personnel on September 4, 2025, October 2, 2025, November 6, 2025, December 4, 2025, January 8, 2026, February 5, 2026, March 2, 2026, April 2, 2026, and May 7, 2026. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, and local data relevant to the 2025-26 school year, including suspensions, expulsions, attendance, chronic absenteeism, college/career indicator, a-g completion rates, AP test

Educational Partner(s)	Process for Engagement
	outcomes, and CTE completion rates were shared. Additionally, school site data was reviewed. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were reviewed. Discussion groups were formed to determine what goals and actions should be retained, added, or deleted in the 2026-27 LCAP.
District Advisory Committee (DAC) Parents/Guardians and students representing schools throughout the district. English Learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American	The District Advisory Committee (DAC) functions as the district's Parent Advisory Committee (PAC) and the Student Advisory Committee (SAC) consultation requirement. Composed of staff, student representatives, and parents representing schoolsites, the DAC ensures inclusive educational partner engagement in the review and development of the LCAP. During DAC meetings on October 15, December 17, February 18, April 15, and May 20, meetings with students, staff, and families took place. Between October 2025 and April 2026, the district held four LCAP Development meetings to engage educational partners in reviewing the district’s mission, goals, and progress metrics. These sessions allowed partners to analyze Youth Truth data and provide input on which actions should be maintained or adjusted for the 2026-27 LCAP to better support student needs. A draft was presented on April 15, 2026, with the feedback window remaining open until May 20. Based on these discussions, the committee recommended a continued focus on consistent instructional practices—including GVC, math practices, and evidence-based literacy—with prioritized support for EL, FY, and SED student groups. Additionally, partners emphasized the need for continued student mental health supports, continued and expanded supports for CTE pathways, and improved communication from school sites. No questions were submitted that required a written response from the Superintendent.
District English Language Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) is composed of staff members, administrators, parents or guardians of English Learners representing each school site. This committee meets four times a year. During the DELAC meeting on April 21, 2026, the team reviewed the draft of LCAP goals and actions, and

Educational Partner(s)	Process for Engagement
	feedback was gathered and discussed through an input and feedback activity. There were no questions requiring a written response from the Superintendent.
Equity Multiplier School Educational Partners: Administrators, Parents, Guardians, Teachers, Classified Staff Members, Students	Equity Multiplier Schools A needs assessment was conducted to determine strengths and weaknesses at each site and to assess if any resource inequities were present. Educational partners were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal(s) should be included in the SPSA and LCAP for each school site as it pertained to utilizing Equity Multiplier funding. The School Site Council at each of the qualifying Equity Multiplier sites approved the LCAP goals for utilizing Equity Multiplier funding. Throughout the 2025-2026 school year, Lime Street Elementary gathered input from educational partners on site goals and planned actions and reviewed data on December 10, February 4, leading to the approval of LCAP goals for Equity Multiplier funding on April 3, 2026. Throughout the 2025-2026 school year, Shadow Ridge gathered input from educational partners on site goals and planned actions and reviewed data on October 29, February 23, April 2, and April 21, 2026 leading to the approval of LCAP goals for Equity Multiplier funding on April 21, 2026. Throughout the 2025-2026 school year, Canyon Ridge gathered input from educational partners on site goals and planned actions and reviewed data on January 14, February 23, and April 8, 2026, leading to the approval of LCAP goals for Equity Multiplier funding on April 8, 2026. Throughout the 2025-2026 school year, Mojave High School gathered input from educational partners on site goals and planned actions and reviewed data on October 7, November 4, February 3, March 10, and

Educational Partner(s)	Process for Engagement
	April 7, leading to the approval of LCAP goals for Equity Multiplier funding on April 14, 2026. Throughout the 2025-2026 school year, Hesperia Community Day School gathered input from educational partners on site goals and planned actions and reviewed data on October 7, November 4, February 3, March 10, April 7, leading to the approval of LCAP goals for Equity Multiplier funding on April 14, 2026. Through this process, goals and actions specific to the school have been added to the 2026-27 LCAP to support student learning and promote a healthy school climate.
SELPA Consultation	The 2026-27 full draft of LCAP goals and actions was presented to the area SELPA Administrator on April 3, 2026. Feedback was gathered and discussed on how best to address district-wide special education needs. There were no questions requiring a written response from the Superintendent.
Governing Board Community Members	The 2026-27 LCAP draft was posted publicly on the district website on May 18, 2026. The 2026-27 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 8, 2026, for the Public Hearing.
Governing Board	The Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 3, 2026.
Governing Board Community Members	The 2026-27 LCAP was adopted at a regularly scheduled Board of Education meeting on June 10, 2026.

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

Educational partner feedback served as a primary driver for the development and refinement of the 2026-27 LCAP. HUSD systematically integrated input from meetings, discussions, and surveys to determine which goals and actions to add, maintain, or revise, ensuring the plan remains responsive to community and district priorities. While the district prioritized this feedback within the context of available resources and budgetary constraints, the resulting plan reflects a strategic alignment between partner-identified needs and the district's core focus areas.

Academic Excellence

Goal 1 focuses on academic excellence. Its goal is to enhance professional development for educators in English language arts and mathematics, encompassing a guaranteed and viable curriculum, and strategies for early literacy and mathematical instruction (Goal 1, Action 1 and Goal 1, Action 7); improve academic results for multilingual learners (Goal 1, Action 8-11); and sustain and potentially expand dual language immersion programs at two current school locations (Goal 1, Action 18). College and Career preparation continues to gain positive support from our staff, students, and families, and is reinforced by marked improvements in college and career readiness scores on the CA Dashboard (Goal 1, Actions 12-15). Feedback from educational partners confirmed the importance of a guaranteed and viable curriculum, teacher training, and professional development in ELA and math, supported by instructional coaches, and targeted resources for English learners. Expanding our CTE pathways and increasing supports around college and career readiness are highlighted in many meetings across the district. Educational partner input from staff, students, and parents consistently emphasized the value of this goal, reinforcing a commitment to robust instruction, resources that support college and career readiness, English learner supports, and data-driven decision-making through inquiry cycles.

Student Wellbeing
Goal 2 focuses on providing a physically and emotionally safe climate and learning environment that is culturally responsive to all students. Its goal is to improve student well-being through an integrated, multi-tiered system of support (Goal 2, Action 7). The district has observed a positive trend with a reduction in attendance and suspension rates. Continued attention is given to student transportation (Goal 2, Action 9), especially for our foster youth and SED students, and efforts have been made to expand social-emotional support services, including counselors, psychologists, behavior specialists (BCBAs and BIS), social workers, and a foster youth liaison (Goal 2, Actions 2-6). Educational partners continued to advocate for the continuation of mental health resources, specifically personnel, universal student screening (Goal 2, Action 1), and the care concierge service, Care Solace (Goal 2, Action 2), recognizing its critical role in assisting families during challenging times.

Family and Community Engagement
Goal 3 focuses on family and community engagement and provides opportunities for parents to support students in their learning. Its goal is to prioritize clear communication and provide parent engagement opportunities, so they become direct partners in their child's education. The district has strengthened our communication through our translation services (Goal 3, Action 5) to help remove barriers. Based on the input received from educational partners during LCAP development meetings and an analysis of the outcomes of the educational partner survey, the focus remains on increasing the impact and targeted supports of our family-community liaisons (Goal 3, Action 3) and adding districtwide consistency in family outreach. While we have made strides in offering workshops, tutoring, and academic supports (Goal 3, Action 1), we recognize that streamlining communication regarding district priorities remains a critical area for growth. Our commitment to the English Learner community continues to be a top priority, evidenced by our ongoing efforts to expand interpretation and translation services (Goal 3, Action 2) to ensure equitable access. Moving forward, we are dedicated to investing more time into making our systems more transparent and easier for families to navigate through our district meetings and workshops. Our goal is to ensure every partner feels informed and empowered to utilize the resources and information available to them.

Shadow Ridge School, Canyon Ridge High School, Mojave High School, and Hesperia Community Day School have been identified as Equity Multiplier schools.Lime Street Elementary no longer qualifies for funding; however, it will continue to utilize its remaining balance until all funds are exhausted. Educational partners from each site met to develop a goal that has been included in the LCAP.

Goal 4 Canyon Ridge High School

Canyon Ridge High School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to enhancements in the area of social-emotional supports, including additional personnel, community connections, and supplemental materials.

Goal 5 Mojave High School
Mojave High School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to additional support in social-emotional, behavioral, and mental health supports, including additional personnel, evidence-based professional development for staff, and academic supports for students.

Goal 6 Hesperia Community Day School
Hesperia Community Day School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to additional support in student wellbeing, social-emotional and behavioral supports, including additional personnel and professional development.

Goal 7 Shadow Ridge School
Shadow Ridge School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to increased academic support in both personnel and professional development, including specific support for English learners and a focus on student wellbeing.

Goal 8 Lime Street Elementary
Lime Street Elementary School has taken significant steps to develop educational partners' input through a comprehensive needs assessment involving all major educational partners. This input has led to additional support in the areas of literacy instruction, interventions, and enrichment opportunities, and increased staffing for student support and supervision.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To provide high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career.	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.

Hesperia Unified School District has established this goal to ensure all students graduate prepared for college and careers. Student data was analyzed at the district level through three defined cycles of inquiry throughout the school year. Goal 1 addresses foundational access, core academic achievement, multilingual learner progress, early learning, science, and college/career readiness. The analysis of student data identified our foundational areas of need and established the benchmark for this goal. To guide the development and decision-making process for Goal 1, educational partners evaluated the original baseline and Year 1 data, which highlighted several key metrics. On the California School Dashboard, the graduation rate was maintained at 93%, while English Language Arts (ELA) scores saw a decline to -60.1 Distance From Standard (DFS), and mathematics scores maintained a steady trajectory at -96.3 DFS. Additionally, local assessment data showed that i-Ready ELA reached 30% proficiency, marking an 8% increase from the 2023–2024 school year. Both sets of assessment results showed that more students were below the proficiency level. Based on local and state data and educational partners, feedback has demonstrated the need to continue to provide students with academic support to succeed in college and careers. The actions listed below are designed to increase and improve services based on the qualitative and quantitative data for our students who qualify as low-income, English learners, and foster youth. Together, these metrics and actions have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Assignment Monitoring	2023 DataQuest District Personnel Assignment Monitoring Report:	2024 DataQuest District Personnel	2025 DataQuest District Personnel	DataQuest District Personnel	DataQuest District Personnel Assignment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent appropriately assigned Source: District Personnel Assignment Monitoring Report	84.6% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching	Assignment Monitoring Report: 80% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching	Assignment Monitoring Report: 79.7% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching	Assignment Monitoring Report: 87.6% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching	Monitoring Report: decreased 4.9%
1.2	Student Access to Instructional Materials Percent of students with access Source: Williams Case Monitoring Report	2023 Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home	2024 Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home	2025 Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home	Williams Case Monitoring Report: 100% of students with access to individual standards-aligned instructional materials for use at school and at home	Williams Case Monitoring Report: Maintained
1.3	Teacher Participation in Professional Development Percent of teacher participation Source: District Professional Development Monitoring System	2024 District Professional Development Monitoring System: 74% of HUSD teachers have participated in professional development in CA Academic Content Standards and Curriculum Frameworks	2024 District Professional Development Monitoring System: 74% of HUSD teachers have participated in professional development in CA Academic Content Standards and Curriculum Frameworks	2025 District Professional Development Monitoring System: 80% of HUSD teachers have participated in professional development in CA Academic Content Standards and Curriculum Frameworks	District Professional Development Monitoring System: 75% of HUSD teachers will participate in professional development in CA Academic Content Standards and Curriculum Frameworks	District Professional Development Monitoring System: Increased 6%
1.4	Seal of Biliteracy Rates	2023 Data Quest:	2024 Data Quest:	2025 Data Quest:	Data Quest:	Data Quest:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of graduating students Source: Data Quest	7% of graduating students who earn a Seal of Biliteracy	15.3% of graduating students who earn a Seal of Biliteracy	15.8% of graduating students who earn a Seal of Biliteracy	10% of graduating students who earn a Seal of Biliteracy	The percentage of graduating students earning the Seal of Biliteracy has increased by 8.8% from the baseline
1.5	CAASPP ELA Districtwide Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All students: -56.9 Distance from standard EL: -81.2 FY: -78.3 SED: -67.8 HOM: -78.3 SWD: -119.8 AA: -87.5 HI: -59.8 WI: -37.2 2024 Dashboard: LTEL -116.3 2025 Dashboard PI:-92	2024 CA Dashboard: All students: -60.1 Distance from standard EL: -89.5 FY: -87.7 SED: -66.8 HOM: -77.7 SWD: -120 AA: -89.1 HI: -63.4 WI: -36.7 LTEL: -116.3	2025 CA Dashboard: All students:-55.5 Distance from standard EL: -87.9 FY: -72.1 SED: -64.4 HOM: -71.7 SWD: -112.2 AA: -81.2 HI: -59.1 WI: -30.2 LTEL: -125.2 PI:-92	CA Dashboard: All students: -41.9 Distance from standard EL: -51.2 FY: -49.3 SED: -45.8 HOM: -49.3 SWD: -79.8 AA: -57.5 LTEL: -96.3 HI: -45.8 WI: -27.2 PI:-82	2024 CA Dashboard: All students: 1.4 Distance from standard EL: -6.7 FY: 6.2 SED: 3.4 HOM: 6.6 SWD: 7.6 AA: 6.3 HI:0.7 WI:7 LTEL: -8.9 PI: n/a
1.6	CAASPP ELA Site Level Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: Canyon Ridge High: all students-101.3, EL -118.2, HI -108.4, SED -104.7. Carmel: all students-42.9, SWD-107.5, EL-66.2, HI-51.4, HOM-55.2,SED-49.1, WI-16.8. Cedar Middle: all students-50.3, AA-71.2, EL-74.7, HI-54.3,	2024 CA Dashboard: Canyon Ridge High: all students -147.1, EL under 15 students no DFS available,HI -152.7, SED -138.9,WI -167.9. Carmel: all students -52.4, EL -75.1,HI -58.9,	2025 CA Dashboard Canyon Ridge High: all students -171.1, EL -194.7,HI –168.3, SED -179.2,WI fewer than 11 students. Carmel: all students -49.1, EL -64.8,HI -54, HOM -53.3, SED -54.3,	CA Dashboard: Canyon Ridge High: all students-86.3, EL-103.2, HI -93.4, SED-89.7, WI -152.9. Carmel: all students -32.9, EL -56.2, HI -41.4, HOM -45.2, SED -39.1, SWD -92.5,WI -6.8 Cedar Middle:	CA Dashboard: Canyon Ridge High: all students -69.8, EL -76.5, HI -59.9, SED –74.5,WI n/a. Carmel: all students -6.2, EL +1.4,HI -2.6, HOM +1.9, SED -5.2, SWD -8.3, WI -9.5. Cedar Middle:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM-63.7, SED-58.4, SWD -128.2, WI-34.1. Cottonwood: all students-73.8, AA-82.4,EL-102.2, HI-78, SED -82.3, SWD-112.8, WI-57.1. Cypress: all students-48.6, EL-69.6, HI-51, HOM-54.8,SED-57, SWD-97.3,WI-48.9. Eucalyptus: all students -82.5,AA-120.8, EL -93.4, HI -81.7,HOM-114.2, SED-90.8, SWD-127.9, WI-84.8. Hesperia Community Day: none Hesperia High: all students -21.5, AA-54.8, EL-78, HI -21.5,HOM-79.2, SED-25.5, SWD -137.8, WI-10.3. Hesperia Junior: all students-77.8, AA -105.9, EL-90.3, HI -80.3, HOM -110.1, SED-88, SWD-155.4, WI-59.1. Hollyvale: all students -85, AA-129.1, EL -83.9, HI -80.3, HOM -101.1, SED	HOM -70.5, SED -54.6, SWD -112.8, WI -28.7. Cedar Middle: all students -50.7, AA -69.3, EL -90, FY-112.5, HI -54.1, HOM-69.2, LTEL -111.2, SED -56, SWD -127.7, WI -35.6. Cottonwood: all students -82.7, AA-105.2, EL -97.4, HI -83.7, SED -85.8, SWD -131.1, WI -74.8. Cypress: all students-49.8, EL -71, HI -55.4, HOM-75.2,SED -54.6, SWD -96.8, WI-37.6. Eucalyptus: all students-77,AA-121.8,EL-84.6, HI -74.2,HOM -101.3, SED -82, SWD -118.6, WI-81.3. Hesperia Community Day: n/a Hesperia High:	SWD -115.8, WI -26.3. Cedar Middle: all students -43.3, AA -39.3, EL -92.8, FY fewer than 11 students, HI -49.4, HOM-37, LTEL -121.6, SED -51.7, SWD -118.2, WI -23.5. Cottonwood: all students -68.6, AA-79.9 EL -81, HI -69.2, SED -69.5, SWD -120, WI -74.6. Cypress: all students-51.9, EL -55.5, HI -52.3, HOM-87.5,SED -66.5, SWD -78.4, WI-44.1. Eucalyptus: all students-62.1, AA-91.2, EL-75.2, HI -62.1 ,HOM -90.1, SED -66.2, SWD -138.5, WI-41.9. Hesperia Community Day: n/a Hesperia High: all students-20.1, AA-50, EL -85.6, HI -20.2, HOM-	all students -40.7,AA -56.2, EL -59.7, FY-97.5, HI -44.3, HOM-53.7, LTEL -96.2, SED -48.4, SWD -113.2, WI -24.1. Cottonwood: all students -58.8, AA-72.4, EL -87.2, HI -63, SED -67.3, SWD -97.8, WI -47.1. Cypress: all students -38.6, EL -59.6, HI -41, HOM-44.8,SED -47, SWD -82.3, WI -38.9. Eucalyptus: all students -67.5, AA-105.8, EL -78.4, HI -66.7, HOM-99.2, SED-75.8, SWD -112.9, WI-74.8. Hesperia Community Day School: n/a Hesperia High: all students-11.5, AA-44.8, EL-68, HI-11.5, HOM-69.2,	all students +7, AA -+31.9, EL -18.1, FY n/a, HI +4.9, HOM+26.7, LTEL -10.4, SED +6.7, SWD +10, WI +10.6. Cottonwood: all students +5.2, AA+2.5,EL +21.2, HI +8.8, SED +12.8, SWD -7.2, WI -17.5. Cypress: all students-3.3, EL +14.1, HI -1.3, HOM-32.7,SED -9.5, SWD +18.9, WI+4.8. Eucalyptus: all students+20.4, AA+29.6, EL+18.2, HI +19.6 ,HOM +24.1, SED +24.6, SWD -10.6, WI+42.9. Hesperia Community Day: n/a Hesperia High: all students+1.4, AA+4.8, EL -7.6, HI +1.3, HOM-+37.1, LTEL-33.6, SED+4.8, SWD +22.71, WI+1.7. Hesperia Junior:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-95.1, SWD-144.4, WI-59.6. Joshua Circle: all students -76.9, AA-135.3,EL -77.2, HI-75.9, SED-77.5, SWD-139, WI-39.8. Juniper: all students -68, EL -80.4, HI-68, HOM -91.4, SED -73.8, SWD-89.9, WI -72.8. Kingston: all students-76.5, EL -90.7, HI -80.5, HOM -83, SED-78.4, SWD-138.8, WI-73.1. Krystal: all students 4.7, SWD-73.2, EL-9.6, HI-1.3, HOM-22.6, SED-5.8, WI14.8. Lime: all students -80.8, AA -112.4, EL -86.8, HI-74.9, HOM-88.6, SED -88.8, SWD-101.7, WI-65. Maple: all students -41, AA-92.8,EL-43.2,HI-38.3, SED-46.7, SWD-80.7, WI-38.1. Mesa Grande: all students -66.1, AA-108.4, EL -76.4,	all students-9.1, AA-59.6, EL -57.9, HI -7.7, HOM-10.7, LTEL-64.8, SED-13.1, SWD -119.8, WI 22.8. Hesperia Junior: all students -71.6, AA -93.9, EL -101.6,FY-99, HI -74.4, HOM -91.4,LTEL -119.8, SED -77.4, SWD -149.2, WI -44.1. Hollyvale: all students -76.7, AA-112.4, EL -93.5, HI -79.4, HOM -84, SED -80.9, SWD-127.3, WI-28.3. Joshua Circle: all students -92.3, AA-103.8, EL -103.5, HI -94.4, HOM-125.3, SED -92.7, SWD-154.1, WI-57.9. Juniper: all students -82.2, AA-86.7,EL -107.4, HI -84.3, HOM -107.6, SED -88.5, SWD -120.3, WI -73. Kingston:	42.1, LTEL-98.4, SED-20.7, SWD -115.1, WI-8.6. Hesperia Junior: all students -85.5, AA -110.2, EL -107, FY-79.1, HI -85.8, HOM -102.3,LTEL -138.1, SED -89.7, SWD -149.6, WI -84.7. Hollyvale: all students -65.1, AA-75.6, EL -82.5, HI -67.1, HOM -75.6, SED -69.7, SWD-107.3, WI-38.9. Joshua Circle: all students -94.1, AA-87.4, EL -108.6, HI -95.4, HOM-136.8, SED -96.1, SWD-139.2, WI-76.3. Juniper: all students -78.7, AA-162.5, EL -100.1, HI -79.6, HOM -85.6, SED -80.8, SWD -99.5, WI -72.1. Kingston: all students -62.8, AA-82.1, EL -93.6, HI -69.4, HOM -	SED-15.5, SWD -122.8, WI-0.3. Hesperia Junior: all students -62.8, AA -90.9, EL -75.3, HI -65.3,HOM -95.1, LTEL -104.8, SED -73, SWD -140.4, WI -49.1. Hollyvale: all students -70, AA-114.1, EL -68.9, HI -65.3, HOM -86.1, SED-80.1,SWD-129.4, WI-49.6. Joshua Circle: all students -61.9, AA-120.3, EL -62.2, HI -84.4, HOM-110.3, SED -67.5,SWD-129, WI-29.8. Juniper: all students -58, AA-76.7, EL-70.4, HI -58, HOM -76.4, SED -58.8, SWD -79.9, WI -57.8. Kingston: all students -66.5, AA-77.8, EL-75.7, HI -65.5, HOM -73,	all students -7.7, AA -4.3, EL -16.7, FY+19.9, HI -5.5, HOM +7.8,LTEL -18.3, SED -1.7, SWD +5.8, WI -25.6. Hollyvale: all students +19.9, AA+53.5, EL +1.4, HI +13.2, HOM +25.5, SED +25.4, SWD+37.1, WI+20.7. Joshua Circle: all students -17.2, AA+47.9, EL -31.4, HI-19.5, HOMn/a, SED -18.6, SWD-0.2, WI-36.5. Juniper: all students -10.7, AA-75.8, EL -19.7, HI -11.6, HOM +5.8, SED-7, SWD -9.6, WI -+0.7. Kingston: all students +13.7, AA+5.7, EL-2.9, HI +11.1, HOM +3.7, SED+10.1, SWD +10.3, WI +37.8. Krystal: all students+10, AA-2.3, EL -8.3, HI+8.1 HOM+34.4 SED+4,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI-69.3, HOM-78, SED-71.5, SWD -100.2, WI-43.9. Mesquite Trails: all students-25, AA-22.6, EL-56.6, HI-30.7, HOM-135, SED-39.8, SWD-94, WI-13.6. Mission Crest: all students -72, AA -84.5, EL -90.5, FY-34.5, HI -74.5, HOM-83.6, SED -78, SWD -141.3, WI-53.4. Mojave High: all students-173, EL-194.2, HI-187.6, SED-182.7, WI-166. Oak Hills High: all students-20, AA-48.6, EL-89.4, HI-18.9, HOM-61.7,SED-33.1, SWD-139, WI-17.4. Ranchero Middle: all students-66.1, AA -106.4,EL-87.7, HI-69.6, HOM-80.4, SED -74.7, SWD-137.1, WI-47.5. Shadow Ridge: all students-64.5, AA-91.6, EL-96.3, HI-67.7, HOM-29.3, SED-78, SWD-153.2, WI-29.3.	all students -74.5, AA-87.8,EL -98.8, HI -83.5, HOM -86, SED -77, SWD -120, WI -52.5. Krystal: all students 8.3, AA-4.7, EL -18.9, HI3.8, HOM-28.8.SED-0.5, SWD -68.8, WI16.3. Lime: all students -86.6, AA -112.6, EL -96.5, HI -84.8, HOM-60.2, SED -91.3, SWD -106.5, WI -65.6. Maple: all students -52.5, AA -77.8, EL -70.7, HI -51.6, HOM-60.3, SED -59.8, SWD -94.8, WI -39.4. Mesa Grande: all students -63.9, AA-100.1, EL -64.9, HI -62.8, HOM-73,SED -67, SWD -94.3, WI-72.3. Mesquite Trails: all students -26.3, AA-37.9,	79.3, SED -68.3, SWD -128.5, WI -35.3. Krystal: all students 14.7, AA2.4, EL -17.9, HI9.4, HOM11.8, SED-1, SWD-60.9, WI24.4. Lime: all students -72.5, AA -88.3, EL -77, HI -73.5, HOM-52.4, SED -74.5, SWD -90.8, WI -51.8. Maple: all students -50.9, AA -103.4, EL -66.6, HI -48.7, HOM-33.6, SED -58.2, SWD -89.6, WI -44.7. Mesa Grande: all students -70.6, AA-66.9, EL -88.5, HI -73.8, HOM-34.1, SED -73, SWD -102.7, WI-43.7. Mesquite Trails: all students -17.8, AA-33,EL -67, HI -22.3, HOM-fewer than 11 students, SED -32.3, SWD -78.5, WI -5.2.	SED -68.4, SWD-123.8,WI -63.1. Krystal: all students14.7, AA5.3,L0.4, HI8.7, HOM-12.6, SED4.2, SWD-63.2, WI24.8. Lime: all students -65.8, AA -97.4, EL -71.8, HI -64.9, HOM-78.6, SED -73.8, SWD -86.7, WI -55. Maple: all students-31, AA-82.8, EL-33.2, HI-28.3,HOM-50.3, SED-36.7, SWD-70.7, WI-28.1. Mesa Grande: all students -51.1, AA-93.4, EL -61.4, HI -59.3, HOM-68, SED-57.5, SWD-85.2, WI-33.9. Mesquite Trails: all students -15, AA-12.6, EL -46.6, HI -20.7, HOM-125, SED -29.8, SWD -84, WI -3.6. Mission Crest:	SWD+12.3, WI+9.6. Lime: all students +8.3, AA +24.1, EL +9.8, HI -+1.4, HOM-+36.2, SED+14.3, SWD +10.9, WI +13.2. Maple: all students -9.9 AA -10.6, EL -66.6, HI -23.4, HOM+26.7, SED -11.5, SWD -8.9, WI -6.6. Mesa Grande: all students -4.5, AA+41.5, EL -12.1, HI -4.5, HOM+43.9 SED -1.5, SWD -2.5, WI+0.2. Mesquite Trails: all students +7.2, AA-10.4, EL-10.4, HI +8.4, HOMn/a SED+7.5, SWD +15.5, WI +8.4. Mission Crest: all students +3.7, AA -12.8, EL +19.8, FY n/a, HI+6.1, HOM +13.1, SED+3.6, SWD +30.7, WI +6.1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sultana High: all students-3.6, AA-75.2, EL-60.4, HI0, HOM-21.2, SED-14.6, SWD -166.6, WI-1.6. Topaz: all students-38.6, AA-44.1,EL-47.7, HI-40.8, HOM-50.2, SED-50.1, SWD-67.3, WI-52.1. 2024 Dashboard: Canyon Ridge: WI -167.9 Cedar Middle School: LTEL-111.2, FY-112.5, HOM-69.2 Hesperia High: LTEL-64.8 Hesperia Junior: LTEL -119.8, FY-99 Juniper: AA-86.7 Kingston: AA-87.8 Krystal: AA-4.7 Maple: HOM-60.3 Mojave HIgh: LTEL-164.3 Oak Hills High: LTEL -114 Ranchero Middle: LTEL-137.5, FY-142.5 Shadow Ridge: LTEL-96.2 Sultana High: LTEL -89.8	EL -64, HI -29.2, HOM-94.2, SED -33.9, SWD -78.9, WI -12.9. Mission Crest: all students -64.6, AA -80.1, EL -75.1, HI -63.4, HOM -76.6, SED-67.4, SWD -134.6, WI -63.5. Mojave High: all students -157.8, EL-170.9, HI -154.2, LTEL-164.3, SED -156.3. Oak Hills High: all students -21.7, AA -80.3, EL -90.7, HI -28.8, HOM-37.6, LTEL -114, SED -29.8, SWD -164.2, WI -20.9. Ranchero Middle: all students -97.1, AA -130.9, EL -121, FY-142.5,HI -97.3, HOM -118.7, LTEL -137.5, SED -105.8, SWD -153.9, WI -85.7. Shadow Ridge: all students-56.7, AA-89.6,EL -75.7, HI -59.5, HOM-	Mission Crest: all students -68.3, AA -97.3, EL -70.7, FY fewer than 11 students, HI -68.4, HOM -70.5, SED-74.4, SWD -110.6, WI -47.3. Mojave High: all students -202.9, EL-199.6, HI -199.3, LTEL-210.3, SED -202.4, WI fewer than 11 students. Oak Hills High: all students -11.9, AA -62.5, EL -74.4, HI -12.4, HOMfewer than 11 students, LTEL -91.7, SED -20.1, SWD -116.6, WI -2. Ranchero Middle: all students -72, AA -119,EL -110.4, FY-170.2, HI -75.2, HOM -99, LTEL -136.7, SED -77.2, SWD -144.3, WI -49.8. Shadow Ridge: all students-48, AA-47.8,EL -62.3, HI -50.1, HOM-56.1, LTEL-92.3,	all students -57,AA -69.5, EL -73.5, FY-24.5,HI -59.5, HOM -73.6, SED -73, SWD -126.3, WI -43.4. Mojave High: all students-158, EL-179.2, HI-172.6, LTEL-149.3, SED-167.7, WI-151. Oak Hills High: all students -10, AA -38.6, EL -79.4, HI -8.9, HOM-51.7, LTEL -104, SED-23.1, SWD -129, WI -7.4. Ranchero Middle: all students -56.1,AA -91.4, EL-72.7, FY-127.5, HI -59.6, HOM -70.4, LTEL -122.5, SED -59.7, SWD -122.1, WI -37.5. Shadow Ridge: all students -54.5, AA-81.6, EL -81.3, HI -57.7, HOM-19.3, LTEL-	Mojave High: all students -29.9 EL-5.4, HI -11.7, LTEL-46, SED 19.7, WI n/a. Oak Hills High: all students+8.1, AA -13.9, EL +15, HI+6.5, HOMn/a, LTEL+22.3, SED+13, SWD +22.4, WI+15.4. Ranchero Middle: all students -5.9, AA -12.6,EL -22.7, FY-27.7, HI -5.6, HOM -18.6, LTEL +0.8, SED -2.5, SWD -7.2, WI -2.3. Shadow Ridge: all students-+16.5, AA+43.8,EL+34, HI +17.6, HOM-26.8, LTEL+3.9, SED +24.1, SWD+42.5, WI-0.9. Sultana High: all students -10, AA+6.6, EL +9.8, HI -15.3, HOM n/a, LTEL +6.3, SED-11.2, SWD +21.6, WI+8. Topaz:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			22.3, LTEL-96.2, SED -60.4, SWD-133.4, WI-32.5. Sultana High: all students -7.8, AA-62.6,EL -80.9, HI -17.2, LTEL -89.8, SED -12, SWD -101.5, WI32. Topaz: all students -41.9, AA-30.8, EL -53.2, HI -46.5, HOM -49.1, SED -42.4, SWD -116.5, WI -36.5.	SED -53.9, SWD-110.7, WI-30.2. Sultana High: all students -13.6, AA-68.6, EL -50.6, HI -15.3, HOM fewer than 11 students, LTEL -83, SED -25.8, SWD -145, WI6.4. Topaz: all students -30, AA-17, EL -46.4, HI -31.5, HOM -38.2, SED -34, SWD 71.4, WI25.	86.2,SED -63, SWD-138.2, WI-19.3. Sultana High: all students 6.4, AA-65.2, EL -50.4, HI 10, HOM-11.2, LTEL -79.8, SED -4.6, SWD-127, WI8.4. Topaz: all students -28.6, AA-34.1,EL -37.7, HI -30.8, HOM -40.2, SED-40.1, SWD -57.3, WI -42.1	all students+8.6, AA+27.1, EL +1.3, HI +9.3, HOM +12, SED+16.1, SWD -4.1, WI+77.1.
1.7	CAASPP Math Districtwide Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All students: -95.1 Distance from standard EL: -113.1 FY:-111.4 SWD:-150.3 HOM: -112.9 SED: -104.7 AA: -133.7 HI: -97.8 WI: -73.7 2024 CA Dashboard: LTEL: -168.1 2025 CA Dashboard: PI: -142	2024 CA Dashboard: All students: -96.3 EL: -120 FY:-123.5 SWD:-150.8 HOM:-107.6 SED:-101.7 AA:-129.5 WI:-71.5 HI: -99.7 LTEL: -168.1	2025 CA Dashboard: All students: -89.3 EL: -115.3 FY:-103.7 SWD:-146 HOM:-107.1 SED:-97.1 AA:-123.4 WI:-61 HI: -92.9 LTEL: -172 PI: -142	CA Dashboard: All students: -65.1 Distance from standard EL: -68.1 FY:-69.4 SWD:-80.3 HOM: -67.9 SED: -74.7 AA: -73.7 WI: -63.7 HI: -67.8 LTEL: -168.1 PI: -122	CA Dashboard: All students: 5.8 Distance from standard EL: -2.2 FY: 7.7 SWD:4.3 HOM:5.8 SED:7.6 AA:10.3 WI:12.7 HI: 4.9 LTEL: -3.9 PI: n/a
1.8	CAASPP Math Site Level	2023 CA Dashboard: Canyon Ridge High:	2024 CA Dashboard:	2025 CA Dashboard	CA Dashboard:	CA Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Difference from standard (DFS) Source: CA Dashboard	all students-226.1,EL-219.8, HI-223.9 SED-224.9, Carmel: all students-70, EL-85.7, HI-81, HOM-81.7, SED-77.1, SWD -141.5, WI-36.7. Cedar Middle: all students -118, AA-142.6, EL -140.3, HI -122.1, HOM-140.7,SED -127.7, SWD -180.6,WI -99.9. Cottonwood: all students-90.3, AA-104.4,EL -106.5, HI-94, SED-95.6, SWD-128.8, WI-70. Cypress: all students-59.3, EL-81, HI-62.6, HOM-97, SED-71.3, SWD-96, WI-58.8. Eucalyptus: all students-96.2, AA-123.6, EL-102.4, HI -95.1,HOM-117.4, SED-103, SWD-150.8, WI-116.2. Hesperia Community Day: none Hesperia High: all students-94.3, AA-129.3, EL-129.5,	Canyon Ridge High: all students -205.6, HI -210.9, SED -206.7, WI -201.1. Carmel: all students -65.7, EL -90.8, HI -72.9, HOM -81.4, SED -69.4, SWD -123.5, WI -43.4. Cedar Middle: all students -115.7, AA -136, EL -146, FY-182.2, HI -122, HOM-138.4, LTEL -167.1, SED -122.2, SWD -180.3, WI -91. Cottonwood: all students -96.6,AA-117.3, EL -120.6, HI -98.2, SED-97.1, SWD -153.3, WI -85.5. Cypress: all students -61.1, EL -82.3, HI -68.2, HOM-82.5,SED -64.3, SWD -108.2, WI -39. Eucalyptus: all students-90.4, AA-103.9, EL -102,	Canyon Ridge High: all students-223.4,EL-235.2, HI-219.6, SED-229, WI -fewer than 11 students. Carmel: all students-69.3, EL-82.7, HI-75, HOM-81.8, SED-75.3, SWD -126.4, WI-50.4. Cedar Middle: all students -107.8, AA-124, EL -146.8, HI -114.4, HOM-127.7, SED -116.3, SWD -171.8,WI -80.6, FY-fewer than 11 students, LTEL-177.1 Cottonwood: all students-81.7, AA-100.6, EL -97.4,HI-82.5, SED-85.1, SWD-130.3, WI-79. Cypress: all students-59.8, EL-69.9, HI-64, HOM-100.1, SED-72.5, SWD-102.8, WI-40.5. Eucalyptus: all students-83.8, AA-113.9, EL-95.8,	Canyon Ridge High: all students-181.1,EL-174.8, HI -179.9, SED-178.9, WI-156.1. Carmel: all students-50, EL -65.7, HI -52.9, HOM -61.7,SED-57.1, SWD -111.5, WI -26.7. Cedar Middle: all students -108, AA -132.6, EL -130.3, FY-172.2,HI -112.1, HOM-130.7, LTEL -157.1, SED -117.7 SWD -170.6, WI -89.9. Cottonwood: all students -80.3,AA-94.4,EL -96.5, HI -84,SED -85.6, SWD -118.8, WI -60. Cypress: all students -49.3, EL -71,HI -52.6, HOM-87,SED -61.3, SWD -86, WI -48.8. Eucalyptus:	Canyon Ridge High: all students-+2.7,EL-15.4, HI+4.3, SED-4.1, WI n/a. Carmel: all students+0.7, EL+3, HI+6, HOM-0.1, SED+1.8, SWD +15.1, WI-13.7. Cedar Middle: all students +10.2, AA+18.6, EL-6.5, HI +7.7, HOM+13, SED+11.4, SWD +8.8,WI +19.3, FY-n/a, LTEL-10. Cottonwood: all students+8.6, AA+3.8, EL +9.1,HI+11.5, SED+10.5, SWD-1.5, WI-9. Cypress: all students-0.5, EL+11.1, HI-1.4, HOM-3.1, SED-1.2, SWD-6.8, WI+18.3. Eucalyptus: all students+12.4, AA+9.7, EL+6.6, HI +11.5, HOM-+5.6, SED+15.5,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI-95.6, HOM-162.7,SED-96.1,SWD-189.5, WI-73.9. Hesperia Junior: all students -133.6, AA -172.3, EL -140.2, HI -135.2, HOM -157.2, SED-143.5, SWD -216.7, WI -118.5. Hollyvale: all students-94.6, AA-129.9,EL -102.8, HI-88.9, HOM -101.5, SED -100, SWD-138.2, WI-84.4. Joshua Circle: all students -105.7,AA-153.7, EL -107.3, HI -105.8, SED -103.2, SWD-171.8, WI-68. Juniper: all students-70.4, EL-86, HI-71.9, HOM-86.9, SED-72.9, SWD-98.7, WI-66.2. Kingston: all students-97.8, EL-109.5, HI-99.6, HOM-111.4, SED-98.9, SWD -155.5, WI-96.6. Krystal: all students-8.9, EL-24.7, HI-14.9, HOM-	HI -90.6, HOM -117.5, SED -95.6, SWD -151.3, WI-86. Hesperia Community Day: none Hesperia High: all students-91.2, AA-121.6, EL -122.8, HI -93.2, HOM-115.7, LTEL-135.9, SED-93.6, SWD -186, WI -64.2. Hesperia Junior: all students -127.2, AA -160.4, EL -150, FY-178.6. HI -127.9, HOM -143.4, LTEL -168.5, SED -134, SWD -201.6, WI -112.9, Hollyvale: all students -92, AA-115.9, EL -107.2, HI -95.2, HOM-95.2, SED -96.6, SWD-136.1, WI-51.3. Joshua Circle: all students -111.2, AA-119.4, EL -114.9,	HI -83.6, HOM-111.8, SED-87.5, SWD-147.1, WI-86.7. Hesperia Community Day: none Hesperia High: all students-76, AA-113.4, EL-128.3, HI-75.6, HOM-99.2,SED-78.5,SWD - 183.9, WI-58.8.LTEL-149.4. Hesperia Junior: all students -127.3, AA -173.3, EL -146.3, HI -128.8, HOM -162.4, SED-131.2, SWD -194.8, WI -116.7. FY-152.2,LTEL -179.8. Hollyvale: all students-84.6, AA-125, EL -87.9,HI-83.4, HOM -92.4, SED -88.1, SWD-131.1, WI-72.5. Joshua Circle: all students -95.9,AA-185.4, EL -107.2, HI -96.6, SED -97.4, SWD-158.9,	all students -86.2, AA-113.6, EL -92.4, HI -85.1, HOM -107.4, SED -93, SWD -140.8, WI-106.2. Hesperia Community Day: n/a Hesperia High: all students -84.3, AA-119.3, EL -119.5, HI -85.6, HOM-152.7,LTEL -112.8, SED -86.1, SWD -179.5, WI -63.9. Hesperia Junior: all students -123.6, AA -162.3, EL -130.2, FY-168.6. HI -125.2, HOM -147.2, LTEL -158.5, SED -133.5, SWD -206.7, WI -108.5. Hollyvale: all students -84.6, AA-119.9, EL -92.8, HI -78.9, HOM -91.5, SED -90,	SWD+3.7, WI+29.5. Hesperia Community Day: none Hesperia High: all students+18.3, AA+15.9, EL+1.2, HI+20, HOM+63.5,SED+17.6,SWD +5.6, WI+15.1, LTEL-13.5. Hesperia Junior: all students+6.3, AA-1, EL -6.1, HI +6.4, HOM-5.2, SED+12.3, SWD +21.9, WI -+1.8, FY+26.4,LTEL -11.3. Hollyvale: all students+10, AA+4.9, EL +14.9,HI+5.5, HOM +9.1, SED +11.9, SWD+7.1, WI+11.9. Joshua Circle: all students +9.8,AA-31.7, EL +0.1, HI +9.2, SED +5.8, SWD+12.9, WI-7.1, HOM-+53.2. Juniper:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47.3, SED-25.3, SWD-90.6, WI 4. Lime: all students-108.3, AA -140.4, EL-106, HI-102.7, HOM-99.1, SED-115, SWD-131.3, WI-83.6. Maple: all students-50.5, AA-95,EL-53.2, HI-47.1, SED-55.4, SWD-99.3, WI-56.6. Mesa Grande: all students -84.5, AA-118.8, EL-94.9, HI-88, HOM-110.1,SED-91.4, SWD: -116.3,WI-64. Mesquite Trails: all students-31.2, AA-29.9,EL-54.9, HI-37.8, HOM-153.5, SED-45, SWD -102.8, WI-16.5. Mission Crest: all students -98, AA-126.4, EL -104.3, FY-85.3,HI -97.6, HOM -103.7, SED -105.1, SWD -163.6, WI-71.6. Mojave High: all students-217.9, EL-228.2, HI-211.4, SED-223.7, WI-237.9. Oak Hills High:	HI -114.6, HOM-168.3, SED -111.4, SWD-179.2, WI-68.6. Juniper: all students -83.3, AA-114.6,EL -103.6, HI -84.6, HOM -109.2, SED-88.7, SWD -120.4, WI -77.8. Kingston: all students -88.3, AA-127.6, EL -105.7, HI -93.3, HOM -108.4, SED -90, SWD -152.2, WI -74.2. Krystal: all students-17.4, AA-44.2, EL -41.4, HI-21.4, HOM-18.6, SED-25.4, SWD -87, WI-9.7. Lime: all students -114.1, AA -144.3, EL -124.7, HI -112, HOM-108.2, SED -116.1, SWD -136.5, WI -89. Maple: all students-56.2, AA -89.4, EL -65.3,	WI-75.1, HOM-115.1. Juniper: all students-87.9, EL-102.7, HI-88.1, HOM-82.5, SED-90.9, SWD-127, WI-73.8, AA-185.4. Kingston: all students-77, EL-85.9, HI-82.3, HOM-95.6, SED-81, SWD -149.5,WI-50.2. AA-118.6. Krystal: all students-7.8, EL-21.8, HI-13.6, HOM-16.9, SED-22.9, SWD-84.9, WI +2.5. AA-31.3. Lime: all students-108.5, AA -132, EL-113.9, HI-106.3, HOM-103, SED-113.1, SWD-128.8, WI-90.3. Maple: all students-50.4, AA-100.7,EL-55.9, HI-47.5, SED-55.2, SWD-109.6, WI-47.7, HOM-65.9. Mesa Grande: all students -83.2, AA-71.1, EL-100.3,	SWD-128.2, WI-74.4. Joshua Circle: all students -95.7, AA-143.7, EL -97.3, HI -95.8, HOM-158.3, SED-93.2, SWD-161.8, WI-58. Juniper: all students -60.4,AA-104.6, EL -76, HI -61.9,HOM -76.9, SED-62.9, SWD -88.7, WI -56.2. Kingston: all students -87.8, AA-117.6,EL -99.5, HI -89.6, HOM -101.4, SED -88.9,SWD -145.5 WI -86.6. Krystal: all students 1.1, AA-34.2,EL -14.7, HI-4.9, HOM-37.3, SED -15.3, SWD -80.6, WI 14. Lime: all students-98.3,AA -130.4, EL -96, HI -92.7, HOM-89.1,SED -105,	all students-17.5, EL-16.7, HI-16.2, HOM+4.4, SED-18, SWD-28.3, WI-7.6, AA-70.8. Kingston: all students-+20.8, EL+23.6, HI+17.3, HOM+15.8, SED+17.9, SWD +6,WI+46.4. AA+9. Krystal: all students-+1.1, EL+2.9, HI+1.3, HOM-+30.4, SED+2.4, SWD+5.7, WI -1.5. AA-+12.9. Lime: all students-0.2, AA+8.4, EL-7.9, HI-3.6, HOM-3.9, SED+1.9, SWD+2.5, WI-6.7. Maple: all students+0.1, AA–5.7,EL-2.7, HI-0.4, SED+0.2, SWD-10.3, WI+8.9, HOM+5.9. Mesa Grande: all students+1.3, AA+47.7, EL-5.4, HI+0.1,HOM+36.7, SED+6.3, SWD -2.5, WI+15.8. Mesquite Trails:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all students-71.4, AA-109, EL-116.7, HI-70.6,HOM-109.1, SED-83.1, SWD-169.9, WI-64.3. Ranchero Middle: all students-125.8, AA-153.5, EL-144.5, HI-130, HOM-151.2, SED-135.1, SWD-183.9,WI-109.2. Shadow Ridge: all students -142.9, AA-198.2, EL -148.1, HI -142.7, HOM-119.1, SED-152.7, SWD-183.1, WI-112.2. Sultana High: all students-111.5, AA-174.5, EL-171.7, HI-114.5, HOM-142.6,SED -125.3, SWD-219.9, WI-98.4. Topaz: all students-51.2,AA-69.4,EL-62.3, HI-52.1, HOM-41.9, SED-53.1, SWD-68, WI-64.3, 2024 Dashboard: Canyon Ridge: WI -201.1, LTEL Cedar Middle: FY-182.2, HOM-138.4, LTEL-167.1	HI -54.5, HOM-71.8,SED -63.6, SWD -97.3, WI -51.9. Mesa Grande: all students -91.5, AA-103.1, EL -94, HI -94.1, HOM-98.9, SED -97.6, SWD -130.6, WI-102.3. Mesquite Trails: all students -31.9, AA-41.4, EL -77.6, HI -36.9, HOM-82.6,SED -41.1, SWD -86.5, WI-13.8. Mission Crest: all students -93.6,AA -125.4, EL -99.8, FY - fewer than 11 students, no DFS available, HI -92.1, HOM -80.3, SED -94, SWD -160.2, WI -76.1. Mojave High: all students -199.5, EL-215.7, HI 201.1, LTEL-213.2,SED -204.1, WI - fewer than 11 students, no DFS available	HI-87.8,HOM-73.4, SED-85.1, SWD-118.8, WI-48.2. Mesquite Trails: all students-28.4, AA-27.4, EL-69.1, HI-36.2, HOM-fewer than 11 students, SED-44, SWD -104.2, WI-4.8. Mission Crest: all students -89.7, AA-125.8, EL -95.9, FY-fewer than 11 students,HI -89.6, HOM -82.5, SED -94.5, SWD -136.2, WI-63. Mojave High: all students-215.5, EL-223.7, HI-216.3, SED-215.4, WI-fewer than 11 students, LTEL-227.6. Oak Hills High: all students-86.5, AA-126.7, EL-143.7, HI-89.8, HOM-fewer than 11 students, SED-98.2, SWD-193.2, WI-63.5, LTEL -159.9. Ranchero Middle:	SWD -121.3, WI -73.6. Maple: all students -40.5, AA -85, EL -43.2, HI -37.1, HOM -61.8,SED -45.4, SWD -89.3, WI -46.6. Mesa Grande: all students -74.5,AA-108.8, EL -84.9, HI -78, HOM-100.1,SED -81.4, SWD -106.3, WI-54. Mesquite Trails: all students -21.2, AA-19.9, EL -44.9, HI -27.8, HOM-143.5,SED-35, SWD -92.8, WI-6.5, Mission Crest: all students -78, AA -116.4, EL -94.3, FY-75.3,HI -87.6, HOM -93.7, SED-95.1, SWD -153.6, WI -61.6. Mojave High: all students -207.9,EL-218.2, HI-201.4,	all students+2.8, AA+2.5, EL-14.2, HI+1.6, HOM-n/a, SED+1, SWD-1.4, WI+11.7. Mission Crest: all students+8.3, AA+0.6, EL +8.4, FY-n/a,HI +8, HOM +21.2, SED +10.6, SWD +27.4, WI+8.6. Mojave High: all students+2.4, EL+4.5, HI-4.9, SED+8.3, WI-n/a, LTEL-14.4. Oak Hills High: all students-15.1, AA-17.7, EL-27, HI-19.2, HOM-n/a, SED-15.1, SWD-23.3, WI+0.8, LTEL -3.2. Ranchero Middle: all students+4.1, AA-20.1, EL-11.5, HI+4.7, HOM-10.1, SED+7.5,SWD–1.5,WI+10.1, FY+21.8, LTEL-1.3. Shadow Ridge: all students +17.1, AA+30.3, EL +21.8, HI +21.3, HOM-16.7,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hesperia High: LTEL-135.9 Hesperia Junior: FY-178.6, LTEL -168.5 Joshua Circle: HOM-168.3 Juniper: AA-114.6 Kingston: AA-127.6 Krystal: AA-44.2 Maple: HOM-71.8 Mojave HIgh: LTEL-213.2 Oak Hills High: LTEL -156.7 Ranchero Middle: FY-192, LTEL -176.7 Shadow Ridge: LTEL-187.3 Sultana High: LTEL-181.4	Oak Hills High: all students -76.8, AA -146.4, EL -141.7, HI -84.8, HOM-106.7, LTEL -156.7, SED-88.8, SWD -225, WI -61.2. Ranchero Middle: all students -137.8,AA -173.3, EL -161.6, FY-192,HI -140.8, HOM -161.1, LTEL -176.7, SED -144, SWD -184.2, WI -117.2. Shadow Ridge: all students -138.3, AA-177.9, EL -144.6, HI -138.6, HOM-119.7, LTEL-187.3, SED-140.5,SWD-184.2, WI-132. Sultana High: all students -123.5,AA-154.9, EL -176.5, HI -129.1, HOM - fewer than 11 students, no DFS available, LTEL -181.4, SED -128.6, SWD -210.3, WI -105.8,	all students-121.7, AA-173.6, EL-156, HI-125.3, HOM-161.3, SED-127.6, SWD-185.4,WI-99.1 FY-170.2, LTEL -178. Shadow Ridge: all students -125.8, AA-167.9, EL -126.3, HI -121.4, HOM-135.8, SED-133.2, SWD-184.3, WI-113.7, LTEL-166. Sultana High: all students-104.9, AA-151.6, EL-136.6, HI-111.9, HOM-fewer than 11 students,SED -117, SWD-193.3, WI-64.8, LTEL-157.9. Topaz: allstudents-52.7,AA-52.2, EL-70.6, HI-54.8, HOM-49.6, SED-56.8, SWD-91.3, WI-53.7.	LTEL-203.2, SED -213.7, WI-227.9. Oak Hills High: all students -61.4, AA -99, EL -106.7, HI -60.6, HOM 99.1,LTEL -146.7, SED -73.1, SWD -159.9, WI -54.3. Ranchero Middle: all students -115.8, AA -143.5,EL -134.5, FY-182, HI -120, HOM -141.5, LTEL -166.7, SED -125.1, SWD -173.9, WI -99.2. Shadow Ridge: all students -132.9, AA-188.2 EL 138.1, HI -132.7, HOM-109.1,LTEL -177.3. SED -142.7, SWD-173.1, WI-102.2. Sultana High: all students -101.5,AA-164.5,EL -161.7, HI -104.5, HOM-132.6,LTEL -171.4,	SED+19.5, SWD-1.2, WI-1.5, LTEL+21.3. Sultana High: all students-+6.6, AA+22.9, EL+35.1, HI-+2.6, HOM-n/a, SED -+8.3, SWD+26.6, WI+33.6, LTEL+23.5. Topaz: all students-1.5, AA+17.2, EL-8.3, HI-2.7, HOM-7.7, SED-3.7, SWD-23.3, WI+10.6.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Topaz: all students -61, AA - 59.4EL -70.7, HI -65.3, HOM -68, SED -61.3, SWD -119.4, WI -50.1.		SED -115.3, SWD -209.9, WI -88.4. Topaz: all students -41.2, AA-59.4,EL -52.3, HI -42.1,HOM -31.9, SED -43.1, SWD -58, WI -54.3.	
1.9	A-G Requirement Rates Percentage of graduates Source: Data Quest	2024 Data Quest: The 2024 Data Quest shows 43.5% of students have met a-g requirements.	2024 Data Quest: The 2024 Data Quest shows 43.5% of students have met a-g requirements.	2025 Data Quest: The 2025 Data Quest shows 53.8% of students have met a-g requirements.	DataQuest: 60% of students meet a-g requirements	Data Quest: The percentage of students who have met a-g requirements has increase by 10.3%
1.10	Career Technical Education (CTE) Rates Percentage of graduates Source: Coordinator of CTE Monitoring System	2023 Coordinator of CTE Monitoring System: 26% of Graduates who completed a CTE pathway	2024 Coordinator of CTE Monitoring System: 44.1% of Graduates who completed a CTE pathway	2025 Coordinator of CTE Monitoring System: 46.5% of Graduates who completed a CTE pathway	Coordinator of CTE Monitoring System: 28% of Graduates who completed a CTE pathway	Coordinator of CTE Monitoring System: The percentage of graduating students who completed a CTE pathway has increased by 20.5% from the baseline
1.11	A-G Requirement and Career Technical Education (CTE) Rates Percentage of graduates Source: Data Quest and Coordinator of CTE Monitoring System	2024 Data Quest: 22.2% of students who met a-g requirements and completed a CTE pathway	2024 Data Quest: 22.2% of students who met a-g requirements and completed a CTE pathway	2025 Data Quest: 34.3% of students who met a-g requirements and completed a CTE pathway	Data Quest: 25% of students who met a-g requirements and completed a CTE pathway	Data Quest: The percentage of students who met a-g requirements and completed a CTE pathway increased by 12.1%
1.12	English Learner Progress to Proficiency	2023 CA Dashboard:	2024 CA Dashboard:	2025 CA Dashboard:	CA Dashboard:	CA Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of English learner students making progress Source: CA Dashboard	42.3% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 39% Hollyvale: 36.6% Joshua Circle: 37.7% Cedar Middle: 34.3% Ranchero Middle: 30.3% Oak Hills High: 30.5% 2025 Dashboard: HUSD LTEL: 37.1% Hesperia Junior High: 27.8% Mesa Grande: 34.8% Mission Crest: 29.5% Shadow Ridge: 32.2% Maple:33.7% Mojave High:22.1%	40.2% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 38.3% Hollyvale: 47% Joshua Circle: 40% Cedar Middle: 31.5% Ranchero Middle: 34.1% Oak Hills High: 40.6%	38.9% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 36.8% Hollyvale: 28.6% Joshua Circle: 39.9% Cedar Middle: 33.6% Ranchero Middle: 39.7% Oak Hills High: 34.2% 2025 Dashboard: HUSD LTEL: 37.1% Hesperia Junior High: 27.8% Mesa Grande: 34.8% Mission Crest: 29.5% Shadow Ridge: 32.2% Maple:33.7% Mojave High:22.1%	55% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: 52% Hollyvale: 48.6% Joshua Circle: 49.7% Cedar Middle: 46.3% Ranchero Middle: 42.3% Oak Hills High: 42.5% HUSD LTEL: 40% Hesperia Junior High: 30% Mesa Grande: 36% Mission Crest: 35% Shadow Ridge: 35% Maple: 35% Mojave High: 24%	-3.4% of English Learner students making progress toward English language proficiency as measured by the ELPAC. Cottonwood: -2.2% Hollyvale:-8% Joshua Circle: 2.2% Cedar Middle: -2.8% Ranchero Middle: 9.4% Oak Hills High: 3.7% HUSD LTEL: n/a Hesperia Junior High: n/a Mesa Grande: n/a Mission Crest: n/a Shadow Ridge: n/a Maple: n/a Mojave High: n/a
1.13	Advanced Placement Examination	2023 CDE College/Career Levels	2024 CDE College/Career	2025 CDE College/Career	CDE College/Career	2025 CDE College/Career

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who have passed an advanced placement (AP) examination with a score of 3 or higher Souce: CDE College/Career Levels and Measures Report and Data	and Measures Report and Data: 11.4% of students who passed an advanced placement (AP) examination with a score of 3 or higher	Levels and Measures Report and Data: 12.29% of students who passed an advanced placement (AP) examination with a score of 3 or higher	Levels and Measures Report and Data: 28.5% of students who passed an advanced placement (AP) examination with a score of 3 or higher	Levels and Measures Report and Data: 21% of students who passed an advanced placement (AP) examination with a score of 3 or higher	Levels and Measures Report and Data: 17.1% more students passed an advanced placement (AP) examination with a score of 3 or higher
1.14	Early Assessment Program (EAP) Math Percentage of 11th grade students Source: Data Quest	2023 Data Quest: 12.56%of 11th grade students who exceeded standards on CAASPP-MATH	2024 Data Quest: 12.29%of 11th grade students who exceeded standards on CAASPP- MATH	2025 Data Quest: 14.14% of 11th-grade students who exceeded standards on CAASPP- MATH	Data Quest: 15.56%of 11th grade students who exceeded standards on CAASPP- MATH	2025 Data Quest: +1.58% of 11th grade students exceeded standards on CAASPP- MATH
1.15	Early Assessment Program (EAP) ELA Percent of 11th grade students Source: Data Quest	2023 Data Quest: 26.34% of 11th-grade students who exceeded standards on CAASPP-ELA	2024 Data Quest: 26.23% of 11th-grade students who exceeded standards on CAASPP- ELA	2025 Data Quest: 27.28% of 11th-grade students who exceeded standards on CAASPP- ELA	Data Quest: 29.34% of 11th-grade students who exceeded standards on CAASPP- ELA	2025Data Quest: +0.94% of 11th-grade students exceeded standards on CAASPP- ELA
1.16	High School Graduation Rates Percent of students graduated Source: CA Dashboard	2023 CA Dashboard: 93% of students who graduated high school within four years 2025 CA Dashboard EL: 91.8% LTELs: 93.9% SED: 94.8% FY: 88.2%	2024 CA Dashboard: 93% of students who graduated high school within four years	2025 CA Dashboard: 95.1% of students who graduated high school within four years EL: 91.8% LTELs: 93.9% SED: 94.8% FY: 88.2%	CA Dashboard: 94.5% of students who graduated high school within four years EL: 95% LTELs: 95% SED: 95% FY: 92%	2025 CA Dashboard: 2.1% of students who graduated high school within four years maintained EL: n/a LTELs: n/a SED: n/a FY: n/a
1.17	Broad Course of Study	2023 Williams Case Monitoring:	2024 Williams Case Monitoring:	2025 Williams Case Monitoring:	Williams Case Monitoring:	Williams Case Monitoring:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of schools offering courses Source: Williams Case Monitoring	100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	Maintained
1.18	iReady-Local Assessment ELA Percent students met or exceed Source: iReady Reporting Platform	March 2024 iReady ELA: 26% at or above grade level	April 2025 iReady ELA: 30% at or above grade level	April 2026 iReady ELA: 28% at or above grade level	iReady ELA: 36% at or above grade level	iReady ELA: 2%
1.19	iReady-Local Assessment Math Percent students met or exceed Source: iReady Reporting Platform	March 2024 iReady Math: 23% at or above grade level	April 2025 iReady Math: 25% at or above grade level	April 2026 iReady Math: 24% at or above grade level	iReady Math: 33% at or above grade level	iReady Math: 1%
1.20	ESGI-Local Assessment ELA Percent students met or exceed Source:ESGI Reporting Platform	March 2024 ESGI ELA: 86.75% proficient	April 2025 ESGI ELA: 60% proficient	April 2026 ESGI ELA: 53.5% proficient	ESGI ELA: 89.75% proficient	ESGI ELA: -33.25%
1.21	ESGI-Local Assessment Math Percent students met or exceed Source:ESGI Reporting Platform	March 2024 ESGI Math: 85.8% proficient	April 2025 ESGI Math: 55% proficient	April 2026 ESGI Math: 52.3% proficient	ESGI Math: 88.8% proficient	ESGI Math: -33.5%
1.22	English Learner Reclassification Rate Percent of EL students reclassified Source: Ellevation platform	2024: 7.8% student reclassification rate	2025: 4.9% student reclassification rate	2026: 4.5% student reclassification rate	10.8% student reclassification rate	3.3% decrease in student reclassification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	Implementation of the academic content and performance standards adopted by the state board. Percent of implementation Source: Survey	2024: 100% implementation	2025: 100% implementation	2025: 100% implementation	100% implementation	Maintained
1.24	CA Science Test Results (CAST) Average Science Points Source: CA Dashboard Metric Revised 2025	2024 CA Dashboard: All Students: 43.4 Science Points AA: 38.3 Science Points EL: 37.4 Science Points FY: 35 Science Points HI: 42.3 Science Points HOM: 39.7 Science Points LTEL: 34.9 Science Points SED: 41.7 Science Points SWD: 32.6 Science Points WI: 48.4 Science Points	2024 CA Dashboard: All Students: 43.4 Science Points AA: 38.3 Science Points EL: 37.4 Science Points FY: 35 Science Points HI: 42.3 Science Points HOM: 39.7 Science Points LTEL: 34.9 Science Points SED: 41.7 Science Points SWD: 32.6 Science Points WI: 48.4 Science Points	2025 CA Dashboard All Students: 45.4 science points AA: 38.6 science points EL: 39.1 science points FY: 45.4 science points HI: 44.7 science points HOM: 41.8 science points LTEL: 34.9 science points SED: 43.8 science points SWD: 35.6 science points WI: 51.2 science points	CA Dashboard: All Students: 48 Science Points AA: 43 Science Points EL: 42 Science Points FY: 40 Science Points HI: 47 Science Points HOM: 44 Science Points LTEL: 39 Science Points SED: 46 Science Points SWD: 37 Science Points WI: 53 Science Points	CA Dashboard: All Students: +2.1 Science Points AA: +0.3 Science Points EL: +1.7 Science Points FY: +10.4 Science Points HI: +2.4 Science Points HOM: +2.1 Science Points LTEL: +0 Science Points SED: +2.1 Science Points SWD: +3 Science Points WI: +2.8 Science Points
1.25	CCI Dashboard Indicator Percent Prepared Source: CA Dashboard	2024 CA Dashboard: All students: 54.8% AA: 44.1% EL: 37.9% LTEL: 39.2% SWD: 27.9% WI: 61.1%	2024 CA Dashboard: All students: 54.8% AA: 44.1% EL: 37.9% LTEL: 39.2%	2025 CA Dashboard: All students: 63.7% AA: 47.2% EL: 53.4% LTEL: 55%	CA Dashboard: All students: 59.8% AA: 49.1% EL: 44.9% LTEL: 44.2% SWD: 34.9%	CA Dashboard: All students: 8.9% AA: 3.1% EL: 15.5% LTEL: 15.8% SWD: 3.8% WI: 9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 43.8% HI: 54.4% HOM: 37.9% SED: 53%	SWD: 27.9% WI: 61.1% FY: 43.8% HI: 54.4% HOM: 37.9% SED: 53%	SWD: 31.7% WI: 70.2% FY: 31.3% HI: 63.3% HOM: 46.2% SED: 61.6%	WI: 65.1% FY: 48.8% HI: 59.4% HOM: 43.9% SED: 58%	FY: -12.5% HI: 8.9% HOM: 8.3% SED: 8.6%

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.

"Hesperia Unified School District (HUSD) continues to recognize the need to strengthen its entire teaching and learning system. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and district educational partnership committees to create a Coherent Instructional Framework that defines and aligns the district's mission, vision, values, and goals. The district has also identified teaching and learning priorities, which include cycles of inquiry and an integrated multi-tiered system of support designed to respond quickly and effectively to each student's needs. Overall, implementation of Goal 1 was successful, with the majority of the 19 actions executed as planned. However, actions 1.3 and 1.8–1.11 were implemented with modifications as the district prioritized the development of the framework and internal capacity building; specifically, instead of hiring permanent staff as originally planned, short- and long-term substitutes were utilized to fill those positions.

Successes: The district experienced notable successes across multiple areas. The guaranteed and viable curriculum work in ELA and math continued to gain traction, with instructional coaches providing consistent support across school sites and professional development focused on early literacy, numeracy, and evidence-based instructional practices (Actions 1.1, 1.6, 1.7). Universal screening through iReady continued to support data-driven decision making and cycles of inquiry (Action 1.2), while class size reduction efforts and technology access expanded learning opportunities for unduplicated students (Actions 1.3, 1.4). Early learning programs continued to support kindergarten readiness for low-income, English learner, and foster youth students (Action 1.5). The Dual Language Immersion program at Joshua Circle and Kingston expanded into additional grade levels, driven by strong community demand (Action 1.18). AVID expanded districtwide with more consistent professional development, tutoring, and college field trips (Action 1.16). Career and Technical Education pathways and dual enrollment opportunities continued to grow, with high demand from families and students (Actions 1.12, 1.15). College and career readiness supports, including dedicated counselors for English learners and foster youth, were aligned to student needs through data-driven decision making (Actions 1.11, 1.13). Foster Youth supports were reallocated from Goal 1 to Goal 3 to better align with the daily operations of the district (Action 1.13); however, this did not impact implementation as planned. Intervention and enrichment became more consistent across the district, with dedicated time built into master schedules at most sites (Action 1.17). Supplemental academic supports at school sites continued to thrive, with field trips aligned to academic goals and programs tailored to individual site needs (Action 1.19).

Challenges: Challenges were also noted. Due to ongoing staff retention and hiring challenges, positions in Action 1.3 remained vacant for extended periods and were filled using short- or long-term substitutes. Actions 1.8 and 1.9, focused on English learner academic support through professional development and supplemental materials, were partially implemented. Action 1.8 was initially planned as a standalone professional development series focused on ELD strategies. While some sites did receive some training, implementation shifted to embedding ELD professional learning within the broader guaranteed and viable curriculum work. This resulted in a slower rollout of targeted EL-specific training while strengthening alignment across content areas. Action 1.9 was planned to provide immediate access to supplemental materials; however, implementation was delayed as materials were being aligned with the district's curriculum adoption process, resulting in delayed implementation. Action 1.10 was implemented; however, staffing shortages and onboarding timelines created some delays in service delivery across sites. Action 1.11 was implemented with challenges related to staff retention, which impacted the consistency of college and career readiness supports for targeted groups. While contracted services delivered valuable early literacy professional development, the district's goal remains to build internal capacity to sustain these initiatives long-term (Actions 1.6, 1.7).

Overall, the district is making meaningful progress toward achieving Goal 1, with strong implementation across the majority of actions and a commitment to continuous improvement in areas where challenges remain.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
A material difference occurred for Goal 1, Action 1 (Guaranteed and Viable Curriculum) and Goal 1, Action 16 (AVID) as they experienced reduced district expenditures because school sites successfully leveraged existing resources to cover program needs without requiring supplementary district funding
A material difference for Goal 1 Action 3 (Instructional Support: Certificated) occurred due to the district experiencing challenges in retaining and rehiring staff, leading to prolonged vacancies in certain positions.
A material difference occurred in Goal 1, Action 4, due to the scheduled replacement of student devices. We opted to pay for this 3-year technology refresh in a single cycle to maximize the impact of our budget and ensure all students have updated tools. This caused actual spending to exceed our original projections.
A material difference for Goal 1 Action 13 (Foster Youth Support) occurred due to a strategic reallocation of resources from Goal 1 to Goal 3. This shift was implemented to better align funding with the daily operations of the district.
A material difference for Goal 1 Action 8, Action 9, and Action 18 (EL Academic Support and DLI) occurred due to staffing shortages and an over-allocation of district funds. Because individual school sites utilized their own designated budgets to address these student needs, the centralized district funds were not fully drawn upon as originally anticipated.

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

Hesperia Unified is committed to college and career readiness for all students, using data analysis to drive improvement. The actions implemented under Goal 1 were designed to increase academic achievement and college/career readiness for all students, with an emphasis on unduplicated pupils, through high-quality instruction, targeted supports, and expanded learning opportunities. While most actions were fully or mostly implemented, their effectiveness in improving outcomes for unduplicated students varied based on the related performance metrics.

Actions 1.1–1.7 The district's foundational academic supports, outlined in Actions 1.1–1.7, focused on standards-aligned instruction, curriculum adoption, technology access, instructional time, and universal screening. The evaluation of these initiatives utilized a range of metrics, including CAASPP results in English Language Arts and Mathematics (M1.5, M1.6, M1.15, M1.7, M1.8, M1.14) and local data using iReady proficiency levels in reading and math (M1.18, M1.19). Overall, Actions 1.1-1.7 were partially effective: they successfully improved access and local benchmark growth but were not effective in improving state assessment outcomes for all key student groups.
The district maintained 100% access to standards-aligned materials (M1.2) and a broad course of study (M1.17), though the rate of fully credentialed teachers (M1.1) declined to 79.7%, with teacher participation in professional development increased to 80% (M1.3). In ELA, All Students improved to -55.5 DFS, with improvements for Foster Youth, SED, Homeless, SWD, African American, Hispanic, and White students; however, English Learners remained at -87.9 DFS, LTELs declined to -125.2 DFS, and Pacific Islander students remained at -92 DFS. In Math, All Students improved to -89.3 DFS, with improvements for Foster Youth, SED, Homeless, SWD, African American, Hispanic, and White students; however, English Learners remained at -115.3 DFS, LTELs declined to -172 DFS, and Pacific Islander students remained at -142 DFS. These outcomes indicate that foundational academic actions were partially effective overall but require continued refinement for EL, LTEL, Pacific Islander, Homeless, African American, SED, and Foster Youth students. Early learning outcomes also indicate a need for continued attention, as ESGI proficiency declined by 33.25% in ELA (M1.20) and 33.5% in Math (M1.21). At the same time, the district made significant progress in State Seal of Biliteracy attainment (M1.4), which increased by 8.8 percentage points to 15.8%, a positive outcome benefiting English Learners and SED students. The graduation rate (M1.16) remained a stable strength at 95.1%, and AP pass rates (M1.13) increased by 17.1 percentage points. However, EAP Math and EAP ELA outcomes (M1.14, M1.15) saw slight declines, and A-G/CTE completion (M1.11) was established as a baseline for future comparison. Overall, the data shows stronger outcomes in access, biliteracy, graduation, and AP success, while also highlighting the need to strengthen early learning, college readiness, and state assessment outcomes for key student groups.

Actions 1.8–1.11 These actions were designed to provide a multi-layered support system for English Learners, including Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students. This included specialized professional development (1.8), language acquisition materials (1.9), paraprofessional staffing (1.10), and targeted college/career counseling (1.11). These combined actions demonstrate limited effectiveness, as student outcomes have not yet shown the intended progress across key metrics. Overall progress toward key metrics revealed areas of decline alongside notable strengths, particularly when disaggregated across student groups. The English Learner Progress Indicator (ELPI) progress rate declined by -3.4% overall (M1.12), with 38.9% of English Learners (EL) making progress (down -1.3%) and 37.1% of Long-Term English Learners (LTEL) making progress (down -4.2%). On CAASPP assessments, academic performance dropped across both student populations: EL students declined by -6.7 Distance From Standard (DFS) in ELA (M1.5) to -87.9 DFS and by -2.2 DFS in Math (M1.7) to -115.3 DFS, while LTEL students experienced sharper drops, declining -8.9 DFS in ELA to -125.2 DFS and -3.9 DFS in Math to -172.0 DFS. In contrast to academic assessment trends, high school completion remained strong; while the overall district graduation rate (M1.16) was maintained at 95.1%, EL students achieved a 91.8% graduation rate, and LTEL students reached 93.9%. However, college readiness indicators showed no overall improvement, with EAP Math (M1.14) and EAP ELA (M1.15) remaining flat or slightly declining across all student groups. Site-level data (M1.6, M1.8) showed high variability, indicating that professional development and supplemental materials are not yet yielding consistent results across the district. To address these gaps, the district will define a targeted EL/LTEL PD sequence and implementation timeline for Action 1.8, and ensure that supplemental materials for Action 1.9 are aligned to the adopted curriculum and deployed earlier in the year.

Actions 1.12–1.16 These actions focus on enhancing college and career readiness, encompassing efforts to support graduation, A–G completion, AVID expansion, and increased access to CTE and dual enrollment opportunities.

Actions 1.12–1.16 demonstrated mixed effectiveness in supporting college and career pathways, as evidenced by a 12.1% increase in students meeting both A–G requirements and completing a Career Technical Education (CTE) pathway (M1.11), a stable academic college readiness rate (M1.9), and a +20.5% growth in CTE completion (M1.10) driven by specialized counseling and 107 Family Resource Center workshops (M3.3). Disaggregated data across priority student groups reveals varied academic progress alongside consistently strong high school completion outcomes: districtwide graduation rates (M1.16) stood at 95.1%, with Socioeconomically Disadvantaged (SED) students achieving 94.8%, English Learners (EL) at 91.8%, and Foster Youth (FY) reaching 88.2%. On CAASPP assessments, FY students showed growth (+7.7 DFS in Math to -103.7 DFS; +6.2 DFS in ELA to -72.1 DFS) and SED students demonstrated steady gains (+7.6 DFS in Math to -97.1 DFS; +3.4 DFS in ELA to -64.4 DFS), whereas EL students dropped to -115.3 DFS in Math (-2.2 decline) and -87.9 DFS in ELA (-6.7 decline), Long-Term English Learners (LTEL) declined to -172.0 DFS in Math (-3.9 decline) and -125.2 DFS in ELA (-8.9 decline). While overall graduation rates and AP Exam Pass Rates (M1.13, up +17.1%) showed strong momentum, minor overall declines in EAP Math (M1.14) and EAP ELA (M1.15) suggest that while career-technical actions are successfully reaching high-need student groups, intensive academic support like AVID (Action 1.16) must continue expanding to boost baseline proficiency for current EL and LTEL students.

Actions 1.17–1.19 These actions include intervention, enrichment, and acceleration opportunities, supplemental supports to academics, and the expansion of the Dual Language Immersion (DLI) program.
Actions 1.17 through 1.19 demonstrate partial effectiveness, primarily in supporting student engagement and foundational skills. These interventions contributed to positive local trends, including the +2% increase in iReady ELA (M1.18) and the +1% increase in iReady Math (M1.19), and helped maintain the 95.1% graduation rate (M1.16). While Dual Language Immersion (Action 1.18) saw math gains at Kingston Elementary—where English Learners (EL) increased by 23.6% and Socioeconomically Disadvantaged (SED) students grew by 17.9% in math, despite a 2.9% drop for ELs and a 10.1% gain for SED students in ELA (M1.6)—Joshua Circle saw distinct declines across both ELA and Math (M1.6, M1.8). Specifically, Joshua Circle's EL students decreased by 31.4% in ELA with a 0.1% increase in math, while their SED students decreased by 18.6% in ELA but saw a 5.8% increase in math. Because current supplemental supports have not significantly reversed CAASPP declines for EL and FY students (M1.5, M1.7) or increased EAP readiness (M1.14, M1.15), the district will pivot to more targeted academic interventions. We will begin implementing more frequent progress monitoring and specialized professional development focused on our most vulnerable subgroups.

Overall, Goal 1 was effective in its implementation, successfully maintaining a 95.1% graduation rate and achieving a 20.5% increase in CTE completion, demonstrating exceptional growth in career readiness for our students. While local benchmarks showed growth—with iReady ELA and Math increasing by 2% and 1%, respectively—the district encountered challenges in translating these gains to state-level assessments, particularly for English Learners and Foster Youth. Effectiveness was further impacted by a slight decline in appropriately assigned teachers to 79.7% and proficiency drops in early learning ESGI scores. While the foundational access to curriculum and career pathways is thriving, the district will continue to focus on refining its Coherent Instructional Framework, using cycles of inquiry for data decision-making, and continuing to provide targeted professional development to better address the specific academic needs of its most vulnerable 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 Learning Recovery Emergency Block Grant (LREBG) allocations within the Plan Summary have been updated to align with the district's current unexpended fund balance.
M1.5 CAASPP ELA Districtwide subgroup PI was added to baseline and to the target for year 3 outcome to provide transparency to the reader
M1.7 CAASPP Math Districtwide subgroup PI was added to baseline and to the target for year 3 outcome to provide transparency to the reader
M1.12 Additional sites and student groups were added to the baseline of English Learner Progress to Proficiency
M1.24 CAASPP California Science Test Results (CAST) have been updated to reflect the new unit of measure in the description, baseline, and year one, as well as the target area. This reflects what is reported in the 2025 CA Dashboard.
All metrics to measure the effectiveness of Goal 1 Actions were refined to ensure closer alignment with the intended impact of the action, except for actions 1.13, 1.14, 1.15, and 1.17.
Action 1.2 Funding for this action was increased to support a transitional assessment year, accounting for the temporary fiscal overlap of maintaining current assessments while simultaneously implementing new ones, which will fully replace the current system moving forward.
Action 1.6 Funding for this action increased to reflect the addition of instructional coaches designed to strengthen and support the overall instructional system.
Action 1.15 Funding for this action increased to reflect updated personnel allocations and bargaining unit adjustments for Career Technical Education (CTE) teaching staff.
M1.16 Additional student groups were added to the metric to allow for a better evaluation of the effectiveness of key actions across priority student populations.

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	Access to a guaranteed and viable curriculum	The Educational Services Division will provide standards-based supplemental resources to ensure that students are provided additional support opportunities. This action is principally directed to our English learners, low-income, and foster youth students and will be measured by M1.5, M1.7, M1.11, M1.14, M1.24.	$64,000.00	Yes
1.2	Student Progress Monitoring	The Educational Services Division will continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and	$1,184,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth students in ELA and Math. This action will be measured by M1.18, M1.19.		
1.3	Instructional Support: Certificated	The Personnel Services Division will maintain adequate staffing to reduce class sizes. The reduction of class sizes will increase opportunities for students to engage in the curriculum and expand access to an understanding of essential learning, principally directed to our English learners, low-income, and foster youth. This action will be measured by M1.5, M1.7. LREBG $1,030,975	$39,065,001.00	Yes
1.4	Access to Technology	The Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth. This action will be measured by M1.5, M1.7.	$3,300,000.00	Yes
1.5	Universal Access	The Educational Services Division will continue to provide early learning opportunities available for students who qualify for low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by M1.18, M1.19, M1.20, M1.21.	$1,200,000.00	Yes
1.6	Instructional Support: Instructional Coach	The Educational Services Division will provide instructional coaching to promote innovative practices, ensure equity, and increase student achievement principally directed for English learners, low-income, and foster youth students. This action will be measured by M1.1, M1.3, M1.5, M1.6, M1.7, M1.8, M1.14, M1.16, M1.17. LREBG $1,166,902.00	$6,190,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Professional Development	The Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to students qualifying as low-income, English learner, and foster youth. This action will be measured by M1.2, M1.3, M1.4, M1.5, M1.7, M1.11, M1.13, M1.14, M1.15, M1.16, M1.23.	$623,154.00	Yes
1.8	EL Academic Support: Professional Development	The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners including Long Term English Learners. This action will be measured by M1.5, M1.7, M1.12.	$50,000.00	Yes
1.9	English Learner Academic Support: Supplemental Materials	The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' including Long Term English Learners academic proficiency. This action is limited to English learner including Long Term English Learner students. This action will be measured by M1.5, M1.7, M1.12.	$50,000.00	Yes
1.10	English Learner Academic Support: Personnel	The Personnel Services Division will provide 15 paraprofessionals to support our English learners, including Long Term English Learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting meetings with students and families, and direct families to resources as needed. This action is limited to English learners, including Long Term English Learner students. This action will be measured by M1.5, M1.7, M1.12, M1.22.	$1,613,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	English Learner Academic Support: College and Career Preparation	The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL, LTEL, and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs. This action will be measured by M1.12, M1.14, M1.15, M1.16.	$399,240.00	Yes
1.12	College & Career Preparation	The Educational Services Division will continue to provide 3 College and Career Readiness Counselors and support staff principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, and support Career Technical Education (CTE) pathway expansion. This action will be measured by M1.9, M1.10, M1.11, M1.16, M1.25.	$858,169.00	Yes
1.13	College and Career Preparation: Foster Youth Supports	The Student Services Department is working closely with the Educational Services Division to systematically identify foster youth at each school site. The district social worker will work with site counselors and foster youth students to access resources and supports for graduation and college and career readiness. This action will be measured by M1.9, M1.10, M1.11, M1.16.	$100,000.00	Yes
1.14	College and Career Preparation: Students with Special Needs	The Educational Services Division will continue to provide additional support to students with disabilities in the preparation for transition to college and their careers. Supplementary aids and supports for teachers to ensure students with disabilities meet proficiency in the grade-level standards and have access to career technical education pathways. This action will be measured by M1.9, M1.10, M1.11, M1.16, M3.3.	$0.00	No
1.15	College and Career Preparation: Career Technical Education	The Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, CSUSB, and other authorized colleges, dependent upon district partnerships. These	$5,106,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups, allowing students to be career-ready as they graduate. An increase in college and career readiness will be measured by M1.10 and M1.11.		
1.16	AVID	The Educational Services Division will continue to implement and support the AVID and AVID Excel programs at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by M1.11, M1.14, M1.15, M1.16.	$20,000.00	Yes
1.17	Intervention/Enrichment/Acceleration	The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support. This action will be measured by M1.14, M1.15, M1.16. LREBG $175,000	$350,000.00	Yes
1.18	Dual Language Immersion	The Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, additional instructional staffing, ensuring adequate professional development for staff, and purchasing necessary supplemental materials. This action will be measured by M1.5, M1.6, M1.7, M1.8.	$176,208.00	Yes
1.19	Supplemental Supports to Academics	The Educational Services Division will continue to provide support to school sites to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote academic engagement through additional staff supports, fine arts/music, field trips, transportation, athletics, engagement activities such as assemblies, etc. These funds can	$3,445,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support cross-curricular activities and supports. This action will be measured by M1.5, M1.7. LREBG $300,000		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a physically and emotionally safe climate and learning environment that is culturally responsive to 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.

Hesperia Unified School District developed Goal 2 based on a comprehensive review of state and local data through three defined cycles of inquiry, which underscored a need to support the "whole child" through an integrated Multi-Tiered System of Supports (MTSS). The analysis of the California School Dashboard and local data from the 2023–2024 school year established the original baseline used by educational partners to develop this goal. This baseline data indicated a districtwide chronic absenteeism rate of 36.3%, with the most significant impacts observed among Foster Youth, English Learners, Long-Term English Learners (LTEL), Pacific Islander, and Homeless students. Furthermore, while the overall district suspension rates at the time of goal development showed a slight three-year decline from 4.9% to 4.4%, disaggregated baseline data revealed disproportionately elevated suspension rates for Foster Youth, African American students, Pacific Islander students, Homeless youth, and Students with Disabilities. Local survey data emphasize that student connectedness, access to extracurricular activities, and a healthy school climate are essential prerequisites for academic and social-emotional success.
To address these inequities, the district will provide staff professional development in SEL, behavior, and trauma-informed practices to ensure universal, classroom-level support. Students requiring intensive assistance will be connected to counselors, psychologists, social workers, and outside agencies. These actions are designed to increase and improve services for low-income, English learner, and foster youth populations based on quantitative and qualitative data. Collectively, this data-driven approach has been determined to be the most effective strategy for achieving our school climate and responsiveness goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Facilities Monitoring Percent of schools in good repair	2023 Fit Inspection Tool (FIT): 100% of schools in good or exemplary condition	2024 Fit Inspection Tool (FIT): 100% of schools in good or exemplary condition	2025 Fit Inspection Tool (FIT): 96% of schools in good or exemplary condition	Fit Inspection Tool (FIT): 100% of schools in good or exemplary condition	Fit Inspection Tool (FIT): Decreased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Fit Inspection Tool (FIT)					
2.2	Student Attendance Rate Percent of students Source: Infinite Campus Platform	2023 Infinite Campus Platform: 91.55% District Attendance Rate	2024 Infinite Campus Platform: 90.87%	2025 Infinite Campus Platform: 90.72%	Infinite Campus Platform: 94.55% District Attendance Rate	Infinite Campus Platform: -0.83%
2.3	Chronic Absenteeism Rate Districtwide Percent of students Source: CA Dashboard	2023 CA Dashboard: % of students who are chronically absent all students: 36.3% EL: 33% FY: 29.5% SED: 40.5% AA: 44.8% HI: 36.8% HOM: 41.7% SWD: 44% WI: 31.1% 2024Dashboard: LTEL: 26.7% 2025 Dashboard: PI: 47.2%	2024 CA Dashboard: all students: 31.9% EL: 28.2% FY: 32.4% SED: 34% AA: 40.5% HI: 32.1% HOM: 35.4% SWD: 38.4% WI: 27% LTEL: 26.7%	2025 CA Dashboard: all students: 33.5% EL: 31.8% FY: 33% SED: 36.4% AA: 44.3% HI: 33.8% HOM: 39% SWD: 36.4% WI: 26.9% LTEL: 32.2% 2025 Dashboard: PI: 47.2%	CA Dashboard: all students: 20.4% EL: 18% FY: 14.5% SED: 25.5% AA: 34.8% HI: 26.8% HOM: 31.7% SWD: 34% WI: 21.1% LTEL: 16.7% PI:35%	CA Dashboard: all students: -2.8% EL: -1.2% FY: 3.5% SED:-4.1% AA: -0.5% HI: -3% HOM: -2.7% SWD: -7.6% WI: -4.2% LTEL: 5.5% PI: n/a
2.4	Chronic Absenteeism Rate Site Level Percent of students Source: CA Dashboard	2023 CA Dashboard: Carmel: all students35.7%, AA56.3%, EL36.8%, FY46.7%, HI35.4%, HOM41.4%, SED40.1%,SWD33.3%, WI36.5%. Cedar Middle: all students33.4%, AA44.3%, EL26.2%, FY33.3%,	2024 CA Dashboard: Carmel: all students 29.7%, AA58.3%,EL 24.9%, FY40.9%,HI 30%, HOM 34.8%, SED 30.2%, SWD 31.3%, WI 27.5%, Cedar Middle:	2025 CA Dashboard: Carmel: all students31%, AA68.4%, EL25.3%, FY40.9%, HI30.2%, HOM37.7%, SED32.5%,SWD28.6%, WI31.5%. Cedar Middle:	CA Dashboard: Carmel: all students 19.7%, AA 46.3%, EL 14.9%, FY30.9%,HI 20%,HOM 24.8%,SED 20.2%, SWD 21.3%, WI 17.5%. Cedar Middle:	CA Dashboard: Carmel: all students -4.7%, AA +12.1%, EL -11.5%, FY -5.8%,HI -5.2%,HOM -3.7%, SED -7.6%, SWD -4.7%, WI -5%. Cedar Middle:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI31.8%, HOM45.5%,SED40.4%, WI32.7%. Cottonwood: all students39.3%, AA 50.9%, EL36.2%, FY19.2%, HI40.6%, SED41.6%, SWD44.9%, WI28.1%. Cypress: All students 26% EL 26.5%, HI 28.6%, SED 30.7%, SWD 26.7%, WI 18.4% Eucalyptus: all students42.3%, AA51.9%, EL27.9%, FY33.3%. HI42.9%, HOM45.5%, SED45.9%, SWD46.3%, WI42.1%. Hesperia Junior: all students30.2%, AA37.9%, EL27.6%,FY23.8%. HI30.5%, HOM29.9%, SED33.6%, SWD45.7%, WI21.4%. Hollyvale: all students39.5%, AA36.4%, EL35.9%,FY18.2%, HI41.7%,HOM36.7%,SED43.7%, SWD49.2%, WI23.3%. Joshua Circle:	all student 29.1%, AA 32.1%,EL 23.9%, FY38.1%,HI 28.1%, HOM46.9%, LTEL 23%, SED 31.1%, SWD 37.4%, WI 34.12%. Cottonwood: all students 36.2%, AA 43.5%, EL 38%, FY38.1%,HI 37.5%, SED 39.1%, SWD 42.3%, WI 22.8%. Cypress all students 22.5%, EL 15.1%,HI 25.1%, SED 24%, SWD 31.7%, WI 11.9% Eucalyptus: all students 37.7%,AA 48.7%, EL 29.2%, FY34.6%,HI 37.7%, HOM 37%, LTEL36.4%,SED 38.3%, SWD 33.8%, WI 33.3%. Hesperia Junior:	all students30.2%, AA28.2%, EL31.3%, FY22.7%, HI30.3%, HOM34%, SED32%, WI29.7%. LTEL 33.1%. Cottonwood: all students37.7%, AA 54.4%, EL40%, FY41.7%, HI36.8%, SED39%, SWD37.2%, WI37.5%. Cypress: All students 26.1% EL 25.9%, HI 28.1%, SED 28.4%, SWD 33%, WI 16.8% Eucalyptus: all students39%, AA48.1%, EL30.8%, FY42.3%. HI39.2%, HOM42.6%, SED41.1%, SWD41.5%, WI26.7%, LTEL fewer than 11 students. Hesperia Junior:	all students 19.1%,AA 22.1%, EL 13.9%, FY28.1%, HI 18.1%, HOM34.9%,LTEL 13%, SED 21.1%, SWD 27.4%, WI 24.12%. Cottonwood: all students 26.2%, AA 29.5%,EL 28%, FY28.1%,HI 27.5%, SED 29.1%, SWD 32.3%, WI 12.8%. Cypress all students 12.5%, EL 10.1%, HI 15.1%, SED 14%, SWD 21.7%, WI 6.9% Eucalyptus: all students 27.7%,AA 36.7%,EL 19.2%, FY24.6%, HI 27.7%, HOM 27%, LTEL26.4%, SED 28.3%, SWD 23.8%, WI 23.3%. Hesperia Junior: all students 14.8%,AA 21.8%, EL 11.7%,	all students -3.2%, AA -16.1%, EL +5.1%, FY -10.6%,HI -1.5%, HOM -11.5%, LTEL +10.1%, SED -8.4%, SWD -14.3%, WI -3%. Cottonwood: all students -1.6%, AA+3.5%, EL +3.8%, FY +22.5, HI -3.8%, SED -2.6%, SWD -7.7%, WI+9.4%. Cypress: all students +0.1%, EL -0.6%, HI -0.5%, SED -2.3%, SWD +6.3%, WI -1.6% Eucalyptus: all students -3.3%, AA -3.8%,EL +2.6%, FY +9%, HI -3.7%, HOM -2.9%, LTEL (NA),SED -4.8%, SWD -4.8%, WI -15.4%. Hesperia Junior: all students +1.6%, AA +5.1%, FY +16.9%, HI +0.4%, HOM +14%, LTEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all students45.1%, AA60%, EL35.8%, HI43.9%, HOM73.9%,SED46.9%, SWD50.8%, WI45.1%. Juniper: all students36.8%, AA45%,EL31.8%, FY18.2%, HI36.5%, HOM41.5%, SED36.5%, SWD50%, WI36.8%. Kingston: all students37.7%, AA60.9%, EL46.9%, FY33.3%, HI38.4%,HOM39.3%, SED43.7%, SWD40.2%, WI34.5%. Krystal: all students18.7%,AA5.3%, EL16.7%,HI21.2%, HOM26.1%, SED24.2%, SWD32.9%, WI15.2%. Lime: all students48.3%, AA 62.3%, EL34%, FY37.9%, HI44.8%,HOM 73.2%, SED50.8%, SWD50.3%, WI 51.5%. Maple:	all students 24.8%,AA 31.8%, EL 21.7%, FY4.8%,HI 24.4%,HOM 26.9%, LTEL 23.3%, SED 25.7%, SWD 36.4%, WI 22.2%. Hollyvale: all students 41.1%, AA 49.2%, EL 37.1%, FY17.6%,HI 41.6%, HOM 45.2%, SED 45.4%, SWD 45.8%, WI 32.6%. Joshua Circle: all students 42.1%, AA 51.5%,EL 32.9%, FY47.1%,HI 42%, HOM43.8%,SED 42.3%, SWD 46.3%, WI 34.1%. Juniper: all students 31.2%, AA48.3%, EL 24.2%, FY14.7%,HI 29.3%, HOM 29.3% SED 32.3%, SWD 42%, WI 34.7%. Kingston:	all students31.8%, AA43.5%, EL33%,FY40.7%. HI30.9%, HOM43.9%, SED33.2%, SWD37.7%, WI30.7%, LTEL 33.8% Hollyvale: all students37.8%, AA43.1%, EL35.1%,FY20%, HI38.7%,HOM50%,SED40.5%, SWD35.6%, WI30%. Joshua Circle: all students38.9%, AA50%, EL29.9%, HI37.9%, HOM45.3%,SED40.4%, SWD50.6%, WI42.5%, FY21.4% Juniper: all students38.4%, AA63%,EL30.4%, FY44%, HI36.4%, HOM48.2%, SED39.8%, SWD53.5%, WI40.7%. Kingston: all students30.7%, AA39.1%,	FY3.8%,HI 14.4%, HOM 16.9%,LTEL 13.3%, SED 15.7%, SWD 26.4%, WI 12.2%. Hollyvale: all students 31.1%, AA 37.2%, EL 27.1%, FY12.6%,HI 31.6%, HOM 35.2%, SED 35.4%, SWD 35.8%, WI 22.6%. Joshua Circle: all students 32.1%, AA 39.5%,EL 22.9%, FY37.1%, HI 32%, HOM33.8%,SED 32.3%, SWD 36.3%, WI 24.1%. Juniper: all students 21.2%,AA46.3%, EL 14.2%, FY9.7%,HI 19.3%, HOM 19.3% SED 22.3%, SWD 32%, WI 24.7%. Kingston: all students 22.7%, AA48.9%, EL 24.3%,	+10.5%, SED-0.4%, SWD -8%, WI +9.3%. Hollyvale all students: -1.7%,AA +6.7%, EL -0.8%, FY +1.8%, HI -3%, HOM +13.3%, SED -3.2%, SWD -13.6%, WI +6.7%. Joshua Circle: all students -6.2%,AA -10%, EL -5.9%, FY-25.7%, HI -6%, HOM -28.6%, SED -6.5%, SWD -0.2%, WI -2.6%. Juniper: all students +1.6%, AA +18%, EL -1.4%, FY +25.8%, HI-0.1%, HOM+6.7% SED +3.3%, SWD +3.5%, WI +3.9%. Kingston: all students -7%,AA -21.8%, EL -12%, FY-9.5%, HI -6.3%, HOM -8.9%, SED -9.7%, SWD -5.7%, WI -9.5%. Krystal:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all students40.9%, AA44.6%, EL33.2%, FY30.4%, HI40.7%, HOM60%SED43.8%, SWD43.8%, WI33.3%. Mesa Grande: all students44.7%, AA51.6%, EL38.8%, HI43.8%, HOM43.8%, SED46.5%, SWD42.3%, WI45.3%. Mesquite Trails: all students35.3%, AA24.3%, EL34%, HI37.9%, HOM25%,SED40%, SWD34.1%, WI30.4%. Mission Crest: all students39.8%, AA41.7%, EL37.8%, FY29.7%, HI40.9%,HOM35.4%, SED43.7%,SWD44.4%, WI34.3%. Ranchero Middle: all students37.7%, AA48.2%, EL39.1%, FY36.8%, HI36%, HOM42.3%, SED43.2%, SWD48.2%, WI40.2%. Shadow Ridge:	all students 32.7%,AA60.9%, EL 34.3%, FY56.5%,HI 32.9%,HOM 34.4%, SED 34.1%, SWD 42.4%, WI 28.8%. Krystal: all students 14.2%, AA5.3%,EL 13.8%, HI 16.3%,HOM 13.4%, SED 15.7%, SWD 23.6%, WI 11.5%. Lime: all students 44.4%, AA 56.4%,EL 33.8%, FY34.5%,HI 41.5%, HOM 57.6%, SED 46.5%, SWD 41.8%, WI 40.5%. Maple: all students 37.1%, AA 39%, EL 27.5%, FY25%, HI 37.4%, HOM51.5%, SED 39.3%, SWD 52.8%, WI 29.6%. Mesa Grande: all students 37.4%, AA 39.4%, EL 28.6%,	EL34.9%, FY23.8%, HI32.1%,HOM30.4%, SED34%, SWD34.5%, WI25%. Krystal: all students18.1%,AA 14.3%, EL22.8%,HI21.5%, HOM21.2%, SED22.8%, SWD33.2%, WI10.8%. Lime: all students48.7%, AA 60.2%, EL37.3%, FY52.9%, HI47.7%,HOM 71.8%, SED51.9%, SWD50.8%, WI 40.2%. Maple: all students35.8%, AA46%, EL30.4%, FY42.4%, HI36%, HOM36%SED36.5%, SWD41.3%, WI22.2%. Mesa Grande: all students40.8%, AA42.4%,	FY44.5%,HI 22.9%, HOM 24.4%, SED 24.1%, SWD 32.4%, WI 18.8%. Krystal: all students 9.2%, AA4.3%,EL 8.8%, HI 11.3%, HOM 8.4%, SED 10.7%, SWD 13.6%, WI 6.5%. Lime: all students 34.4%, AA 51.2%, EL 23.8%, FY24.5%,HI 31.5%, HOM 62.1%, SED 36.5%, SWD 31.8%, WI 40.4%. Maple: all students 27.1%, AA 29%, EL 17.5%, FY15%, HI 27.4%, HOM39.5%, SED 29.3%, SWD 40.8%, WI 19.6%. Mesa Grande: all students 27.4%, AA 29.4%, EL 18.6%, FY11.7%, HI 26.8%, HOM45.1%,	all students -0.6%, AA+9%, EL +6.1%, HI +0.3%, HOM -4.9%, SED -1.4%, SWD +0.3%, WI -4.4%. Lime: all students +0.4%, AA -2.1%, EL +3.3%, FY+15%, HI +2.9%, HOM -1.4%, SED +1.1%, SWD +0.5%, WI -11.3%. Maple: all students -5.1%, AA +1.4%, EL -2.8%, FY +12%, HI -4.7%, HOM -24%, SED -7.3%, SWD -2.5%, WI -11.1%. Mesa Grande: all students -3.9%, AA -9.2%, EL -5.1, FY+16.6%, HI -3.9%, HOM +15%, SED -4.4%, SWD-1.5%, WI -5%. Mesquite Trails: all students -2.4%, AA +13.2%, EL +6.4%, FY N/A, HI -2.6%, HOM -6.8%, SED -2.6%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all students 29.7%, AA 43.6%,EL15.3%, HI 26.5%, HOM40%,SED 32.4%, SWD32.4%, WI 36.6%. Topaz: all students 26.7%, AA26.9%, EL20%, FY18.2%, HI28.2%, HOM38.2%, SED28.6%, SWD36.8%, WI23.6%. 2024Dashboard: Cedar Middle: LTEL 23% Eucalyptus: LTEL36.4% Hesperia Junior:LTEL 23.3% Joshua Circle: FY47.1% Juniper: FY14.7% Kingston:AA60.9%, FY56.5% Mesa Grande: FY16.7% Mesquite Trails: FY45.5% Ranchero Middle:LTEL 38.9% Shadow Ridge: LTEL25%	FY16.7%, HI 36.8%, HOM57.1%,SED 38.7%, SWD 39%, WI 42.4%. Mesquite Trails: all students 32.2%,AA 40.5%, EL 33%, FY45.5%, HI 32.9%, HOM21.4%,SED 34.6%, SWD 32.3%, WI 28.3%. Mission Crest: all students 32.7%, AA 32.3%, EL 31.3%, FY31%,HI 32.6%, HOM 31.8%, SED 34.3%, SWD 40.5%, WI 37.8%. Ranchero Middle: all students 36.4%, AA 46%, EL 38.2%, FY33.3%,HI 36%, HOM 53.4%, LTEL 38.9%, SED 40.2%, SWD 46.3%, WI 34.6%. Shadow Ridge: all students 20.4%, AA 18.2%, EL 22.4%,	EL33.7%, HI39.9%, HOM58.8%, SED42.1%, SWD40.8%, WI40.3%, FY33.3%. Mesquite Trails: all students32.9%, AA37.5%, EL40.4%, HI35.3%, HOM18.2%,SED37.4%, SWD37.4%, WI23.4%, FY fewer than 11 students. Mission Crest: all students34.9%, AA37.1%, EL31.8%, FY16.1%, HI35.6%,HOM33.8%, SED38.3%,SWD41.1%, WI35.7%. Ranchero Middle: all students36%, AA48.7%, EL38.6%, FY33.3%, HI34.9%, HOM49.7%, SED39%, SWD45.7%,	SED 28.7%, SWD 29%, WI 32.4%. Mesquite Trails: all students 22.2%, AA 30.5%, EL 23%, FY35.5%,HI 22.9%, HOM11.4%,SED 24.6%, SWD 22.3%, WI 18.3%. Mission Crest: all students 22.7%, AA 22.3%, EL 21.3%, FY21%,HI 22.6%, HOM 21.8%, SED 24.3%, SWD 30.5%, WI 27.8%. Ranchero Middle: all students 26.4%, AA 36%, EL 28.2%, FY23.3%,HI 26%, HOM 41.4%, LTEL 28.9%, SED 30.2%, SWD 36.3%, WI 24.6%. Shadow Ridge: all students 17.2%, AA 42.3%, EL 12.4%, HI 15.4%, HOM18.6%, LTEL15%,SED	SWD +3.3%, WI -7%. Mission Crest: all students -4.9%, AA -4.6%, EL -6%, FY -13.6%, HI -5.3%, HOM -1.6%, SED -5.4%, SWD -3.3%, WI +1.4%. Ranchero Middle: all students -1.7%, AA +0.5%, EL -0.5%, FY -3.5%,HI -1.1%, HOM +7.4%, LTEL-0.6%, SED -4.2%, SWD -2.5%, WI -5.7%. Shadow Ridge: all students -11.8%, AA -14.4%, EL +5.6%, HI -8.3%, HOM -8.3%, LTEL N/A, SED -26%, SWD -11%, WI -25.5%. Topaz: all students-6.5%, AA +7.9%, EL -6%, HI -8.5%, HOM -21%, SED -7.2%, SWD -14.5%, WI -8.3%, FY n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HI 18.9%, HOM28.6%, LTEL25%, SED 19.1%, SWD 31.1%, WI 25.8%. Topaz: all students 19%, AA 30%, EL 16.4%, HI 18.2%, HOM 17.3%, SED 19.9%, SWD 25.5%, WI 21.1%.	WI34.5%, LTEL 38.3%. Shadow Ridge: all students 17.9%, AA 29.2%,EL20.9%, HI 18.2%, HOM14%,SED 19.9%, SWD21.4%, WI 11.1%, LTEL n/a. Topaz: all students 20.2%, AA34.8%, EL14%, FY fewer than 11, HI19.7%, HOM17.2%, SED21.4%, SWD22.3%, WI15.3%.	18.8%, SWD 21.1%, WI 21.2%. Topaz: all students 14%, AA 15.6%, EL 11.4%, HI 13.2%, HOM 12.3%, SED 14.9%, SWD 15.5%, WI 11.1%.	
2.5	Middle School Dropout Rates Number of students Source: CALPADS EOY Report	2023 CALPADS EOY Report: 22 middle school students have dropped out of school	2024 CALPADS EOY Report: 18 middle school students have dropped out of school	2025 CALPADS EOY Report: 24 middle school students have dropped out of school	CALPADS EOY Report: 15 middle school students who have dropped out of school	CALPADS EOY Report: 2 middle school students
2.6	High School Dropout Rates Number of students Source: CALPADS EOY Report	2023 CALPADS EOY Report: 115 high school students have dropped out of school	2024 CALPADS EOY Report: 102 high school students have dropped out of school	2025 CALPADS EOY Report: 35 high school students have dropped out of school	CALPADS EOY Report: 95 high school students who have dropped out of school	CALPADS EOY Report: -80 high school students
2.7	Student Suspension Rate Districtwide Percent of students Source: CA Dashboard	2023 CA Dashboard: 5.6% of students suspended once or more FY: 9.5%	2024 CA Dashboard: 4.9% of students suspended once or more	2025 CA Dashboard: 4.4% of students suspended once or more	CA Dashboard: 5.0% of students suspended once or more FY: 7.7%	CA Dashboard: all students: -1.2% FY: 0.5% EL: -1.1% SED: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 5.5% SED: 6.1% SWD: 8.9% AA: 11.2% HI: 5% HOM: 6.8% WI: 6.2% 2024 CA Dashboard: LTEL: 7.9% 2025 CA Dashboard: PI: 11.5%	FY: 9.6% EL: 4.4% SED: 5.2% SWD: 8.3% AA: 12.7% HOM: 6.3% LTEL: 7.9% HI: 4.2% WI: 4.7%	FY: 10% EL: 4.4% SED: 4.8% SWD: 7.1% AA: 10.8% HOM: 7.4% LTEL: 8.1% HI: 3.8% WI: 4.7% PI: 11.5%	EL: 5.0% SED 5.5% SWD: 7.1% AA: 8.6% WI: 4.5% HOM: 5.5% HI: 4% LTEL: 5 PI: 7.5%	SWD: -1.8% AA: -0.4% WI: -1.5% HOM: 0.6% HI: -1.2% LTEL: -3.2% PI:n/a
2.8	Student Suspension Rate Site Level Percent of students Source: CA Dashboard	2023 CA Dashboard: Canyon Ridge: all students10.9%, AA31.3%, EL12.7%, FY7.1%, HI9.4%, HOM8.3%, SED11.9%, SWD14.8%, WI3.8%. Carmel: all students 0.8%, AA0%, EL1.1%, FY0%,HI0.6%, HOM2.2%, SED0.9%, SWD1.9%, WI1.1%. Cedar Middle: all students9.4%, AA 17.4%, EL11.2%, FY20%, HI9.3%,HOM4.2%, SED11.7%, SWD17.1%, WI5.9%. Community Day School: all students27.1%, EL6.3%,HI27.7%, SED 30.9%, WI28.6%.	2024 CA Dashboard: Canyon Ridge: all students 12.5%,AA 36.4%, EL 6.1%, FY fewer than 11 students, no data available, HI 9.1%, HOM17.4%, LTEL 6.3%,SED 12.2%, SWD22.6%, WI12.5%. Carmel: all students0.3%,AA0%, EL0%, FY0%, HI0.3%, HOM1.2%, SED0.4%, SWD1.5%, WI0.6%. Cedar Middle:	2025 Dashboard: Canyon Ridge: all students20.6%, AA22.2%, EL20%, FY fewer than 11 students, HI21.8%, HOM21.1%, SED19%, SWD24.4%, WI6.5%, LTEL 19%. Carmel: all students 0.5%, AA0%, EL0.5%, FY2.8%,HI0.6%, HOM0.7%, SED0.6%, SWD0.7%, WI0%. Cedar Middle: all students8%, AA 27.8%, EL8.2%, FY19.2%, HI5.9%,HOM17%, SED9.1%, SWD12%,	CA Dashboard Canyon Ridge: all students 7.9%, AA 26.3%, EL 9.7%, FY 5.1,HI 7.4%, HOM6.3%, LTEL 4.3%, SED 8.9%, SWD11.8%, WI2.8%. Carmel: all students0.5%, AA0%, EL1%,FY0%, HI0.2%, HOM1.2%, SED0.3%, SWD1.4%, WI0.5%. Cedar Middle: all students 7.4%,AA 8%, EL 8.4%,	CA Dashboard Canyon Ridge: all students+9.7%, AA-9.1%, EL+7.3%, FY n/a, HI+12.4%, HOM+12.8%, SED+7.1%, SWD+9.6%, WI-7.3%, LTEL +12.7%. Carmel: all students -0.3%, AA0%, EL-0.6%, FY+2.8%,HI0%, HOM-1.5%, SED-0.3%, SWD-1.2%, WI-1.1%. Cedar Middle: all students-1.4%, AA +10.4%, EL-3%, FY-0.8%, HI-3.4%,HOM+12.8%, SED-2.6%, SWD-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cottonwood: all students3.2%, AA5.3%, EL 4.4%, FY 12.1%, HI2.8%, HOM8.3%,SED3.4%, SWD3.8%, WI4.7%. Eucalyptus: all students3.4%, HOM3.8%, SED3.1%, SWD 7.1%, AA5.7%, HI2.9%, WI5%, EL 3.1%, FY 0%. Hesperia High: all students7.2%, AA13%,EL7.2%,FY12.8%, HI6.4%, HOM 12.9%, SED7.9%,SWD14.2%, WI9.1%. Hesperia Junior: all students 15.9%, AA 35.9%,EL 15.2%,FY31%, HI 14.4%, HOM 21.3%, SED 17.3%, SWD 24%, WI13.3%. Hollyvale: all students2.8%, AA6%, EL4.1%, FY0%,HI2.3%, HOM0%,SED3%, SWD1.6%, WI4.3%. Joshua Circle: all students2.4%, AA 7.3%,EL1.8%,HI2.3%,	all students 9%,AA 27.6%, EL 10.4%, FY22.2%, HI8%, HOM17.6%,LTEL 11.5%, SED 9.7%, SWD 17.2%, WI6.3%. Community Day School: all student17.5%, EL20%, HI21.4%, LTEL20%,SED19.6%, WI fewer than 11 students, no DFS available. Cottonwood: all students 3.5%, AA 9.2%,EL 3.2%, FY2.9%, HI3%, HOM fewer than 11 students, no data available,LTEL8.3%, SED 3.5%, SWD 6.2%, WI 4.9%. Eucalyptus: all students 4.2%, HOM 7%, SED 4.2%, SWD 11.3%, AA 5.9%, HI 3.9%, WI 5.6%, EL2.5%, FY12.9%, LTEL9.1%.	WI6.9%, LTEL 8.8%. Community Day School: all students16.7%, EL16.7%,HI13.2%, SED 16.2%,LTEL 16.7% WI fewer than 11 students. Cottonwood: all students1.5%, AA6.3%, EL 0.5%, FY 7.4%, HI1.1%, HOM fewer than 11 students, SED1.4%, SWD2.9%, WI2.4%, LTEL 0%. Eucalyptus: all students2%, HOM4.3%, SED1.9%, SWD 8.2%, AA3.7%, HI1.2%, WI10%, EL 0%, FY3.6%, LTEL fewer than 11 students. Hesperia High: all students6%, AA15.8%,EL6.3%, FY16.7%, HI5%, HOM7.4%, SED6.8%, SWD14.2%, WI6%, LTEL6.9%.	FY15%, HI7%,HOM3.2%,LTEL 8.5%, SED 8.7%, SWD 12.1%, WI3.9%. Community Day School: all student22.1%, EL4.3%,HI22.7%, LTEL15%,SED27%,WI 23.6. Cottonwood: all students 2.2%, AA 3.3%,EL 3.9%, FY10.8%, HI1.8%, HOM6.3, LTEL6.3%, SED 2.4%, SWD 2.8%, WI 3.7%. Eucalyptus: all students 2.4%, HOM 2.8%, SED 2.1%, SWD 6.4%, AA 3.7%, HI 1.9%, WI 3%, EL2.8%, FY9.9%, LTEL7.1%. Hesperia High: all students5.2%, AA 10%, EL5.2%, FY 9.8%, HI4.4%, HOM 11.6%, LTEL3.9%, SED5.9%,SWD 11.2%, WI 7.1%.	5.1%, WI+1%, LTEL-2.7%. Community Day School: all students-10.4%, EL+10.4%,HI-14.5%, SED -14.7%,LTEL -3.3% WI n/a. Cottonwood: all students-1.7%, AA+1%, EL -3.9%, FY -4.7%, HI-1.7%, HOM n/a, SED-2%, SWD-0.9%, WI-2.3%, LTEL -8.3%. Eucalyptus: all students-1.4%, HOM+0.5%, SED-1.2%, SWD +1.1%, AA-2%, HI-1.7%, WI-5%, EL -3.1%, FY+3.6%, LTELn/a. Hesperia High: all students-1.2%, AA+2.8%,EL-0.9%,FY+3.9%, HI-1.4%, HOM-5.5%, SED-1.1%, SWD0%, WI-3.1%, LTEL+2%. Hesperia Junior: all students -4.7%, AA -7.8%, EL -6.5%, FY-13.4%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM3.8%, SED2.8%, SWD 7.6%, WI0%. Juniper: all students1.5%, AA8.7%, EL0.9%, FY3.8%, HI0.9%, HOM1.2%, SED1.6%, SWD2.2%, WI3.6%. Kingston: all students1.1%, AA4%, EL0%, FY0%,HI0.8%, HOM0%, SED1%, SWD3.8%, WI2.2%. Krystal: all students0.3%, AA0%,EL0%,HI0.2%, HOM0%, SED0.5%, SWD0.7%, WI0.6%. Lime: all students2%, AA 6.4%,EL0.6%, FY 6.3%, HI0.7%, HOM0%, SED2.2%, SWD3.3%, WI4.3%. Maple: all students1.2%, AA1.4%, EL0.7%, FY0%, HI1.3%, HOM5%,SED1.1%, SWD1.2%, WI0%. Mesa Grande: all students0.9%, AA0%, EL1.4%, FY0%,HI1%,	Hesperia High: all students5.1%, AA 16.2%, EL5%, FY 10.2%, HI3.7%, HOM 9.4%, LTEL4.9%, SED5.5%,SWD 11.2%, WI 7.9%. Hesperia Junior: all students 12.8%, AA 29.6%, EL 8.5%, FY13.8%,HI 11.2%, HOM 15.6%, LTEL 9.2%, SED 14%, SWD 19.1%, WI 12%. Hollyvale: all students2.6%, AA 6.3%,EL3%, FY5.3%, HI2.3%, HOM2.4%, SED2.1%, SWD1.3%, WI2.3%. Joshua Circle: all students 3.5%,AA 10.8%,EL1.7%, FY5%,HI 3.2%,HOM8.1%.SED 3.2%, SWD 8.2%, WI2.2%. Juniper:	Hesperia Junior: all students 11.2%, AA 28.1%, EL 8.7%, FY17.6%, HI 9%, HOM 19.6%, SED 11.9%, SWD 13.6%, WI16.4%, LTEL 9.5%. Hollyvale: all students0.6%, AA0%, EL0.5%, FY0%,HI0.6%, HOM0%,SED0.6%, SWD1.1%, WI2.4%. Joshua Circle: all students1.5%, AA 5.9%,EL0.5%,HI1.3%, HOM1.7%, SED1.7%, SWD 2.5%, WI2.2%, FY1%. Juniper: all students1.5%, AA5.9%, EL0.5%, FY2.9%, HI1.3%, HOM1.7%, SED1.7%, SWD2.5%, WI2.2%. Kingston: all students0.9%, AA0%, EL0%, FY3.1%,HI0.4%,	Hesperia Junior: all students 14.3%, AA 30%, EL 13%, FY26%,HI 11.9%, HOM 19.3%, LTEL 3.9%,SED 15.5%, SWD 21.6%, WI 10.3%. Hollyvale: all students1.8%, AA 4%,EL3.1%, FY0%, HI1.3%, HOM0%,SED2%, SWD0.6%, WI3.3%. Joshua Circle: all students 1.4%, AA 6.5%, EL0.8%, FY3%,HI 1.3%, HOM2.8%, SED 1.8%, SWD 5.6%, WI0%. Juniper: all students0.5%, AA6.7%, EL0.5%,FY2.8%,HI0.5%, HOM0.2%, SED0.6%, SWD1.2%,WI2.6%. Kingston: all students0.1%, AA3%, EL0%, FY0%,	HI -5.4%, HOM -1.7%, SED -5.4%, SWD -10.4%, WI+3.1%, LTEL +0.3%. Hollyvale: all students-2.2%, AA-6%, EL-3.6%, FY0%,HI-1.7%, HOM0%, SED-2.4%, SWD-0.5%, WI-1.9%. Joshua Circle: all students-0.9%, AA -1.4%,EL-1.3%,HI-1%, HOM-2.1%, SED-1.1%, SWD -5.1%, WI+2.2%, FY-4%. Juniper: all students0%, AA-2.8%, EL-0.4%, FY-0.9%, HI+0.4%, HOM+0.5%, SED+0.1%, SWD+0.3%, WI-1.4%. Kingston: all students-0.2%, AA-4%, EL0%, FY+3.1%,HI-0.4%, HOM+0.9%, SED-0.2%, SWD0%, WI+0.7%. Krystal:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM0%, SED1.1%, SWD1.2%, WI1.3%. Mesquite Trails: all students1.5%, AA2.5%, EL1.8%, FY0%, HI1.5%, HOM0%,SED1.5%, SWD2.1%, WI1.3%. Mission Crest: all students22.8%, AA 7%,EL1.9%, FY 7.3%, HI2.5%, HOM3.9%, SED3.4%, SWD3.8%, WI1.7%. Mojave: all students 10.7%, AA 18.2%, EL7.6%,HI8.4%, HOM25%,SED9.3%, SWD8.3%, WI 19.6%. Oak Hills High: all students6.3%, AA9.5%, EL6.2%, FY14.5%, HI6%,HOM7.9%, SED7.5%, SWD11%, WI8%. Ranchero Middle: all students16.2%, AA24.5%, EL16.1%, FY9.1%,HI13.7%, HOM 22.3%, SED 18%, SWD 25%, WI 22.6%. Shadow Ridge: all students0.1%, AA0%, EL0.8%, HI0.2%, HOM0%,	all students1%, AA6.7%,EL0.9%, FY2.9%,HI0.6%, HOM0%, SED1%, SWD2.1%,WI1.9%. Kingston: all students1.1%, AA0%, EL0%, FY3.6%, HI0.8%,HOM0.9%, SED1.1%, SWD2.3%, WI1%. Krystal: all students1.6%,AA0%,EL0%, HI1.5%, HOM3%, SED2.2%, SWD 3.3%.WI1.9%. Lime: all students2%, AA 4%, EL0.6%, FY 6.1%, HI1.5%, HOM2.9%, SED1.9%,SWD 3.8%, WI 4.4%. Maple: all students2.2%, AA 6%,EL1.5%, FY2.3%, HI2%, HOM2.8%, SED2.4%, SWD2.3%,	HOM0.9%, SED0.8%, SWD3.8%, WI2.9%. Krystal: all students0.9%, AA0%,EL0%,HI0.7%, HOM1.5%, SED1.2%, SWD2.2%, WI1.6%. Lime: all students1.9%, AA 3%,EL0.7%, FY0%, HI1.8%, HOM0%, SED2.1%, SWD2.6%, WI1.1%. Maple: all students2.1%, AA9.4%, EL1.2%, FY8.2%, HI1.6%, HOM3.8%,SED2.2%, SWD1.6%, WI3.8%. Mesa Grande: all students1.8%, AA0%, EL2.2%, FY0%,HI1.4%, HOM0%, SED2.1%, SWD2.2%, WI5.1%. Mesquite Trails:	HI0.5%, HOM0%, SED0.5%, SWD2.8%, WI1.2%. Krystal: all students0.1%, AA0%, EL0%, HI0.1%, HOM0%, SED0.3%, SWD 0.5%,WI0.3%. Lime: all students 1%, AA 4.4%, EL0.4%, FY 4.3%, HI0.5%, HOM0%, SED1.2%, SWD 2.3%, WI 3.3%. Maple: all students0.5%, AA 0.5%,EL0.5%, FY0%, HI0.5%, HOM4%, SED0.6%, SWD0.6%, WI0%. Mesa Grande: all students0.5%,AA0%, EL0.5%, FY0%, HI0.5%, HOM0%,SED0.6%, SWD0.6%. Mesquite Trails:	all students+0.6%, AA0%,EL0%,HI+0.5%, HOM+1.5%, SED+0.7%, SWD+1.5%, WI+1%. Lime: all students-0.1%, AA -3.4%,EL+0.1%, FY-6.3%, HI+1.1%, HOM0%, SED-0.1%, SWD-0.7%, WI-3.2%. Maple: all students+0.9%, AA+8%, EL+0.5%, FY+8.2%,HI+0.3%, HOM-1.2%,SED+1.1%, SWD+0.4%, WI+3.8%. Mesa Grande: all students+0.9%, AA0%, EL+0.8%, FY0%,HI+0.4%, HOM0%, SED+1%, SWD+1%, WI+3.8%. Mesquite Trails: all students+0.1%, AA-0.1%, EL+0.4%, FY0%, HI+0.1%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED0.2%, SWD0%, WI0%. Sultana High: all students8.1%, AA11.5%, EL7%, FY19.4%, HI8%, HOM3.9%, SED9.1%, SWD14.5%, WI8.1%. Topaz: all students0.3%, AA0%, EL0.9%, FY0%,HI0.4%, HOM1.1%, SED0.4%, SWD0.8%, WI0%. 2024Dashboard: Canyon Ridge: LTEL 6.3% Cedar Middle: LTEL 11.5% Community Day School: LTEL20% Cottonwood: LTEL8.3% Eucalyptus: LTEL9.1% Hesperia High: LTEL4.9% Hesperia Junior: LTEL 9.2% Joshua Circle: FY 5% Mission Crest: EL 0.6% Mojave High: LTEL 9.4%, FY14.3% Oak Hills High: LTEL 6.7%	WI1.1%. Mesa Grande: all students1.1%, AA2.9%, EL1%, FY0%, HI0.9%, HOM0%,SED1.3%, SWD0.6%. Mesquite Trails: all students1%, AA 4.8%,EL1.8%,FY0%, HI1%, HOM0%, SED1.1%, SWD1.3%, WI0.5%. Mission Crest: all students2.6%, AA 5.4%,EL0.6%, FY2.3%, HI2.2%, HOM4.7%, SED3%, SWD 6.4%, WI2.9%. Mojave High: all students 10.1%,AA 19.4%, EL 8.7%, FY14.3%,HI 9.5%, HOM14.5%,LTEL 9.4%, SED 10.8%, SWD 11.8%, WI 7.3%. Oak Hills High: all students 4.9%, AA 12.4%,EL 7%, FY 19.6%, HI4.1%, HOM2.4%,	all students1.6%, AA2.4%, EL2.2%, FY0%, HI1.6%, HOM0%,SED2%, SWD6.4%, WI1.7%. Mission Crest: all students2.4%, AA 7.1%,EL3.8%, FY 2%, HI2%, HOM2.8%, SED2.5%, SWD3.2%, WI1%. Mojave: all students 11.7%, AA 25%, EL8.6%,HI9.6%, HOM17.7%,SED12.5%, SWD4.1%, WI 15.6%, LTEL8.4%, FY fewer than 11 students. Oak Hills High: all students5.1%, AA9.4%, EL4.7%, FY23.4%, HI4.8%,HOM6%, SED5.8%, SWD9.3%, WI4.7%, LTEL5.4%. Ranchero Middle: all students12.1%, AA27.7%, EL15%, FY25%,HI10.3%,	all students0.9%, AA 1.5%,EL0.8%, FY0%, HI0.5%,HOM0%, SED0.5%, SWD1.1%, WI0.5%. Mission Crest: all students1.6%,AA 6.3%, EL0.3% FY6.5%, HI1.5%, HOM2.9%, SED2.4%, SWD 2.8%, WI0.7%. Mojave High: all students 9.63%, AA 16.3%, EL 7.7%, FY10.3%, HI 6.4%, HOM10.5%,LTEL 7.4%, SED 5.3%, SWD 6.3%, WI 17.6%. Oak Hills High: all students 4.3%,AA 7.5%, EL 4.2%, FY 11.5%, HI4%, HOM5.9%, LTEL 4.7%, SED5.5%, SWD 7%, WI6%. Ranchero Middle: all students 14.5%, AA 22%, EL 14.4%,	HOM0%,SED+0.5%, SWD+4.3%, WI+0.4%. Mission Crest: all students-20.4%, AA +0.1%,EL+1.9%, FY -5.3%, HI-0.5%, HOM-1.1%, SED-0.9%, SWD-0.6%, WI-0.7%. Mojave: all students +1%, AA +6.8%, EL+1%,HI+1.2%, HOM-7.3%, SED+3.2%, SWD-4.2%, WI -4%, LTEL-1%, FYn/a Oak Hills High: all students-1.2%, AA-0.1%, EL-1.5%, FY+8.9%, HI-1.2%,HOM-1.9%, SED-1.7%, SWD-1.7%, WI-3.3%, LTEL-1.3%. Ranchero Middle: all students-4.1%, AA+3.2%, EL-1.1%, FY+15.9%, HI-3.4%, HOM-5.8%, SED -5.3%, SWD-3.6%, WI-7.6%, LTEL-1.5%. Shadow Ridge:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ranchero Middle: LTEL 16.1% Shadow Ridge: LTEL1.2% Sultana High: LTEL5.5%	LTEL 6.7%, SED5.8%, SWD 9%, WI4.6%. Ranchero Middle: all students 12.9%, AA 31.2%, EL 16%, FY28.6%,HI 11.3%, HOM 13.2%,LTEL 16.1%, SED 14.5%, SWD 22.7%, WI 12.3%. Shadow Ridge: all students0.4%, AA0%, EL0.8%, HI0.6%, HOM0%, LTEL1.2%, SED0.4%, SWD1.3%,WI0%. Sultana: all students 8.1%, AA 15%, EL5.2%, FY20%,HI 8%, HOM 9.6%, LTEL5.5%, SED 8.8%, SWD 14.6%, WI 6.8%. Topaz: all students0%, AA0%, EL0%, FY - fewer than 11 students, no data available,HI0%,	HOM 16.5%, SED 12.7%, SWD 21.4%, WI 15%, LTEL 14.6%. Shadow Ridge: all students0.3%, AA0%, EL0%, HI0%, HOM0%, SED0.2%, SWD0%, WI1.1%, LTEL 0%. Sultana High: all students5.6%, AA11.2%, EL6.2%, FY16%, HI5.6%, HOM12.6%, SED6.4%, SWD12.3%, WI3.9%, LTEL6.3%. Topaz: all students0.5%, AA0%, EL0%, FY fewer than 11 students, HI0.3%, HOM4.6%, SED0.7%, SWD0%, WI1.4%.	FY7.1%,HI 12.3%, HOM 20%, LTEL 11.1%, SED 16.2%, SWD 22.5%, WI 20.3%. Shadow Ridge: all students0.1%, AA0%, EL0.5%, HI0.1%, HOM0%,LTEL0.5%, SED0.1%, SWD0%, WI0%. Sultana: all students 6.1%, AA 8.5%, EL5%, FY14.4%,HI 6%, HOM 2.9%, LTEL4.5%, SED 7.1%, SWD 11.5%, WI 6.1%. Topaz: all students0.1%, AA0%, EL0.5%, FY15%, HI0.2%, HOM0.5%, SED0.2%, SWD0.6%, WI0%.	all students+0.2%, AA0%, EL-0.8%, HI-0.2%, HOM0%, SED0%, SWD0%, WI+1.1%, LTEL-1.2%. Sultana High: all students-2.5%, AA-0.3%, EL-0.8%, FY-3.4%, HI-2.4%, HOM+8.7%, SED-2.7%, SWD-2.2%, WI-4.2%, LTEL+0.8%. Topaz: all students+0.2%, AA0%, EL-0.9%, FY n/a, HI-0.1%, HOM+3.5%, SED+0.3%, SWD-0.8%, WI+1.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HOM0%,SED0%, SWD0%, WI0%.			
2.9	Student Expulsion Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: 0.3% of students expelled	2024 CA Dashboard: 0.3% of students expelled	2025 CA Dashboard: 0.2% of students expelled	CA Dashboard: 0.2% of students expelled	CA Dashboard: Decreased 0.1%
2.10	Survey on Student Reporting Safety Percent of students Source: Survey Monitoring Platform-Youth Truth	2023 Survey Monitoring Platform-Youth Truth December : 55% of students who report feeling safe	2024 Survey Monitoring Platform-Youth Truth: 53% of students who report feeling safe	2025 Survey Monitoring Platform-Youth Truth: 61.6% of students who report feeling safe	Survey Monitoring Platform-Youth Truth: 64% of students who report feeling safe at school	Survey Monitoring Platform-Youth Truth: 6.6%
2.11	Survey on Student Reporting Connectedness Percent of students Source: Survey Monitoring Platform-Youth Truth	2023 Survey Monitoring Platform-Youth Truth December: 33.5% of students reported feeling connected at school	2024 Survey Monitoring Platform-Youth Truth: 35% of students reported feeling connected at school	2025 Survey Monitoring Platform-Youth Truth: 40% of students reported feeling connected at school	Survey Monitoring Platform-Youth Truth: 42.5% of students who report feeling connected at school	Survey Monitoring Platform-Youth Truth: 6.5%
2.12	EL, FY, or Low-Income Outreach Number of students Source: Social Worker Monitoring System	2023 Social Worker Monitoring System: 198 students contacted by a social worker or attended an outreach event.	2024 Social Worker Monitoring System: 319 students contacted by a social worker or attended an outreach event	2025 Social Worker Monitoring System: 390 students contacted by a social worker or attended an outreach event	Social Worker Monitoring System: 207 students contacted by a social worker or attended an outreach event.	Social Worker Monitoring System: +192
2.13	Survey on Parent Reporting Safety Percent of parents Source: Survey Monitoring Platform-Youth Truth	2024 Survey Monitoring Platform-Youth Truth: 66% of parents reported feeling their child's learning environment is safe	2024 Survey Monitoring Platform-Youth Truth: 66% of parents reported feeling their child's learning	2025 Survey Monitoring Platform-Youth Truth: 74% of parents reported feeling their child's learning	Survey Monitoring Platform 70% of parents report feeling their child's learning environment is safe	Survey Monitoring Platform-Youth Truth: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			environment is safe	environment is safe		
2.14	Survey on Parent Reporting Connectedness Percent of parents Source: Survey Monitoring Platform-Youth Truth	2024 Survey Monitoring Platform-Youth Truth: 61% of parents reported feeling connected to their child's school	2024 Survey Monitoring Platform-Youth Truth: 61% of parents reported feeling connected to their child's school	2025 Survey Monitoring Platform-Youth Truth: 63.6% of parents reported feeling connected to their child's school	Survey Monitoring Platform: 70% of parents reported feeling connected to their child's school	Survey Monitoring Platform-Youth Truth: +2.6%
2.15	Survey on Teacher Reporting Safety Percent of teachers Source: Survey Monitoring Platform-Youth Truth	2024 Survey on Teacher Reporting Safety: 88.58% of teachers who reported feeling safe	2024 Survey on Teacher Reporting Safety: 88.58% of teachers who reported feeling safe	2025 Survey on Teacher Reporting Safety: 87.23% of teachers who reported feeling safe	Survey on Teacher Reporting Safety: 90% of teachers reporting feeling safe	Survey on Teacher Reporting Safety: -1.35%
2.16	Survey on Teacher Reporting Connectedness Percent of teachers Source: Survey Monitoring Platform-Youth Truth	2024 Survey on Teacher Reporting Connectedness: 88.72% of teachers who reported feeling connected	2024 Survey on Teacher Reporting Connectedness: 88.72% of teachers who reported feeling connected	2025 Survey on Teacher Reporting Connectedness: 86.34% of teachers who reported feeling connected	Survey on Teacher Reporting Connectedness: 90% of teacher reporting feeling connected	Survey on Teacher Reporting Connectedness: -2.38%

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.

Hesperia Unified School District (HUSD) recognizes the need to continue to strengthen the entire student well-being system. HUSD continues to work collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of HUSD. We have also identified student well-being priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student's needs. Overall, the implementation of Goal 2 was successful, and all actions were implemented as planned, except for Actions 2.2, 2.4, 2.8, 2.9, and 2.12. Minor hiring and retention challenges within Actions 2.4 and 2.8 led to some inconsistent support at individual school sites; however, these differences did not substantially change the planned services. Action 2.2, Care

Solace, was implemented as planned, although the funding for the social worker personnel originally included in this action was shifted to Goal 3 to better align with the district's daily operational structure. The supports intended through Action 2.2 continued to be provided within the revised structure. Action 2.12 was implemented with modifications due to the need to include the restructuring of the SARB process, including the initiation of the revised SARB process, which included expanding enrichment opportunities designed to increase student connection, participation, and attendance.

Successes: The district experienced numerous successes across Goal 2. The universal well-being screener (Action 2.1) was administered 3 times this year to all students and continues to provide valuable data to identify and support student needs. Care Solace (Action 2.2) remains a vital resource for connecting students, staff, and families to mental health services using the digital referral process. The foster youth coordinator (Action 2.3) has been a strong liaison between the district, school sites, and foster youth families, facilitating meetings and coordinating resources. Additional psychologists (Action 2.4) and counselors (Action 2.5) have expanded social-emotional supports for families and students, with elementary counselors implementing a social-emotional guaranteed and viable curriculum (GVC) at Tier 1 to ensure all students have access to foundational social-emotional learning. BCBAs and behavior intervention specialists (Action 2.6) have been responsive and supportive to school sites and in creating tiered supports for behavior interventions. The district has continued to build staff capacity district-wide through tiered supports (Action 2.7), with more school sites incorporating master calendars with built-in intervention time and all sites strengthening their Tier 1 across all domains. Student support and access services (Action 2.8) have been implemented well, transportation services (Action 2.9) are running smoothly, and alternative settings (Action 2.10) continue to provide low student-to-staff ratios for students with identified needs. The partnership with the HUSD Police Department (Action 2.11) supports a positive culture across the district, and student engagement opportunities (Action 2.12) allow sites to provide enrichment that promotes a well-rounded education through activities and clubs.

Challenges: While actions were implemented, the district experienced some recurring challenges. Staff hiring and retention remained a challenge across several actions, including mental health support (Action 2.4) and student support and access (Action 2.8). Staffing vacancies impacted the consistency of student support and access to services across school sites, as remaining personnel had to divide their time between multiple campuses. Additionally, the high demand for Tier 2 and Tier 3 behavior supports (Action 2.6) required behavioral staff to prioritize crisis intervention and intensive, individualized student plans, which subsequently limited the ability of BCBAs and behavior intervention specialists to also provide preventative, school-wide Tier 1 support. Another challenge was the lower-than-expected demand for transportation services, which caused a minor, non-substantive change in the scope of implementation for Action 2.9; therefore, the district will continue to support this initiative while actively encouraging enrollment among families who require transportation resources.
Overall, HUSD is making meaningful progress toward Goal 2. The district has moved beyond initial implementation of well-being tools to a stage of refinement, where data from universal screeners and the elementary GVC are actively shaping a more responsive and equitable MTSS framework.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
Actual spending for Goal 2, Action 2 (Student/Staff/Family Emotional Health) was significantly below the budgeted amount. This occurred because the district redirected the personnel costs associated with a Social Worker toward a more targeted action (Goal 3, Action 2) focused

on family resources. While this resulted in actual spending below the original budget, it ensured a more cohesive delivery of family education and resource navigation that aligns with Goal 3.
A material difference for Goal 2 Action 9 (Transportation) occurred because the actual demand for district transportation services was lower than our initial projections.
A material difference for Goal 2 Action 12 (Student Engagement) occurred due to the restructuring of our SARB process aimed at lowering chronic absenteeism rates through enhanced student engagement. This additional funding supported both the initiation of the restructured SARB process and enrichment opportunities.

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

HUSD recognizes that strong student connectedness, access to extracurriculars, and a positive school climate are crucial for academic and social-emotional well-being. To address this, through Goal 2, the district continues to prioritize SEL within classrooms through teacher professional development and providing tiered support through counselors and psychologists.

The effectiveness of Goal 2 actions is evidenced by an overall improvement in school climate metrics and a measurable decline in chronic absenteeism. By prioritizing Tier 1 social-emotional learning (SEL) and expanding access to counselors and psychologists, HUSD has created a more responsive support structure. Current data suggests that our systems of support are yielding positive outcomes for the majority of student groups, though a performance gap persists among unduplicated students. Overall, the district's effort to provide tiered interventions is proving effective in reducing negative behavioral outcomes and providing a physically and emotionally safe climate and learning environment.

Actions 2.1, 2.2
Actions 1 and 2 are showing to be partially effective in helping identify and respond to student needs by using a universal social-emotional learning (SEL) screener and offering access to outside mental health services through our partnership with Care Solace. The district experienced a significant improvement in chronic absenteeism (M2.3), which fell by 2.8% districtwide. These gains were noticeable among high-needs populations, including Socioeconomically Disadvantaged (SED) students (-4.1%), Homeless youth (-2.7%), and English Learners (EL) (-1.2%). This progress is supported by an increase in social worker outreach (M2.12), with 192 additional students receiving direct contact this year. Despite these successes, the overall district attendance rate (M2.2) saw a decline of 0.83%, and Foster Youth remains a critical area of concern, showing a 3.5% increase in chronic absenteeism.
Behavioral trends remain largely positive, evidenced by a 1.2 percentage point drop in the districtwide suspension rate (M2.7) and a 6.6 percentage point increase in student perceptions of safety (M2.10, rising from a 55% baseline to 61.6%). Suspension rate reductions were noted in most student groups, led by White (-1.5%) and English Learner (-1.1%) students. However, the data highlight a gap for specific subgroups: African American students experienced a slight decline (-0.4%), while Foster Youth saw an increase (+0.5%).
Site-level data (M2.4, M2.8) reveal localized challenges that contrast with district averages. Outliers include Kingston Elementary, where Foster Youth chronic absenteeism increased by 9.5% and Mission Crest saw a 13.6% increase. Canyon Ridge, which saw a 9.6% increase in suspensions for Students with Disabilities.
For EL and SED students, the current practice of universal screening and mental health coordination appears to be working effectively. However, the recurring data points for Foster Youth and African American students indicate that the current "universal" approach may not be sufficient. Moving forward, the district will continue to provide more intensive, targeted mental health interventions to address the disparities in attendance and discipline for these specific groups. Layered academic and social-emotional supports effectively reduced chronic

absenteeism and increased social worker outreach for EL, SED, and Homeless students. However, these actions have yet to improve chronic absenteeism for Foster Youth or to enhance overall student perceptions of safety.

Actions 2.3-2.7
The district's integrated multi-tiered system of support (iMTSS)—comprising foster youth advocacy, tiered interventions, and specialized staff—has successfully improved long-term engagement and is showing to be partially effective. This is evidenced by a decrease of 80 high school dropouts (M2.6) and 2 middle school dropouts (M2.5). While districtwide chronic absenteeism (M2.3) improved for most students (-2.8%), including gains for EL (-1.2%) and SED students (-4.1%), Foster Youth (FY) emerged as a trend outlier with a 3.5% increase in chronic absenteeism, while Pacific Islander students faced a disproportionately high 47.2% rate. Long-Term English Learners (LTELs) also saw their chronic absenteeism rate rise by 5.5%, bringing the total to 32.3%. These critical attendance barriers directly correlate with severe academic achievement gaps on the CAASPP, where Pacific Islander students performed at -92 DFS in ELA and -142 DFS in math, LTELs performed at -125.2 DFS in ELA and -172 DFS in math, and Foster Youth performed at -72.1 DFS in ELA and -103.7 DFS in math. Additionally, the overall district attendance rate (M2.2) saw a decline of -0.83%.
The coordinated efforts of district psychologists, counselors, and behavior specialists (BCBAs) have led to a 1.2% reduction in districtwide suspensions (M2.7), with the most significant progress seen among English Learners (-1.1%), LTELS (-3.2%), and SED students (-1.3%). Despite these overall improvements, the data reveals persistent disparities among specific subgroups; suspension rates declined by only 0.4% for African American students and actually increased by 0.5% for Foster Youth. Furthermore, Pacific Islanders are demonstrating a need for additional supports due to their high 11.5% suspension rate which, alongside their chronic absenteeism, continues to pull them away from vital classroom instruction. These challenges are further underscored by site-level increases in Foster Youth suspensions, most notably at Ranchero Middle (+19.5%) and Eucalyptus (+12.9%), signaling a critical need for more localized and targeted behavioral interventions.
Efforts to increase student support were successful in expanding reach, with 192 additional students contacted through social worker outreach (M2.12) and a +6.5% increase in student connectedness (M2.11). The student safety survey (M2.10) showed an increase of 6.6%, and expulsion rates (M2.9) remained stagnant at 0.1%.
The current tiered framework and specialized staffing are effectively serving EL and SED populations. However, the data suggest that for Foster Youth and African American students, the existing interventions are not yet sufficient. To improve effectiveness, the district will continue to refine these actions to include more differentiated and targeted mental health supports to address the specific attendance and behavioral challenges facing these groups.
While our integrated multi-tiered support system (iMTSS)—with its emphasis on social-emotional learning, behavior, and mental health—is proving effective overall for English Learner (EL) and Socioeconomically Disadvantaged (SED) populations, data indicates that the current interventions are not yet sufficient for Foster Youth and African American students. To address these disparities, the district will refine its framework to integrate more differentiated, targeted mental health and behavioral supports specifically tailored to the attendance and climate needs of these groups. Overall, Actions 3-7 are effectively fostering student well-being and an engaging learning environment for the majority, but they were not yet sufficient to address Foster Youth chronic absenteeism, suspension increases for African American students, or the academic and behavioral needs of our Pacific Islander and LTEL student populations.

Actions 2.8, 2.11, 2.12
The combined analysis of Actions 2.8 and 2.12 (with 2.11 providing foundational safety protocols) demonstrates moderate effectiveness in fostering a supportive school environment and enhancing student persistence through comprehensive staffing and well-rounded programming.

The integration of campus assistants, media specialists, and expanded educational programming has yielded significant gains in student retention. High school dropout rates (M2.6) decreased by 80 students, and middle school dropouts (M2.5) fell by 2. Furthermore, districtwide chronic absenteeism (M2.3) saw a decline of 2.8%, with notable success among SED students (-4.1%) and EL (-1.2%) populations. However, these gains were offset by a minor 0.83% decline in the overall attendance rate (M2.2) and a 3.5% increase in chronic absenteeism, specifically among Foster Youth.
General behavioral trends are moving in a positive direction, supported by a 1.2% reduction in districtwide suspension rates (M2.7). The impact was most visible for EL (-1.1%) and SED students (-1.3%), while the expulsion rate (M2.9) remained stable at 0.2%. Despite this improvement, African American students experienced a slight 0.4% decrease in suspensions, indicating that universal campus supports and programming have not yet fully addressed the behavioral needs of this subgroup.
For EL and SED students, the combination of increased campus-level staffing and enrichment opportunities (including peer counseling, PBIS, and extracurricular clubs) is effectively driving engagement and reducing exclusionary discipline. To reach full effectiveness, however, the district will continue to refine these actions to include more targeted engagement strategies specifically designed to reverse the rising absenteeism among Foster Youth and the disproportionate suspension rates for African American students.

Action 2.9
This action demonstrates partial effectiveness. While transportation supports effectively improved districtwide attendance—notably reducing chronic absenteeism by 2.8% overall, 4.1% for SED students, and 1.2% for English Learners—transportation alone was not effective in addressing chronic absenteeism for Foster Youth. Positive trends were mirrored across most student groups at the site level (M2.4). Despite these gains, two key metrics suggest that transportation is only one piece of the broader engagement puzzle. While most student groups saw improvements, the districtwide average attendance rate (M2.2) experienced a minor decline of 0.83%. More notably, a gap remains for Foster Youth; whereas other populations showed increased engagement, chronic absenteeism for this specific group rose by 3.5%, indicating that transportation alone does not address all the underlying instability and support needs of Foster Youth. This action alone is not effective in reducing absenteeism for this group.
For EL and SED students, transportation services are a clear driver of improved attendance. However, the rising absenteeism among Foster Youth indicates that while a bus may be available, unique barriers persist for this group. Moving forward, the district will continue to evaluate if transportation schedules need further attention to truly move the needle for Foster Youth.

Action 2.10
Action 2.10 is demonstrating clear effectiveness in improving student persistence and reducing exclusionary discipline through low student-to-staff ratios in alternative settings.
The primary success of this action is reflected in the significant reduction of dropouts, with 80 fewer high school students (M2.6) and 2 fewer middle school students (M2.5) leaving the district. Behavioral outcomes also showed positive movement; districtwide suspension rates (M2.7) decreased by -1.2%, with specific gains for English Learners (-1.1%) and SED students (-1.3%). At the site level (M2.8), the Community Day School reported a substantial -10.4% decrease in suspensions for all students and a -14.7% decrease for SED students, while the districtwide expulsion rate (M2.9) remained stable at 0.2%.
For EL, FY, and SED students, the intensive, personalized support provided in these settings has been a key driver in maintaining engagement for the district's most vulnerable populations. However, a trend remains for African American (10.8%) and Foster Youth (10%) students, who both remain above the "all students" in suspension rates. This suggests that while the alternative setting model is working, the district will need to continue to refine its support strategies to specifically address the behavioral challenges facing these two groups. This action continues to provide crucial targeted and intensive support to students.

Goal 2 is demonstrating moderate overall effectiveness in creating a physically and emotionally safe climate. Key strengths include reductions in districtwide chronic absenteeism (-2.8%), reductions in suspension rates (-1.2%), decreased dropout rates at both the middle and high school levels, increased student connectedness (+6.5%), and expanded outreach to students (+192). For EL and SED students, the actions are showing particularly positive trends in chronic absenteeism and suspension reductions. However, several areas of concern require additional targeted attention: Foster Youth chronic absenteeism increased by +3.5%, African American suspension rates saw only a slight decrease of 0.4%, and both Pacific Islanders and LTELs demonstrate academic and behavioral disparities. With Pacific Islanders facing an 11.5% suspension rate and a 47.2% chronic absenteeism rate, and LTELs facing CAASPP deficits (-125.2 DFS in ELA; -172 DFS in math), these trends suggest that while the overall system of support is improving outcomes for most student groups, differentiated and targeted intervention strategies that bridge school climate with academic support continue to be needed to better serve Foster Youth, African American, Pacific Islander, and LTEL students.

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 Learning Recovery Emergency Block Grant (LREBG) allocations within the Plan Summary have been updated to align with the district's current unexpended fund balance.
Goal 2, Action 2 (Student/Staff/Family Emotional Health) has a significant decrease in total funds allocated due to the costs related to the Social Worker originally included in the action being moved to Goal 3.
M2.3 Chronic Absenteeism Rate Districtwide subgroup PI was added to baseline and to the target for year 3 outcome to provide transparency to the reader
M2.7 Student Suspension Rate Districtwide subgroup PI was added to baseline and to the target for year 3 outcome to provide transparency to the reader
Goal 2, Action 6: This action is being modified to increase the total number of Board Certified Behavior Analysts (BCBAs) from two to three. This expansion is designed to address the high demand for behavioral consultations and to increase the district's capacity to support proactive Tier 1 interventions alongside intensive Tier 2 and Tier 3 crisis response.
Metrics to measure the effectiveness of Goal 2 Actions were refined to ensure closer alignment with the intended impact of the action.
Goal 2, Action 5: Funding for this action increased to reflect the expansion of our student support system through the addition of three full-time counselors.
Goal 2, Action 9: Funding was adjusted to accurately reflect the current transportation needs and service demands of our students and families.
Goal 2, Action 12: Funding increased to support a restructured SARB process aimed at lowering chronic absenteeism rates through enhanced student engagement.

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	District Assessment: Wellbeing	The Educational Services Division will continue to provide a universal student well-being screener to regularly monitor student well-being, principally directed at our English learners, low-income, and foster youth students. Staff will review student data to address student needs based on the screener's results and other assessments. The action will be measured by M2.2, M2.3, M2.10.	$144,075.00	Yes
2.2	Student/Staff/Family Emotional Health	The Information Technology and Communication Division will continue with Care Solace to provide mental health services to students, staff, and families and employ a coordinator to support student wellbeing. The Care Solace online resource offers a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services. This action is principally directed for students qualifying as low-income, English learners, and foster youth and will be measured by M2.3, M2.7, M2.13, M2.14, M2.15, M2.16.	$53,000.00	Yes
2.3	Foster Youth Supports	The Student Services Department will employ a coordinator to support student wellbeing as the foster youth liaison to assist foster youth and their families with social issues and challenges impacting education. This action is principally directed for students qualifying as foster youth and will be measured by M2.3, M2.4, M2.5, M2.6.	$234,701.00	Yes
2.4	Mental Health Support	The Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career. This action will be measured by M2.7, M2.8.	$3,284,096.00	Yes
2.5	Social Emotional Support	The Educational Services Department will continue to employ additional counselors to provide layered academic and social-emotional support principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress	$2,140,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		towards decreasing chronic absenteeism. This action will be measured by M2.7, M2.9, M2.10, M2.11. LREBG $1,399,881.00		
2.6	Behavior Interventions	The Educational Services Department will continue to employ three Board Certified Behavior Analysts and employ 6 behavior intervention specialists to help teachers provide behavior support, principally directed for our English Learners, low-income and foster youth, that have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning. This action will be measured by M2.7, M2.9, M2.10, M2.11.	$1,171,308.00	Yes
2.7	Tiered Supports	The Educational Services department will continue to employ a coordinator and psychologist to work with sites to implement Tier 1, Tier 2, and Tier 3 academic and behavioral systems of support for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This action will be measured by M2.3, M2.5, M2.6, M2.7.	$686,007.00	Yes
2.8	Student Support and Access	The Educational Services Division and Student Services Department will continue to provide services during the school day that support academic, behavioral, and social-emotional support. Including a safe and media-rich campus and access to culturally responsive libraries, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. Campus assistants, library media specialists, and technology support technicians will provide these support services. This action will be measured by M2.1, M2.3, M2.7, M2.9.	$5,038,608.00	Yes
2.9	Transportation	The Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement. This action will be measured by M2.2, M2.3, M2.4.	$14,501,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Alternative Setting	The Educational Services division will provide alternative settings. These settings include low student-to-staff ratios to support students struggling in traditional school settings. Intensive supports are intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings. This action is principally directed to meet the needs of our English learners, foster youth, and low-income students. This action will be measured by M2.6, M2.7, M2.8, M2.9. LREBG $2,235,354.95	$3,945,177.00	Yes
2.11	Outreach	The District will work with the HUSD Police Department in creating and implementing protocols to support the school sites and safety within the district. The district will also maintain relationships with students and staff at all 25 school sites. These relationships will continue to decrease behaviors that interfere with student success and build positive relationships with the students and the officers through positive intervention supports and attendance recognitions.	$2,845,988.00	No
2.12	Student Engagement	The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, and student clubs. This action is principally directed for our English Learners, low-income, and foster youth and is measured by M2.3, M2.5, M2.6, M2.7.	$651,946.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Involve our parents, families, and community members as direct partners in the education of all students	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Hesperia Unified School District (HUSD) recognizes the need to strengthen the entire community engagement system. HUSD continues to work collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the district's mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. HUSD continues to encourage a strong connection between school and home. In alignment with this vision, educational partner feedback emphasized a critical need to maintain and focus on family-community liaisons, enhanced school-site communication, robust translation/interpretation services, targeted workshops, tutoring, and direct support to help families navigate district systems. The family resource center provided 107 workshops, training, and tutoring sessions for families and the community. The Youth Truth survey completed by families shared that 67.1% agree or strongly agree that they are involved in their student's school, which is a 9.9% increase from 24-25. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Survey on Parent/Guardian Participation Percent of parent/guardian Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 9% of parents/guardians respond to the survey providing input to the district and individual school site	2024 Survey Monitoring Platform-Youth Truth: 17% of parents/guardians respond to the survey providing input to the district and individual school site	2025 Survey Monitoring Platform-Youth Truth: 22% of parents/guardians respond to the survey providing input to the district and individual school site	Survey Monitoring Platform-Youth Truth: 12% of parents/guardians respond to the survey providing input to the district and individual school site	Survey Monitoring Platform - Youth Truth: 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Survey on Parent/Guardian Report of Involvement Percent of parent/guardian Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 57.2% of parents/guardians of students who are low-income, English learner or foster youth who agree or strongly agree that they are involved in their student's school	2024 Survey Monitoring Platform-Youth Truth: 67.1% of parents/guardians of students who are low-income, English learner or foster youth who agree or strongly agree that they are involved in their student's school	2025 Survey Monitoring Platform-Youth Truth: 68.8% of parents/guardians of students who are low-income, English learner or foster youth who agree or strongly agree that they are involved in their student's school	Survey Monitoring Platform-Youth Truth: 60% of parents/guardians of students who are low-income, English learner or foster youth agree or strongly agree that they are involved in their student's school	Survey Monitoring Platform - Youth Truth: 11.6%
3.3	Parent/Guardian Workshops and Training Number of events offered Source: Family Resource Center Monitoring Report	2023-24 Family Resource Center Monitoring Report: 123 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center	2024-25 Family Resource Center Monitoring Report: 104 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center	2025-26 Family Resource Center Monitoring Report: 107 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center	Family Resource Center Monitoring Report: 135 workshop, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center	Family Resource Center Monitoring Report: -16 workshops, training, and tutoring sessions offered to parents, family members, and the community through the Family Resource Center
3.4	Survey on Parent/Guardian of Students with Disabilities Percent of parent/guardian Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 62.5% parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school	2024 Survey Monitoring Platform: 58% parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school	2025 Survey Monitoring Platform: 68.6% parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school	Survey Monitoring Platform: 65% parents/guardians of Students with Disabilities agree or strongly agree that they are involved in their student's school	Survey Monitoring Platform - Youth Truth: 6.1%

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.

Hesperia Unified School District (HUSD) remains committed to strengthening its community engagement system. Through ongoing collaboration among district and school leadership teams, as well as educational partnership committees, HUSD is developing a Coherent Instructional Framework to align its mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. Hesperia Unified School District demonstrated strong and consistent implementation of Goal 3, which focuses on involving parents, families, and community members as direct partners in the education of all students. The majority of actions within this goal were implemented with fidelity. While five of the six actions showed no substantive differences between planned and actual implementation, Action 3.3 was impacted by staff challenges and retention issues, resulting in inconsistent community and family support across specific locations.

Successes:
The District experienced meaningful successes across Goal 3. The student and family survey was successfully implemented (Action 3.1) and saw higher participation rates than in previous years. The district promoted the survey through multiple communication channels, including social media, the district website, and text messaging, to broaden access and encourage participation, providing valuable student and community voice that offers insight into what is working and areas that need additional focus. We redirected personnel costs—specifically a District Social Worker—toward Action 3.2 to better utilize the Family Resource Center. This shift allowed the Social Worker to work closely with all school sites to provide invaluable support to foster youth and families, successfully delivering over 100 workshops. By optimizing these roles, HUSD has improved its ability to provide a comprehensive, multi-tiered system of support while maintaining fiscal accountability. The 24 family community liaisons (Action 3.3) have helped increase family engagement at school sites by offering targeted workshops designed to meet the specific needs of their communities. The Computer Learning Specialist (Action 3.4) has been able to support the community from a central location, ensuring equitable access to technology resources. Translation services (Action 3.5) have provided great support to school sites, with high demand reflecting the critical need for equitable two-way communication with families. Community outreach events (Action 3.6) have supported the work of the Family Resource Center and family community liaisons in providing resources and connections to the community and have been supported by site-specific funds.

Challenges:
The district is transitioning from traditional outreach to a collaborative model that centers family voices in shared decision-making to ensure their expertise directly informs program design and evaluation. This shift aims to establish families as true partners in the continuous improvement process to more effectively drive student outcomes. However, the move toward this collaborative partnership has been slowed by vacancies in the family community liaison roles (Action 3.3) which were added to provide consistent family engagement support at each school site, as the delayed hiring and retention in these positions disrupts the continuity needed to build lasting, trusting relationships with our community.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
Goal 3, Action 2 exceeded projected expenditures due to a strategic realignment of personnel. To better integrate family support services, a Social Worker position was transitioned into this action. While this resulted in actual spending surpassing the original budget, it ensured a more cohesive delivery of family education and resource navigation.
A material difference occurred in Goal 3, Action 6 (Community Outreach) because community engagement efforts were streamlined and cost-effectively delivered through existing school-site structures, significantly reducing the need for additional expenditures.

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

Hesperia Unified School District (HUSD) is actively working to enhance its community engagement system through collaborative efforts across district and school leadership teams, as well as educational partnership committees. The effectiveness of Goal 3 action is evidenced by the overall improvement in both qualitative and quantitative as well as school perception metrics.
This collaborative approach has led to the development of a Coherent Instructional Framework, which aligns the district's core mission with an Integrated Multi-Tiered System of Support (iMTSS). Central to this strategy is the Family Resource Center, which facilitated over 100 workshops to bridge the gap between home and school. These initiatives are yielding measurable results; notably, the Youth Truth survey reveals that 68.8% of families now feel meaningfully involved in their student's education. To sustain this momentum, HUSD is refining its data-driven interventions to specifically elevate participation among low-income families, English learners, and foster youth. By merging rigorous data analysis with targeted outreach, the district continues to build an inclusive, responsive engagement system that serves all educational partners.
District-wide family engagement is trending upward, demonstrating moderate overall effectiveness. While general participation is rising, the specific impact on families of students with disabilities has shown notable improvement; parent survey data reveals a 6.1% increase, with 68.6% of parents now agreeing that they feel involved in their student's school. However, a decrease in the total number of workshops indicates that more targeted attention is still required to maintain this momentum and ensure the district reaches all communities with equal efficacy.

Action 3.1
Hesperia Unified's commitment to family engagement is yielding positive results. The parent/guardian survey participation rate (M3.1) increased by +13% from baseline, nearly doubling from 9% to 22%. The parent/guardian report of involvement (M3.2) increased by +11.6%, rising from 57.2% to 68.8% of parents/guardians of SED, EL, or FY students who agree or strongly agree that they are involved in their student's school. These are positive trends that suggest the district's overall family engagement efforts are gaining traction.

Actions 3.2, 3.3, 3.4, 3.6
The district's family engagement efforts show a positive trend in overall participation, led by a +11.6% increase in reported involvement (M3.2) among unduplicated student groups, specifically EL, SED, and FY families, and a near-doubling of survey participation from 9% to 22% (M3.1). These gains are directly driven by the addition of 24 community liaisons (Action 3.3) and targeted outreach events (Action 3.6) that have effectively bridged communication gaps for these priority student populations. While the total number of district-wide workshops decreased by 16 sessions (M3.3), engagement for families of students with disabilities increased by 6.1% (M3.4). This indicates that while broad, district-level strategies saw reduced output, efforts tailored to students with disabilities were effective, largely supported by a strategic

shift toward more frequent and targeted site-based workshops. By leveraging personnel like the social worker and Computer Learning Specialist (Actions 3.2 & 3.4) at the local level, the district is fostering deeper individual connections with our unduplicated and vulnerable families, though consistent targeted outreach remains essential to sustain long-term growth.

Actions 3.5
This action is demonstrating effectiveness. The parent/guardian report of involvement (M3.2) increased by +11.6%, with 68.8% of parents/guardians of SED, EL, or FY students now agreeing or strongly agreeing that they are involved in their student's school. The investment in translation services, including both contracted services and district-employed translators, is helping to remove language barriers that can prevent EL families from fully engaging with their children's schools. For EL families specifically, equitable two-way communication between families and schools is essential for building trust, understanding school expectations, and supporting student learning at home. The positive trend in parent involvement suggests that the translation services are effectively supporting EL families in feeling more connected to and involved in their student's education. Continued investment in this action is important to sustain and build upon these gains, particularly as the district serves a significant EL population (17.8%).

Goal 3 is demonstrating overall effectiveness in increasing parent, family, and community engagement as direct partners in education. For EL, FY, and SED families, the collective actions within Goal 3 are creating stronger school-home connections, removing language barriers, and providing meaningful opportunities for families to engage in their children's education. Sustaining and expanding these efforts will be important to continue building trust and partnership with the district's most vulnerable families. The district remains committed to increasing meaningful engagement for all educational partners through data-driven strategies and continued implementation of its Coherent Instructional Framework.

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 budget for Goal 3, Action 2 (Family Education and Resources) was increased to reflect a shift in personnel costs. Specifically, the Social Worker’s duties have been realigned to focus more heavily on Goal 3 actions.

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	Student and Family Feedback	The Educational Services Division will continue to provide a student and family survey to regularly monitor student and family feedback principally directed to our English learners, low-income, and foster youth students. Family and student feedback is measured by M3.1 and M3.2.	$53,100.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family Education and Resources	The Educational Services Division will employ a district social worker, who will provide parent training, learning opportunities, workshops, and related supplies through the district Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. This will provide and expand opportunities for parents to learn how they can be more engaged in student learning and provide input into school decision-making, which will lead to improved student outcomes as measured by M3.2, M3.3, and M3.4.	$236,410.00	Yes
3.3	Family Resource Centers	The Educational Services Division will increase collaboration opportunities between the district parent liaison and site parent liaisons by adding 24 family community liaisons. The purpose is to develop the site and district-wide parent engagement plans, which will lead to improved student outcomes and increased parent involvement. This action is principally directed to our English learners, low-income, and foster youth students and measured by M3.1 and M3.2.	$1,531,189.00	Yes
3.4	Resource Center Computer Learning Specialist	The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress. This will be measured by M3.2 and M3.3.	$38,325.00	Yes
3.5	Family Communication	The Educational Services Division will provide resources dedicated to the improvement of translation services through third-party contracted services and three district-employed translators for parents and guardians of our students qualifying as English learners. Translation services are to be used to ensure equitable two-way communication between families and schools. This action will be measured by M3.2.	$393,470.00	Yes
3.6	Community Outreach	The Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes. This action is principally directed for our low-income, foster youth, and English learners and will be measured by M3.2.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 30, 2027, Canyon Ridge HIgh School will utilize Equity Multiplier resources to provide counseling and robust community engagement—to address performance disparities identified on the 2025 California School Dashboard, where multiple student groups placed in the Red for ELA (All, HI, SED), Mathematics (All, HI, SED), and Suspension Rates (All, EL, LTEL, HI, SED, SWD). The school will reduce the Distance from Standard (DFS) in ELA and Math by 15 points for the All, HI, and SED student groups; increase the College/Career Indicator (CCI) for All (10%), HI (8.4%), and SED(9.4%); and decrease suspension rates for the All, EL, LTEL, HI, SED, and SWD student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Canyon Ridge High School has been identified as receiving Equity Multiplier funding due to a 73% socioeconomically disadvantaged (SED) rate and a non-stability rate of 61.8%. Because student non-stability directly disrupts systemic academic progression and acts as a primary barrier to long-term secondary milestones—such as Career Technical Education (CTE) pathway completion and college readiness benchmarks—the district has explicitly integrated College/Career Indicator (CCI) targets to reverse these trends. The addition of these funds will be used to support improved student outcomes, build capacity in staff, and increase parent engagement.
For the 2026–27 school year, Canyon Ridge High School is utilizing Equity Multiplier funding to prioritize additional personnel and robust parent engagement strategies designed to improve school climate and academic outcomes. This goal was developed in direct response to the 2025 California School Dashboard, which identified performance disparities and placed multiple student groups in the Red tier across three indicators:
English Language Arts: The All Students group scored -171.1 DFS (declined by 24.1 points); Socioeconomically Disadvantaged (SED) students scored -179.2 DFS (declined by 40.3 points); and Hispanic (HI) students scored -168.3 DFS (declined by 15.6 points).
Mathematics: The All Students, SED, and Hispanic (HI) student groups similarly fell into the Red tier, demonstrating a need for targeted academic intervention.
Suspension Rates: Data showed increases in suspensions across multiple student groups. The All Students rate rose to 20.6% (+8.1%), Hispanic (HI) students increased 21.8% (+12.8%), and SED students increased to 19% (+6.8%). Newly identified subgroups also emerged in the Red tier, including English Learners (EL) at 20%, Long-Term English Learners (LTEL) at 19%, and Students with Disabilities (SWD) at 24.4%.
In response to these findings, the clear correlation between high suspension/non-stability rates and college/career readiness scores, and direct feedback from our educational partners, Canyon Ridge High School is fostering an inclusive environment by deploying an additional counselor to provide personalized support and frequent, targeted "check and connect" interactions. These efforts, combined with multi-

channel communication pathways to deepen family and community engagement, are specifically designed to eliminate systemic barriers for our most impacted groups—ensuring every student benefits from meaningful, consistent adult advocacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Site Council and ELAC Participation Number of parents/guardians Source: Family Community Liaison Monitoring Report	2023-24 Family Community Liaison Monitoring Report: 4 parents/guardians who consistently attended ELAC and School Site Council.	2024-25 Family Community Liaison Monitoring Report: 4 parents/guardians who consistently attended ELAC and School Site Council.	2025-26 Family Community Liaison Monitoring Report: 6 parents/guardians who consistently attended ELAC and School Site Council.	Family Community Liaison Monitoring Report: 8 parents/guardians who consistently attended ELAC and School Site Council.	Family Community Liaison Monitoring Report: +2
4.2	Graduation Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: 75.8%.of students who graduated high school	2024 CA Dashboard: 75.2%.of students who graduated high school	2025 CA Dashboard: 86.2%.of students who graduated high school	CA Dashboard: 80% of students who graduated high school	CA Dashboard: 10.4
4.3	College and Career Indicator Percent of students prepared Source: CA Dashboard	2023 CA Dashboard: All: 5.8% prepared EL: 2.6% prepared HI: 2.4% prepared SED: 5.4% prepared SWD: 6.7% prepared	2024 CA Dashboard: All: 12.4% prepared EL: 11.1% prepared HI: 14.6% prepared SED: 12.1% prepared SWD: 9.1% prepared	2025 CA Dashboard: All: 15% prepared EL: 11.1% prepared HI: 14.3% prepared SED: 13.3% prepared SWD: 0% prepared	CA Dashboard: All: 10% prepared EL: 8.6% prepared HI: 8.4% prepared SED: 9.4% prepared SWD: 12.7% prepared	CA Dashboard: All: 9.2% EL: 8.5% HI: 11.9% SED: 7.9% SWD: -6.7%
4.4	CAASPP ELA Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All: -101.3 Distance from standard HI: -108.4 Distance from standard	2024 CA Dashboard: All: -147.1 DFS HI: -152.7 DFS SED:-138.9DFS	2025 CA Dashboard: All: -171.1 DFS HI: -168.3 DFS SED:-179.2DFS	CA Dashboard: All: -71.3 Distance from standard HI: -78.4 Distance from standard	CA Dashboard: All:-69.8DFS HI:-59.9DFS SED:-74.5DFS EL: -76.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED:-104.7 Distance from standard EL: -118.2 Distance from standard	EL: Fewer than 11 students, no data available	EL: -194.7DFS	SED:-74.7 Distance from standard EL: -88.2 Distance from standard	
4.5	CAASPP Math Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All: -226.1 Distance from standard HI: -223.9 Distance from standard SED:-224.9 Distance from standard EL: -219.8 Distance from standard	2024 CA Dashboard: All: -205.6 DFS HI: -210.9 DFS SED:-206.7 DFS EL: Fewer than 11 students, no data available	2025 CA Dashboard: All: -223.4 DFS HI: -219.6 DFS SED:-229 DFS EL: -235.2DFS	CA Dashboard: All: -166.1 Distance from standard HI: -163.9 Distance from standard SED:-164.9 Distance from standard EL: -159.8 Distance from standard	CA Dashboard: All: 2.7DFS HI: 4.6DFS SED: -4.1DFS EL: -15.4DFS
4.6	School Climate Suspension Rate Source: CA Dashboard	2023 CA Dashboard: all students 10.9%, AA31.3%, EL12.7%, FY7.1%, HI9.4%, HOM8.3%, SED11.9%, SWD14.8%, WI3.8%. 2024 CA Dashboard: LTEL 6.3%	2024 CA Dashboard all students 12.5%, AA 36.4%, EL 6.1%, FY fewer than 11 students, no data available HI 9.1%, HOM17.4%, LTEL 6.3%, SED 12.2%, SWD22.6%, WI12.5%.	2025 CA Dashboard all students 20.6%, AA 22.2%, EL 20%, FY fewer than 11 students, no data available HI 21.8%, HOM21.1%, LTEL 19%, SED 19%, SWD24.4%, WI16.5%.	CA Dashboard: all students 7.9%, AA 26.3%, EL 9.7%, FY 5.1, HI 7.4%, HOM6.3%, LTEL 4.3%, SED 8.9%, SWD11.8%, WI2.8%.	CA Dashboard: all students 9.4%, AA -9.1%, EL7.3%, FY (n/a) HI 12.4%, HOM12.8%, LTEL 12.7% SED 7.1%, SWD 9.6%, WI 2.7%

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.

Canyon Ridge High School (CR) continues to recognize the need to strengthen teaching, learning, and overall student well-being. CR has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. CR successfully completed the hiring of all designated student support personnel to fully implement Action 4.1, ensuring the foundational staffing for the site was established. However, Action 4.2 was only partially implemented. While various school events took place, participation rates were lower than anticipated, and the planned parent workshops did not occur due to a lack of initial parent interest and registration. The site has identified a critical need to pivot toward more innovative, culturally responsive strategies to improve community and family connectivity.

Successes:
The addition of a school counselor (Goal 4, Action 1) has significantly enhanced student outcomes by reducing caseloads and facilitating personalized interventions, which have directly driven improvements in both graduation rates and college and career readiness.

Challenges:
Challenges with implementation were finding a time or model when the most parents would be able to attend, and establishing a registration process that is easy for parents. To reduce barriers for our families, the school aims to implement more accessible engagement models, such as offering both in-person and online workshops, providing translation services, sending personal invitations, and creating flexible event scheduling.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
A material difference occurred in Goal 4, Action 2 (Parent Engagement) because while various school events took place, the planned parent workshops did not occur. As a result, expenditures for materials, contracted speakers, and workshops were not utilized.

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

Action 4.1 (Student Support):
Canyon Ridge consistently tracks graduation rates, which have increased by 10.4% to 86.2% (M4.2). The addition of support personnel (Goal 4, Action 1), coupled with a district-wide emphasis on a guaranteed and viable curriculum, has resulted in a 9.2% increase in college and career readiness (M4.3) and a 10.4% gain in our graduation rate. Consequently, while the implementation of student support personnel has proven effective in improving graduation and college readiness outcomes, it has been only partially effective in addressing overall academic performance and school climate. The decline in CAASPP ELA data of -69.8DFS for all students (M4.4) and 2.7DFS in math for all students (M4.5) underscores the continued need for additional targeted supports in academics overall. The 9.4% increase of the suspension rate reported in M4.6 identifies a critical area for improvement. Efforts by student support personnel to date have not yet achieved the desired decrease in disciplinary incidents. To address this, CR will enhance individualized support, utilizing Equity Multiplier funds to implement targeted, evidence-based behavioral interventions tailored to the specific needs of vulnerable student groups.

Action 4.2 (Parent Engagement):
While efforts to engage parents are sustaining the current level of participation in school activities and meetings, they have not yet broadened the reach to involve more families. Consequently, current engagement strategies are considered partially effective; they have successfully maintained a consistent foundation but have not yet proven effective in expanding school-wide outreach. The consistent attendance of a core group, as seen in ELAC and School Site Council participation remaining at six families (M4.1), suggests a dedicated but limited segment of the parent population is involved. This lack of expansion indicates that current strategies, while successful in maintaining engagement with some, are not yet resonating with a wider range of families or overcoming existing barriers to participation.

Data analysis reveals varying outcomes for our student groups. While SED and Hispanic students experienced CAASPP declines in ELA (M4.4) and Math (M4.5), they joined English Learners (EL) as key drivers behind the 2.6% increase in College/Career Indicator (CCI) readiness (M4.3). School climate remains a challenge, as the 9.4% increase in suspension rate (M4.6) is retained as an need impacting EL, Long-Term English Learners (LTEL), SED, Hispanic (HI), Students with Disabilities (SWD), and All Students. To address these gaps, Canyon Ridge will leverage Action 4.1 (Student Support) to deploy targeted academic interventions and evidence-based behavioral strategies tailored to these specific 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.

To address academic gaps, Action 4.3 (Academic Support) has been added to focus on high-quality Tier 1 instruction and staff professional development.
Based on the 2025 California School Dashboard indicators, the goal description and explanations have been updated to include new student groups identified as being in the red tier.

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	Student Support	Canyon Ridge High School will employ personnel (counselor) who will equip students with the skills they need to be resilient, self-directed learners and reach their academic goals in college and career. This action will be measured by M4.2, M4.3, M4.4, M4.5 and M4.6.	$427,615.26	No
4.2	Parent Engagement	Canyon Ridge High School will explore innovative approaches to boost parent engagement in school life, such as interactive workshops, parent-	$28,718.96	No

Action #	Title	Description	Total Funds	Contributing
		staff collaboration meetings, and events to help strengthen school-home connections to enrich student academic experiences and foster a supportive school community. This action will be measured by M4.1, M4.2, M4.3, M4.4, M4.5, and M4.6.		
4.3	Academic Support	Canyon Ridge High School will provide evidence-based professional development to build capacity and rigor across the curriculum. This instructional focus will support teachers in delivering high-quality Tier 1 instruction through disciplinary literacy and intentional task design. Additionally, the school will strengthen Professional Learning Communities (PLCs) by utilizing data-driven inquiry to guide instructional decisions and improve student learning outcomes. This action will be measured by M4.4, M4.5	$23,878.66	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, Mojave High School will reduce the Distance from Standard (DFS) in ELA and Math by 15 points for the All, Hispanic (HI), and Socioeconomically Disadvantaged (SED) student groups; increase the College/Career Indicator (CCI) for All to 2.3% prepared, HI 2.8%, and SED students to 2.5% prepared; increase the English Learner Progress Indicator (ELPI) for English Learner (EL) and Long-Term English Learner (LTEL) student groups to 25%; and decrease the suspension rate for All students to 9%, African American (AA) students to 16.5%, White (WH) students to 17.9%, SED students to 5.3%, and Homeless (HOM) students to 10.5%through multi-tiered academic and social-emotional interventions, including specialized personnel and the SEL curriculum.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Mojave High School has been identified as receiving Equity Multiplier funding due to the prior year's non-stability rate being 67% and a socioeconomically disadvantaged rate of 85.6%. Mojave High School serves a diverse group of students in an alternative school setting. The addition of these funds will be used to support improved student outcomes and increased parent engagement. To better serve our students in the 2026/27 school year, Mojave High School is prioritizing comprehensive academic supports and social-emotional integration. We are increasing our specialized personnel to offer tailored support for English Learners, Students with Disabilities, and our socioeconomically disadvantaged and foster youth. By focusing on multi-tiered interventions, MHS aims to prioritize improving academic outcomes, strengthen parent partnerships, and measurably improve college and career readiness for all student demographics.

According to the 2025 CA Dashboard data, the following areas require additional attention:
College and Career readiness (All students, EL, LTEL, SED, HI)
The all student group had a college and career readiness of 10.9% an increase of 3.9%, the SED students had a college and career readiness of 10.7% an increase of 3.6%, the English Learner students had a college and career readiness of 16.4%, an increase of 10.7%, the Long Term English Learner students had a college and career readiness of 18.5%, an increase of 13.9%, the Hispanic students had a college and career readiness of 12.2%, a 6.6% increase, and students with disabilities had a college and career readiness of 13%, maintaining with a 1.6% increase.
Suspensions: (All Students, SED, SWD, AA, HOM, WH)

The All Students group had a suspension rate of 11.7%, an increase of 1.6%; our SED students had a suspension rate of 12.5%, an increase of 1.7%; our African American students had a suspension rate of 25%, an increase of 5.6%; our students with disabilities had a suspension rate of 4.1%, a decrease of 7.8%; our HOM students had a suspension rate of 17.7%, and increase of 3.2%; and our white students had a suspension rate of 15.6% an increase of 8.4%.
ELA (All Students, HI, SED)
The All Students group had -202.9 DFS, a decline of -45.1 points; the HI student group is -199.3 DFS, a decline of -45.1 points; SED student group is -202.4 DFS, a decline of -46.1 DFS.
Math (All Students, HI, SED)
The All Students group had -215.5 DFS, a decline of -16 points; the HI student group is -216.3 DFS, a decline of -15.2 points; SED student group is -215.4 DFS, a decline of -11.3 DFS.
ELPI (EL, LTEL)
The EL student group in 22.1% making progress, a decline of 7.6%; LTEL student group is 23% making progress, a decline of 6.6%

Based on this data, educational partners see a continued need to support students by allocating additional personnel to develop their college and career readiness skills, improve academic outcomes, increase English learner progress, and support the reduction of suspensions on campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	March 2024 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 78% of students self-reported low risk	April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 77% of students self-reported low risk	April 2026 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 78% of students self-reported low risk	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 85% of students self-reported low risk	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 0%
5.2	Survey on Student Reporting Percent of student Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 50% of students say there is at least one adult willing to help with a personal problem.	November 2024 Survey Monitoring Platform: 53% of students say there is at least one adult willing to help with a personal problem.	November 2025 Survey Monitoring Platform: 50.5% of students say there is at least one adult willing to help with a personal problem.	Survey Monitoring Platform: 65% of students say there is at least one adult willing to help with a personal problem.	Survey Monitoring Platform: 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Survey on Student Reporting Percent of student Source: Survey Monitoring Platform-Youth Truth	December 2023 Survey Monitoring Platform-Youth Truth: 29% of our students agree that they work well with other students.	November 2024 Survey Monitoring Platform: 31% of our students agree that they work well with other students.	November 2025 Survey Monitoring Platform: 31% of our students agree that they work well with other students.	Survey Monitoring Platform: 39% of our students agree that they work well with other students.	Survey Monitoring Platform: 2%
5.4	Student Suspension Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: all students 10.7%, AA 18.2%, EL7.6%, HI8.4%, HOM25%, SED9.3%, SWD8.3%, WI 19.6% 2024 CA Dashboard FY14.3%, LTEL 9.4%	2024 CA Dashboard: all students 10.1%, AA 19.4%, EL 8.7%, FY14.3%, HI 9.5%, HOM14.5%, LTEL 9.4%, SED 10.8%, SWD 11.8%, WI 7.3%.	2025 CA Dashboard: all students 11.7%, AA 25%, EL 8.6%, FYFewer than 11 students, no data HI 9.6%, HOM17.7%, LTEL8.4%, SED 12.5%, SWD 4.1%, WI 15.6%.	CA Dashboard: all students 9%, AA 16.5%, EL 7.7%, FY10.3%, HI 6.7%, HOM10.5%, LTEL 7.4%, SED 5.3%, SWD 6.3%, WI 17.9%.	CA Dashboard: all students1%, AA 6.8%, EL 1%, FY(n/a), HI 1.2%, HOM-7.3%, LTEL-1, SED3.2%, SWD-4.2%, WI-4%.
5.5	College and Career Indicator Percent of students prepared Source: CA Dashboard	2023 CA Dashboard: All: 1.3% prepared EL: 0% prepared HI: 1.8% prepared SED: 1.5% prepared SWD: 0% prepared 2024 CA Dashboard: LTEL: 4.6% prepared	2024 CA Dashboard: All: 7% prepared EL: 5.7% prepared HI: 5.6% prepared SED: 7% prepared SWD: 11.4% prepared LTEL: 4.6% prepared	2025 CA Dashboard: All: 10.9% prepared EL: 16.4% prepared HI: 12.2% prepared SED: 10.7% prepared SWD: 13% prepared LTEL: 18.5% prepared	CA Dashboard: All: 2.3% prepared EL: 1% prepared HI: 2.8% prepared SED: 2.5% prepared SWD: 1% prepared LTEL: 6% prepared	CA Dashboard: All: 9.6% EL: 16.4% HI: 10.4% SED: 9.2% SWD: 13% LTEL: 13.9
5.6	English Learner Progress to Proficiency	2025 CA Dashboard: EL:22.1% LTEL:23%	n/a	2025 CA Dashboard: EL:22.1%	CA Dashboard: EL:25% LTEL:25%	CA Dashboard: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of English learner students making progress Source: CA Dashboard			LTEL:23%		

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.

Mojave High School continues to recognize the need to strengthen teaching, learning, and overall student well-being. Mojave has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. Goal 5 was fully implemented with additional staff hired and curriculum in use.

Successes:
Overall implementation of Goal 5 was successful, highlighted by the continued support of an additional counselor and social worker to provide intensive, individualized support. This expansion allowed for the delivery of diverse workshops and increased resource accessibility for students in need. Additionally, the integration of the EmpowerU curriculum provided a virtual coaching and tutoring framework, creating a comprehensive support system that addressed both the academic and social-emotional needs of the student population.

Challenges:
Mojave experienced no significant challenges in implementing these actions. Additional attention will be provided to ensure more students are completing lessons from the assigned curriculum, EmpowerU.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
No actions within the plan experienced a budget variance that met this criteria.

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

Action 5.1 (SEL): Action 5.1 demonstrates partial effectiveness. While CCI improved across all student groups (M5.5), overall readiness remains low (10.9%), indicating that gains are not yet sufficient to meet long-term goals. Additionally, suspension rates increased for several groups, including African American students (+5.6%) and socioeconomically disadvantaged (SED) students (+1.7%), demonstrating that the action has not yet been effective in improving school climate outcomes.

These results suggest that while tiered SEL supports and additional personnel are improving student connectedness (M5.2) and engagement (M5.3), they are not yet translating into consistent improvements in discipline or academic readiness. Greater differentiation and targeted interventions are needed.

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.

Modified metrics to include the English Learner Progress Indicator (ELPI) for the All Students, EL, and LTEL subgroups to metric 5.6. This addition was prompted by 'Red' performance levels on the Dashboard, facilitating more precise data collection and intervention tracking for students at risk of not meeting language proficiency milestones, and added to Action 2.
The description for Action 1 has been updated for clarity and transparency, ensuring the language reflects the actual daily implementation of student wellbeing initiatives.
Mojave High School has added an Action 2 Academic Support Action to its plan. This modification provides a clearer reflection of the instructional supports in place to drive student growth and academic success.
Integrated ELA (M1.6) and Math (M1.8) metrics into Goal 5, Action 2, to provide targeted academic support for subgroups in the 'Red' performance category, ensuring LCAP actions directly respond to identified achievement disparities.
Based on the 2025 California School Dashboard indicators, the goal explanations have been updated to include new student groups identified as being in the red tier.

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	Student WellBeing Support	Mojave High School will employ personnel (Social Worker) who will use data-driven Tier 1 and Tier 2 online courses, instructional practices, and curriculum to equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M5.1, M5.4, M5.5	$159,034.00	No
5.2	Academic Support	Mojave High School will employ personnel (counselors) who will use data-driven Tier 1 and Tier 2 instructional strategies and curriculum to equip students with the skills they need to improve their academic outcomes. This action will be measured by M5.5, M5.6, M1.6, M1.8	$338,663.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 30, 2027, Hesperia Community Day School (CDS) will reduce the suspension rate for Socioeconomically Disadvantaged (SED) students from the 2023 baseline of 30.9% to 23.9% or lower. This reduction will be achieved by enhancing social-emotional support systems and services, which will also improve high-quality instruction and further engage parents in their child's path to graduation.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Hesperia Community Day School (CDS) has been identified as receiving Equity Multiplier funding due to the prior year's non-stability rate of 87.5% and a socioeconomically disadvantaged rate of 77%.
According to the 2025 CA Dashboard data, the following areas require additional attention:
Suspension: (all students, SED, HI)
The All students group had a suspension rate of 16.7%, a decrease from 0.9%; our SED students had a 16.2% suspension rate, a decrease of 3.3%; and our Hispanic students had a 13.2% suspension rate, a decrease of 8.3%. Between February and March, Hesperia Community Day School conducted a comprehensive needs assessment by engaging administrators, staff, students, and families through leadership meetings, informal student dialogues, and SSC/ELAC outreach. This collaborative process included a deep dive into California Dashboard metrics, credit production, and discipline data to identify systemic gaps. Input from these educational partners emphasized the critical need to prioritize student wellbeing and social-emotional supports by allocating additional personnel and investing in focused professional development. Educational partners highlighted that expanding dedicated staff to address behavioral and emotional needs is the key to sustaining a downward trend in suspension data. These findings directly shaped our focus on expanding mental health services and social-emotional wellness to proactively address the root causes of student suspensions and improve overall stability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Student Wellbeing Survey Percent of student risk level	April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS):	April 2025 Social, Academic, and Emotional Behavior Risk	April 2026 Social, Academic, and Emotional Behavior Risk	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS):	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): -18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	65% of students who self-reported low-risk.	Screener (SAEBRS): 65% of students who self-reported low-risk.	Screener (SAEBRS): 47% of students who self-reported low-risk.	75% of students who self-reported low-risk.	
6.2	Student Suspension Rate Percent of students Source: CA Dashboard	2023 CA Dashboard: 27.1% of students suspended once or more SED: 30.9% of students suspended once or more 2025 CA Dashboard 13.2% of HI students suspended at least one day	2024 CA Dashboard: 17.5% of students suspended once or more SED: 19.6% of students suspended once or more	2025 CA Dashboard: 16.7% of students suspended once or more SED: 16.2% of students suspended once or more 2025 CA Dashboard 13.2% of HI students suspended at least one day	CA Dashboard: 20.1% of students suspended once or more SED: 23.9% of students suspended once or more HI: 10% of students suspended at least one day	CA Dashboard: All: -10.4% SED: -14.7% HI: n/a

Goal Analysis [2025-26]

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

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

Hesperia Community Day School (CDS) continues to recognize the need to strengthen teaching, learning, and overall student well-being. CDS has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. All actions in Goal 6 were implemented as planned.

Successes:
CDS fully implemented all planned actions for Goal 6. Under Action 6.1 (Mental Health Support), the successful hiring of a dedicated social worker and counselor facilitated targeted, high-impact student interventions. Action 6.2 (Professional Development) equipped staff with advanced social-emotional learning strategies, strengthening the school's collective capacity to address the diverse mental health needs of our student population.

Challenges:

A key challenge to implementing actions related to mental health supports at CDS is the continuous shifts in its student population, which makes planning for and delivering targeted interventions at the scope and frequency needed difficult.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
Goal 6, Action 2 (Professional Development) exceeded the budget due to the increased cost and higher demand for guest teachers.

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

Action 6.1 (Mental Health Support):
The effectiveness of Action 6.1 was mixed. While the addition of a social worker and counselor successfully drove a decrease in suspension rates (M6.2)—particularly for SED students, whose suspension rates decreased from 30.9% in 2023 to 16.2% in 2025, indicating clear progress toward our goal—overall social-emotional wellness metrics point to a growing challenge. The number of students considered "low-risk" has dropped from 65% to 47%, meaning more than half the student body (53%) shows signs of needing extra help with mental health, attendance, or social challenges. This shift reveals a growing vulnerability across our schools. To address this, we must move beyond simply reacting to crises and instead implement proactive, preventative measures that support students before their challenges escalate.

Action 6.2 (Professional Development):
The effectiveness of Action 6.2 was mixed. While comprehensive staff training in SEL and high-quality instruction successfully reduced suspensions (M6.2) by replacing discipline with proactive de-escalation techniques and relationship building, these same skills have led to a higher rate of identification for student needs. While wellness metrics indicate a growing challenge, they also reflect a staff that is now better equipped to recognize and report vulnerabilities that require intervention. The decline in "low-risk" students from 65% to 47% on the risk screener suggests that while behavioral outcomes are improving, continued professional development is needed to align our screening tools and deepen proactive student support.

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 description for Action 1, Mental Health Supports, has been updated for clarity and transparency, ensuring the language reflects the actual daily implementation of student wellbeing initiatives.
Based on the 2025 California School Dashboard indicators, the goal description and explanations have been updated to include new student groups identified as being in the red tier.
Metric 6.2 was removed due to data unavailability, as the student sample size was insufficient. Due to the elimination, metric 6.3 is now 6.2 (Suspension Rate)

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	Mental Health Support	Hesperia Community Day School will employ personnel (social worker and counselor) who will use data-driven tiered SEL supports and curriculum that will support and equip students with the skills they need to be resilient, self-directed learners, and reach their goals. This action will be measured by M6.1, M6.2.	$43,378.00	No
6.2	Professional Development	Hesperia Community Day School will provide professional development opportunities for teachers and staff to enhance their skills in delivering social-emotional support, high-quality instruction, and parent engagement initiatives, as well as SEL strategies, restorative discipline practices, etc. This action will be measured by M6.1, M6.2.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 30, 2027, Shadow Ridge School will improve academic achievement, English learner progress, and student engagement by increasing ELA and Math performance for English Learners and socioeconomically disadvantaged students, increasing English Learner Progress Indicator outcomes for English Learners and Long-Term English Learners by 10 percentage points, and reducing chronic absenteeism for English Learners by 5 percentage points through targeted academic, English learner, and social-emotional supports.	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.

Shadow Ridge (SR) is an independent study program that provides families with an alternative learning environment through online learning. With a high student mobility rate (56.4% non-stability) and 79.7% of students from socioeconomically disadvantaged (SED) backgrounds, these socioeconomic barriers and high mobility present unique challenges to academic achievement and continuous language development within an online instructional model. To address these needs, SR's equity multiplier goal focuses on utilizing additional funds to increase staffing to provide deeper academic and social-emotional learning (SEL) supports, while prioritizing targeted linguistic strategies for English Learners (EL) and Long-Term English Learners (LTEL). By expanding campus-level support, SR aims to improve overall school climate, boost ELA and math proficiency, and provide targeted intervention for English Learners facing attendance challenges.

According to the 2025 California School Dashboard data, these persistent challenges are directly impacting student performance and engagement, particularly in English Language Arts (ELA) and Mathematics for our EL and SED student groups. A primary catalyst for this goal was a significant decline in language acquisition metrics, which dropped both our EL and LTEL student populations into the Very Low (Red) tier for the English Learner Progress Indicator (ELPI). Specifically, English Learners at SR are currently at 32.2% making progress (a decrease of 10.9%), while the LTEL student group sits at 33.3% making progress (a decline of 11.5%).

Student engagement and school climate metrics further emphasize the necessity of this focused intervention. While chronic absenteeism among English Learners showed a modest improvement—decreasing from 22.4% to 20.9%—the rate for socioeconomically disadvantaged (SED) students rose from 19.1% to 19.9%. Educational partners recognize that a chronic absenteeism rate of around 20% across these core student groups undermines academic recovery. This goal was established to provide the additional, targeted academic supports and specialized linguistic strategies necessary to reverse these trends, ensure equitable access to ELA and math mastery, and drive meaningful student engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: -64.5 Distance from standard EL: -96.3 Distance from standard SED:-78 Distance from standard	2024 CA Dashboard: -56.7 Distance from standard EL: -75.7 Distance from standard SED:-60.4 Distance from standard	2025 CA Dashboard: All: -48 DFS EL: -62.3 DFS SED:-53.9 DFS	CA Dashboard: -54.5 Distance from standard EL:-86.3 Distance from standard SED: -68 Distance from standard	CA Dashboard: All: 16.5 EL: 34 SED: 24.1
7.2	CAASPP Math Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: All: -142.9 Distance from standard EL: -148.1 Distance from standard SED: -152.7 Distance from standard HI: -142.7 Distance from standard	2024 CA Dashboard: All: -138.3 Distance from standard EL: -144.6 Distance from standard SED: -140.5 Distance from standard HI: -138.6 Distance from standard	2025 CA Dashboard: All: -125.8DFS EL: -126.3DFS SED: -133.2DFS HI: -121.4DFS	CA Dashboard: All: -132.9 Distance from standard EL: -138.1 Distance from standard SED: -142.7 Distance from standard HI: -132.7 Distance from standard	CA Dashboard: All: 17.1 EL: 21.8 SED: 19.5 HI: 21.3
7.3	Chronic Absenteeism Percent of student Source: CA Dashboard	2023 CA Dashboard: All: 29.7% of students chronically absent SED: 32.4% of students chronically absent AA: 43.6% of students chronically absent HI: 26.5% of students chronically absent WI: 36.6% of students chronically absent	2024 CA Dashboard: All: 20.4% of students chronically absent SED: 19.1% of students chronically absent AA: 18.2% of students chronically absent	2025 CA Dashboard: All: 17.9% of students chronically absent SED: 19.9% of students chronically absent AA: 29.2% of students chronically absent	CA Dashboard: All: 24.7% of students chronically absent SED:27.4% of students chronically absent AA:38.6% of students chronically absent	CA Dashboard: All: -11.8% SED: -12.5% AA: -14.4% HI: -8.3% WI:-25.5% EL: 5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 15.3% of students chronically absent	HI: 18.9% of students chronically absent WI: 25.8% of students chronically absent EL: 22.4% of students chronically absent	HI: 18.2% of students chronically absent WI: 11.1% of students chronically absent EL: 20.9% of students chronically absent	HI:21.5% of students chronically absent WI:31.6% of students chronically absent EL: 13% of students chronically absent	
7.4	English Learner Progress to Proficiency Percent of English learners making progress Source: CA Dashboard	2025 CA Dashboard: EL: 32.2% LTEL: 33.3%	n/a	2025 CA Dashboard: EL: 32.2% LTEL: 33.3%	CA Dashboard: EL: 35% LTEL: 36%	CA Dashboard: n/a

Goal Analysis [2025-26]

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

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

Shadow Ridge School (SR) continues to recognize the need to strengthen teaching, learning, and overall student well-being. SR has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. While Actions 7.1 and 7.3 were fully implemented as planned, Action 7.2 was not implemented due to staffing challenges.

Successes:
Action 7.1 (Academic Instructional Coach) has successfully accelerated academic gains by transforming how the staff engages with student data. The TOSA has played a pivotal role in building staff capacity for the GVC while cultivating the trusting relationships necessary for instructional change. This dual focus on data-driven decision-making and engagement has resulted in more precise, effective classroom instruction and improved student outcomes.

The addition of a Social Worker and School Psychologist (Action 7.3) has allowed for a more tailored response to the individualized needs of our school community. By addressing mental health concerns and implementing school-wide SEL as a proactive measure, these roles have helped mitigate the unique challenges within the SR community.

Challenges:

Action 7.2 was not implemented during the 2025–2026 school year. Despite recruitment efforts, SR was unable to secure a qualified bilingual candidate whose availability aligned with the program's operational hours.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.
A material difference for Goal 7 Action 2 (EL Academic Support) occurred as the site was unable to hire the bilingual assistant to support their multilingual students.

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

Action 1 (Academic Support):
Through the targeted support of the Instructional Coach (Action 7.1), SR saw significant growth in core academic areas, highlighted by an overall 8.7-point gain in ELA (M7.1) and a 12.5-point gain in math (M7.2). This progress was driven by sub-group improvements, including a 34-point increase for English Learners (EL) and a 24.1-point increase for Socioeconomically Disadvantaged (SED) students in ELA. In Math, growth was further propelled by a 21.8-point increase for EL, a 19.5-point increase for SED, and a 21.3-point increase for Hispanic (HI) students.
This intentional focus on instructional practices also yielded a positive shift in overall school culture, evidenced by an overall 2.5% decrease in chronic absenteeism (M7.3). Within this metric, SED students saw a notable 12.5% decrease and HI students experienced an 8.3% decrease, though EL chronic absenteeism increased by 5.6%. The site continues to prioritize student success and target specific student group needs through refined teaching practices.

Action 2 (EL Academic Support):
Action 7.2 was not effective due to a lack of implementation. Despite this, EL students demonstrated academic gains, likely due to the combined impact of Actions 7.1 and 7.3. However, the absence of dedicated EL support limited the ability to fully address the specific needs of multilingual learners.

Action 3 (SEL Support):
Through a multi-tiered support model, the addition of a counselor and a social worker (Action 7.3) has transformed student engagement by balancing resilience-building with tailored, individual interventions. These proactive efforts successfully reduced district-wide chronic absenteeism by 2.5%, yielding significant subgroup breakthroughs: White student chronic absenteeism decreased by 25.5% to 11.1%, and African American student absenteeism decreased by 14.4% to 29.2%. This data underscores the critical role of targeted mental health and social supports in ensuring vulnerable student populations are present and prepared for academic success.

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

Modified metrics to include the English Learner Progress Indicator (ELPI) for the EL and LTEL subgroups in metric 7.4. This addition was prompted by 'Red' performance levels on the Dashboard, facilitating more precise data collection and intervention tracking for students at risk of not meeting language proficiency milestones, and added to Action 2 (EL Academic Support).

Goal 7, Action 2 (EL Academic Support) has been adjusted from two bilingual assistants to one. The findings have shown that having one bilingual assistant will meet the needs of our EL population at this time. There has been a change to the expenditure in Goal 7, Action 2, to adjust for the decrease in personnel costs.

The description for Goal 7, Action 2 has been updated for clarity and transparency, ensuring the language reflects the actual daily implementation of EL Academic Support.

Based on the 2025 California School Dashboard indicators, the goal description and explanations have been updated to include new student groups identified as being in the red tier.

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
7.1	Academic Support	Shadow Ridge School will employ personnel (teacher on special assignment) and provide intervention who will equip students with academic support to reach their goals. This action will be measured by M7.1 and M7.2.	$180,000.00	No
7.2	EL Academic Support	Shadow Ridge will employ one bilingual assistant to provide targeted academic and language support for English Learners, including progress monitoring and direct student assistance. This action will be measured by M7.1, M7.2, M7.4	$60,000.00	No
7.3	Social Emotional Support	Shadow Ridge School will employ (counselor) and contract personnel (social worker, psychologist, and counseling services) who will equip students with the skills they need to be resilient, self-directed learners and reach their goals. This action will be measured by M7.3.	$493,947.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June 30, 2027, Lime Street Elementary will improve equitable outcomes by reducing the ELA and Math Distance From Standard (DFS) for all students and subgroups by a minimum of 5 points. Additionally, the school will reduce chronic absenteeism for all students and identified subgroups from 48.3% to 43.3%. These targets will be achieved by integrating social-emotional and behavioral supports that strengthen high-quality instruction and foster meaningful parent engagement in student success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Lime Street Elementary fell below the 25% non-stability rate so they no longer qualify for additional funding. However, the goal may be maintained based on carryover funding and/or continued need.The addition of these funds will be used to target literacy instruction, intervention and enrichment opportunities, build staff capacity, and increase student support and supervision.

According to the CA Dashboard data, the following areas require additional attention:
ELA (All students, EL, SED, SWD, AA, HI): The All Students group scored -72.5 DFS (increase of 14.1); English learners are -77 DFS (increase of 19.5); SED students are -74.5 DFS (increase of 16.7); students with disabilities are -90.8 DFS (increase of 15.6); African American students are -88.3 DFS (increase of 24.3); and Hispanic students are -73.5 DFS (increase of 11.3).
Math (All students, EL, SED, SWD, AA, HI): The All Students group is -108.5 DFS (increase of 5.6); English learners are -113.9 DFS (increase of 10.9); SED students are -113.1 DFS (increase of 3.1); students with disabilities are -128.2 DFS (increase of 8.3); African American students are -132 DFS (increase of 12.2); and Hispanic students are -106.3 DFS (increase of 5.7).
Suspension Rates (FY): Foster Youth students had a decline of 6.1% in suspension rates to 0%.
Chronic Absenteeism (AA, EL, HI, HOM, SED, SWD, WH): African American students are 60.2% (+3.8%); EL students are 37.3% (+3.5%); HI students are 47.7% (+6.2%); HOM students are 71.8% (+14.2%); SED students are 51.9% (+5.3%); SWD are 50.8% (+9%); and WH students are 40.2% (-0.2%).

To address these gaps in achievement and attendance, and directly reflecting educational partners' feedback, the school will utilize Equity Multiplier funds to improve early literacy instruction and expand intervention and enrichment programs. This valuable input has led to additional support in the areas of literacy instruction, interventions, and enrichment opportunities, alongside increased staffing for student

support, behavior, and supervision. By investing in these collaborative, targeted academic and structural supports, we aim to sustain and accelerate the growth observed in ELA and Math across all student groups.

Furthermore, the school will prioritize building staff capacity and increasing personnel support to directly manage student well-being, supervision, and behavioral needs. This comprehensive approach ensures that while academic deficits are addressed through targeted instruction, the social-emotional and environmental barriers—evidenced by high chronic absenteeism and non-stability rates—are mitigated through enhanced supervision and a stronger support network for our most vulnerable learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Chronic Absenteeism Percent of student Source: CA Dashboard	2023 CA Dashboard: all students48.3%, AA 62.3%, EL34%, FY37.9%, HI44.8%, HOM 73.2%, SED50.8%, SWD50.3%, WI 51.5%.	2024 CA Dashboard: all students 44.4%, AA 56.4%, EL 33.8%, FY34.5%, HI 41.5%, HOM 57.6%, SED 46.5%, SWD 41.8%, WI 40.5%.	2025 CA Dashboard: all students 48.7%, AA 60.2%, EL 37.3%, FY52.9%, HI 47.7%, HOM71.8%, SED 51.9%, SWD 50.8%, WI 40.2%.	CA Dashboard: all students 43.3%, AA 57.3%, EL 23.8%, FY24.5%, HI 31.5%, HOM 68.2%, SED 36.5%, SWD 31.8%, WI 46.5%.	CA Dashboard: all students 0.4%, AA -2.1%, EL 3.3%, FY 15%, HI 2.9%, HOM -1.4%, SED 1.1%, SWD 0.5%, WI -11.3%.
8.2	Student Suspension Rate Site Level Percent of students Source: CA Dashboard	2023 CA Dashboard: all students2%, AA 6.4%, EL0.6%, FY 6.3%, HI0.7%, HOM0%, SED2.2%, SWD3.3%, WI4.3%.	2024 CA Dashboard: all students2%, AA 4%, EL0.6%, FY 6.1%, HI1.5%, HOM2.9%, SED1.9%, SWD 3.8%, WI 4.4%	2025 CA Dashboard: all students1.9%, AA 3%, EL0.7%, FY 0%, HI1.8%, HOM0%, SED2.1%, SWD 2.6%, WI 1.1%	CA Dashboard: all students 1%, AA 4.4%, EL0.4%, FY 4.3%, HI 0.5%, HOM 0%, SED1.2%, SWD 2.3%, WI 3.3%.	CA Dashboard: all students: -0.1 % AA-3.4%, EL0.1%, FY -6.3%, HI1.1%, HOM0%, SED-0.1%, SWD-0.7%, WI-3.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.3	Student Wellbeing Survey Percent of student risk level Source: Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	March 2024 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 71% of students self-reported low risk	April 2025 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 67% of students who self-reported low-risk.	April 2026 Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 72% of students who self-reported low-risk.	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 75% of students self-reported low risk	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): 1%
8.4	CAASPP ELA Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: all students -80.8DFS, AA -112.4DFS, EL -86.8DFS, HI-74.9,DFS HOM-88.6DFS, SED -88.8DFS, SWD-101.7DFS, WI-65DFS	2024 CA Dashboard: all students -86.6, AA -112.6, EL -96.5, HI -84.8, HOM-60.2, SED -91.3, SWD -106.5, WI -65.6.	2025 CA Dashboard: all students -72.5, AA -88.3 EL -77, HI -73.5, HOM-52.4, SED -74.5, SWD -90.8, WI -51.8.	CA Dashboard: all students -70.8, AA -102.4, EL -76.8, HI -64.9, HOM-78.6, SED -78.8, SWD -86.7, WI -55.	CA Dashboard: all students 8.3, AA 24.1, EL 9.8, HI1.4, HOM36.2, SED 14.3, SWD10.9, WI13.2
8.5	CAASPP Math Difference from standard (DFS) Source: CA Dashboard	2023 CA Dashboard: all students-108.3, AA -140.4, EL-106, HI-102.7, HOM-99.1, SED-115, SWD-131.3, WI-83.6.	2024 CA Dashboard: all students -114.1, AA -144.3, EL -124.7, HI -112, HOM-108.2, SED -116.1, SWD -136.5, WI -89.	2025 CA Dashboard: all students -108.5 AA -132, EL -113.9, HI -106.3, HOM-103, SED -113.1, SWD -128.2, WI -90.3.	CA Dashboard: all students-98.3, AA -130.4, EL -96, HI -92.7, HOM-89.1, SED -105, SWD -121.3, WI -73.6.	CA Dashboard: all students-0.2, AA 8.4 EL-7.9 HI-3.6, HOM-3.9, SED1.9, SWD3.1 WI-6.7.

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.

Lime Street continues to recognize the need to strengthen teaching, learning, and overall student well-being and has been working collaboratively through their Leadership Team, School Site Council, and parent/community committees to reach their goals. Overall, Goal 8 has reached partial implementation due to specific attendance challenges that impacted our original timeline. Goal 8, Action 1 (Professional Development) was partially implemented as planned due to lower staff turnout for after-school trainings, and Goal 8, Action 2 (Parent Workshops) was also partially implemented as planned due to challenges with parent attendance. To better meet the needs of our families and educational partners, we are revising our parent engagement strategies to more effectively align resources and offer professional development options at varying times to maximize participation.

Successes:

Lime Street Elementary proactively addressed the identified need for early literacy instruction by training staff in targeted professional development on early literacy. This initiative, aligned with Goal 8, Action 1, has influenced instructional practices within our primary grades. Furthermore, the dedicated Teacher on Special Assignment (TOSA) has made significant strides in developing and implementing a comprehensive intervention system, collaborating with staff to deepen their understanding of multitiered systems of support designed to address the diverse needs of all students (Goal 8, Action 4). Our Behavior TOSA has worked collaboratively with staff, students, and families to provide targeted interventions and supports to struggling students (Goal 8, Action 3). Budgeted contract services were not utilized this fiscal year, leaving some funds unspent.

Challenges:

Implementation of Goal 8, Action 2, faced challenges due to low workshop attendance and a need to rebuild relational trust with our high-mobility and socioeconomically disadvantaged families. We have identified that traditional engagement formats are not successful in incentivizing participation or addressing the specific cultural and practical needs of our community. The school is moving toward a restructured model that prioritizes flexible, survey-driven content and more personalized outreach to bridge the gap between home and school.

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.

For the purposes of this plan, a material difference is defined as a variance of 50% or more from the originally budgeted amount.

A material difference occurred in Goal 8, Action 1 (Literacy Support) because the number of staff members available for over-contract, after-school professional development was lower than expected. As a result, the funds allocated for hourly compensation were not fully utilized.

A material difference for Goal 8, Action 2 (Parent Engagement) occurred because participation rates for in-person events were lower than originally projected, and traditional workshop models failed to generate meaningful participation among our high-need student populations. As a result, expenditures for materials, contracted speakers, and workshops were not fully utilized.

A material difference occurred in Goal 8, Action 3 (Student Wellbeing Support) and Action 4 (Intervention Support) because the budgeted contracted services were not utilized this fiscal year, leaving these funds unspent.

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

Lime Street remains focused on improving instructional practices, specifically in early literacy, and will continue to train and support staff in building a responsive system of supports that address the needs of their students in academics and student well-being.

Action 8.1 (Literacy Support):
The implementation of Goal 8, Action 1, which focused on specialized staff training in early literacy practices, proved highly effective as evidenced by the growth across all CAASPP student groups (M8.4). The All Students group demonstrated a strong upward trajectory with an 8.3 point increase (-72.5 DFS), while critical subgroups showed even more progress, most notably African American students with a 24.1 point gain and English Learners with a 9.8 point increase. Furthermore, the double-digit gains among Socioeconomically Disadvantaged students (+14.3) and Students with Disabilities (+10.9) validate that the targeted professional development successfully equipped teachers with the instructional strategies necessary to address learning gaps.

Action 8.2 (Parent Engagement):
Overall parent engagement was hindered by the limited progress of Goal 8, Action 2, as traditional workshop models failed to drive meaningful participation among our high-need student populations. Concurrently, student attendance (M8.1) showed stagnant growth, with chronic absenteeism remaining high at 48.7%. To reverse this trend, Lime Street is restructuring its outreach efforts to center student and family voice, ensuring future engagement opportunities are both accessible and directly responsive to community needs.

Action 8.3 (Student Well-being Support):
Goal 8, Action 3 has proven effective in strengthening the school's social-emotional and behavior foundation, with the Behavior TOSA building staff capacity to maintain low suspension rates across all demographics. According to the 2025 CA Dashboard (M8.2), the "All Students" suspension rate remains low at 1.9%, with Foster Youth and Homeless groups at 0% and English Learners at 0.7%. This positive climate is further evidenced by a 1% increase in the SEL Risk Screener (M8.3), with 72% of students now self-reporting as "low-risk."

Action 8.4 (Intervention Support):
Goal 8, Action 4 has been effective in accelerating academic growth through the work of a dedicated Intervention TOSA focused on Tier 2 and Tier 3 supports. ELA outcomes (M8.4) showed impressive gains, particularly for African American students (+24.1 points) and English Learners (+9.8 points). In Math (M8.5), the TOSA's coordination kept overall performance stable (-0.2 points) while securing a notable 8.4-point increase for African American students. These data points confirm that specialized intervention personnel are essential for narrowing achievement gaps and supporting our highest-need students.

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.

Action 8.1 (Literacy Support): A material variance occurred because fewer staff than anticipated participated in over-contract, after-school professional development. However, sustaining this action remains a priority to ensure new staff are onboarded and supported in foundational literacy practices.

Action 8.2 (Parent Engagement):A material variance occurred because lower-than-projected attendance and ineffective workshop models for high-need families left funds for materials and speakers underutilized. This action has been adjusted to review practices and reenvision parent engagement to better meet community needs.
Action 8.3 (Student Wellbeing Support): A material variance occurred because budgeted contract services were underutilized. This action has been adjusted to expand specialized personnel through over-contract hours and additional staffing to provide targeted behavioral supports.
Action 8.4 (Intervention Support): A material variance occurred because budgeted contract services were underutilized. This action has been adjusted to expand specialized personnel through over-contract hours and additional staffing to provide targeted academic supports.
Based on the 2025 California School Dashboard indicators, the goal descriptions and explanations have been updated to include new student groups identified as being in the red tier.

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
8.1	Literacy Support	Lime Street Elementary School will provide early literacy training for teachers, instructional staff, and administrators to increase the English language arts proficiency principally directed at English learners, African American, and low-income students. This action will be measured by M8.4.	$5,000.00	No
8.2	Parent Engagement	Lime Street Elementary School will provide families with opportunities to act as resources for the overall community and more specifically English Learner families. This could include training, coaching, and support to build connections and parent education.This action will be measured by M8.1 and M8.2.	$2,000.00	No
8.3	Student Wellbeing Support	Lime Street Elementary School will hire one Teacher on Special Assignment (TOSA). The TOSA will provide push-in support for students who present with behavioral challenges. The TOSAs will coach staff and students to develop the SEL competencies needed to support student and staff overall success. Additionally, contracted services, over contract hours, and additional personnel will be added for counseling, social worker, school psychologist, and structured activities for students. This action will be measured by M8.2 and M8.3.	$590,961.00	No

Action #	Title	Description	Total Funds	Contributing
8.4	Intervention Support	Lime Street Elementary School will hire two Teachers on Special Assignment (TOSA). The TOSAs will provide intervention for upper-grade students in need of Tier 2 and Tier 3 academic support to increase English language arts and math proficiency. This action is principally directed towards English learners, low-income, and African American students. This action will be measured by M8.4 and M8.5.	$395,000.00	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
$76,785,410	$8,642,671

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
29.879%	5.279%	$13,118,637.39	35.158%

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:** Access to a guaranteed and viable curriculum **Need:** The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY)	To increase academic achievement in ELA and Math, the Educational Services Division of HUSD is working on a district-wide plan to improve teaching and learning across all grade levels to support low-income, English learners, and foster youth. The plan includes providing all students with supplemental access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive additional content, knowledge, and skills, and that these are	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
	scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS. Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening the district-wide plan includes providing all students with supplemental access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive the same content, knowledge, and skills and that these are aligned with state standards and additional support. The data demonstrates a disparity between the all Student group and the EL, FY, and LI student academic outcomes, therefore highlighting the need to increase the supplemental resources related to guaranteed viable curriculum to these identified groups in order to ensure timely supports are provided. **Scope:** LEA-wide	aligned with state standards and additional support while also aligning the district's goals with teaching practices. Focusing supplemental supports on a guaranteed and viable curriculum to ensure coherence in the teaching and learning. The district is particularly focused on improving math and literacy through professional development provided district-wide for teachers on effective instructional strategies that will implemented across the district. A guaranteed and viable curriculum is crucial for teachers, ensuring all students within a grade level are exposed to the same essential knowledge and skills. Educational researcher Robert J. Marzano emphasizes this, stating, "If schools are to establish a truly guaranteed and viable curriculum, those who are called upon to deliver it must have both a common understanding of the curriculum and a commitment to teach it" [1]. This shared foundation creates equity and allows teachers to focus on effective instructional methods within a clear framework. The research states that All Students gain from a district-wide identified guaranteed viable curriculum. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
1.2	**Action:** Student Progress Monitoring	To increase academic achievement in ELA and Math, the Educational Services Division will	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: March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS. Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. The data demonstrates a disparity between the all Student group and the EL, FY, and LI student academic outcomes, therefore highlighting the need to increase the progress	continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. During weekly grade-level and department collaboration meetings, staff will review student data, share best practices, and plan instructional strategies to address student needs based on the screener's and other assessments' results. Cycles of inquiry are a powerful tool for continuous improvement and are used in fields like education and leadership. They follow a cyclical process of identifying an area for growth, researching and planning solutions, implementing those changes, and then reflecting on the results to inform future actions. As researcher Kathy Murdoch reminds us, "The cycle of inquiry is not meant to be overly prescriptive," but rather a framework to guide thoughtful exploration and move learners "from the known into the unknown." Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	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
	monitoring of these identified groups in order to ensure timely interventions and supports are provided. **Scope:** LEA-wide		
1.3	**Action:** Instructional Support: Certificated **Need:** March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS, Foster Youth (FY) scored -111.4 DFS, and low-income (LI) scored -104.7 DFS.	To increase academic achievement in ELA and Math, the Personnel Services Division will maintain adequate staffing to reduce class sizes. The reduction of class sizes at school sites across the district will increase opportunities for students to engage in the curriculum and expand access to an understanding of essential learning principally directed to our English learners, low-income, and foster youth. Class size reduction has been shown to significantly improve student achievement, especially for disadvantaged students, leading to higher test scores and grade point averages. Additionally, smaller classes foster a more positive learning environment, allowing for increased teacher-student interaction and personalized attention. As John Hattie, an educational researcher, states, "Reducing class size is one of the most powerful interventions we have to improve student achievement." Research shows that reducing class sizes and providing adequate staffing help create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	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
	Based on feedback provided by families of foster youth through the Youth Truth survey, English learners noted a need for stronger academic programs. The data demonstrates a disparity between the all Student group and the EL, FY, and LI student academic outcomes, therefore highlighting the need to continue to provide reduced class sizes and adequate staffing of classrooms for these identified groups in order to ensure expanded access to learning. **Scope:** LEA-wide		
1.4	**Action:** Access to Technology **Need:** March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY)	To increase academic achievement in ELA and Math, the Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth. There is cause for renewed optimism about technology use in education. Compounding evidence suggests that large gains in student achievement are possible when digital tools are leveraged to enhance highly reliable instructional and learning strategies. The author's investigation efforts aim to develop a more precise language and set of ideas to discuss, enact, and evaluate high-impact uses of digital tools in education. In order to meaningfully consider effective	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
	scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS. Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on utilizing technology in support of the academic support in the classroom. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to technology to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	pedagogical methods, one must take into consideration the larger context in which learning environments exist. The digital age has arguably given rise to drastic changes in the way we live, learn, and work. A learner entering K-12 education systems in the digital age will arguably need to gain more knowledge and master more skills than any previous generation in order to navigate the growing complexities of life and work in the digital age (Magana, 2019). Research shows that by providing student technology creates a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
1.5	**Action:** Universal Access **Need:** EOY 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%.	To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide early learning opportunities for students who qualify as low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills.	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
	EOY 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%. Early learning opportunities are crucial for low-income, foster youth, and socioeconomically disadvantaged (SED) students due to various needs and conditions. Research shows that children often start school with fewer academic skills due to limited access to quality early education and fewer resources at home; the National Institute for Early Education Research highlights that high-quality early learning programs can provide a strong foundation in literacy, numeracy, and social skills. This is essential given that 85% of kindergarten students meet academic standards based on the district ESGI assessment, indicating that those not meeting standards need extra support to catch up. Feedback from educational partners emphasizes the need for stronger early-learning programs. The Youth Truth survey reveals that families of foster youth, English learners, and low-income students see a critical need for enhanced academic programs. These families face challenges such as instability and language barriers, hindering academic success. Early learning initiatives can address these challenges, leveling the playing filed and ensuring equal opportunities for success. Early intervention is vital for closing achievement gaps and	Through vertical alignment on site with the teachers of PK, TK, K, and 1st, the success, challenges, and next steps for implementation are outlined for implementation. Common assessment language in PK (DRDP), K (ESGI), and 1st grade with iReady allow for data monitoring. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady, ESGI and DRDP assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups. Rober Carr from Standford School of Public Policy (2021) found the benefits of ECE may be more likely to persist in a policy context in which educational systems promote the alignment of content standards, curriculum, and classroom quality across preschool and elementary schools. Such alignment will require cooperation and collaboration between ECE programs (Head Start, state-funded pre-K, Title I preschool, and other community-based providers) and local education agencies, as well as state and federal policies to incentivize this work. Research shows that providing an early learning program LEA-wide, while focusing on English learners, foster youth, and socioeconomically disadvantaged students, ensures access to quality education for all students, fostering a diverse learning environment and benefiting cognitive and social-emotional development across the district.	

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
	promoting long-term educational success, supporting the broader goal. **Scope:** Schoolwide		
1.6	**Action:** Instructional Support: Instructional Coach **Need:** March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.	To increase academic achievement in ELA and Math, the Educational Services Division will provide instructional coaching to promote innovative practices, ensure equity, and increase student achievement principally directed for English learners, low-income, and foster youth students. Instructional coaches are invaluable assets to schools, providing teachers with personalized support to enhance their instructional practices. As Jim Knight states, "Coaching is not about telling teachers what to do, but rather empowering them to discover their own solutions." This collaborative approach leads to increased teacher efficacy, ultimately resulting in improved student outcomes. An LEA-wide initiative ensures consistent implementation and integration of programs within the district’s educational framework, supporting a cohesive strategy that enhances overall student outcomes and supports long-term educational goals.	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
	Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening the district-wide plan includes providing all students with sites that engage in progessional learning around guaranted viable curriculm in a focus on reducing the variance across the district. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased focus on instructional support and professional learning to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math. **Scope:** LEA-wide		
1.7	**Action:** Professional Development **Need:** March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows student outcomes for All Students is 23% at or above	To increase academic achievement in ELA and Math, the Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and	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
	grade level, English Learners (EL) scored 9% and low income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS. Feedback provided through staff input, a need for further professional development to support the identified student groups, low-income and English learners. In response, a focus on strengthening the district-wide plan includes providing all students with access to a guaranteed and viable curriculum or a school-level model that ensures that all students receive the same content, knowledge, and skills and that these are aligned with state standards and additional support while also aligning the district's goals with teaching practices. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased professional development	Wellness, etc. This action is principally directed to students qualifying as low-income, English learner, and foster youth. Professional development is crucial for teachers to stay effective educators. As educational researcher Noam Chomsky said, "If you're teaching today what you were teaching five years ago, either the field is dead or you are," highlighting the ever-evolving nature of education. These programs equip teachers with new instructional methods, technological advancements, and knowledge of best practices, ultimately leading to improved student learning and a more fulfilling teaching experience. Implementing programs LEA-wide ensures that all students, including English Learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students, have equitable access to quality educational resources, preventing any group from falling behind the others.	

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 be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math. **Scope:** LEA-wide		
1.12	**Action:** College & Career Preparation **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%, and Foster Youth (FY) scored 15.38% and low-income (LI) scored 33.78%. The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards, English Learners (EL) scored 2.63%, and Foster Youth (FY) scored 12.50%, and low income (LI) scored 12.93%. The 2023 CA Dashboard shows that 93% of all students, 73.8% of foster youth, 90.1% of English Learners, and 92.6% low-income graduate high school within four years. Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for	To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide 3 College and Career Readiness Counselors and support staff principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, and support Career Technical Education (CTE) pathway expansion. According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza	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
	continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness with our counselors specifically support students. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased student support in college and career readiness with additional counselors to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** LEA-wide	(2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only. Research shows that by providing additional college and career readiness counselors to create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
1.15	**Action:** College and Career Preparation: Career Technical Education **Need:** EL students may struggle with traditional academic paths. CTE and dual enrollment programs can increase engagement by offering diverse learning modalities and pathways to success that are not solely reliant on language proficiency. Additionally, Many foster youth need to become self-sufficient at a younger age. CTE programs provide practical skills and certifications that can lead to immediate employment opportunities, supporting their transition to independence.	To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups, allowing students to be career-ready as they graduate. According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align	This action will be measured by the metrics identified in the action description.

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	These students might face economic pressure to enter the workforce early. Dual enrollment and CTE programs allow them to gain college credits and workforce skills while still in high school, reducing the time and cost of obtaining a degree or certification. CCI data shows all students are 51.4% prepared, and foster youth students are 22.5% prepared, English learner students are 40.3% prepared and low-income students are 48.6% prepared Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel prepared. In response, continued support in the area of career technical education access and growth throughout the district. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students, therefore highlighting the need for increased access to career technical services and dual enrollment to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** LEA-wide	skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only. The research states that All Students gain from career technical education pathways. Research shows that providing increased access to career technical education and dual enrollment which helps create a responsive and adaptive learning environment. A district-wide approach creates a diverse and inclusive learning environment where students from different backgrounds can interact and learn from each other, enriching the educational experience for everyone.	

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1.16	**Action:** AVID **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%, and Foster Youth (FY) scored 15.38% and low-income (LI) scored 33.78%. The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards, English Learners (EL) scored 2.63%, and Foster Youth (FY) scored 12.50%, and low income (LI) scored 12.93%. The 2023 CA Dashboard shows that 93% of all students, 73.8% of foster youth, 90.1% of English Learners, and 92.6% low-income graduate high school within four years. Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel prepared. In response, continued support in the area of the AVID courses offered, professional learning in AVID strategies, and AVID Excel programs at sites to increase college and career preparedness.	To increase academic achievement in ELA and Math, the Educational Services Division will continue to implement and support the AVID courses offered, professional learning in AVID strategies, and AVID Excel programs at sites to increase college and career preparedness. According to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only. The research states that All Students gain from AVID programs. Research shows that by providing access to AVID will create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	This action will be measured by the metrics identified in the action description.

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	The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to AVID strategies and learning to be provided to respond to the needs of these identified student groups.The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** LEA-wide		
1.17	**Action:** Intervention/Enrichment/Acceleration **Need:** March 2024 iReady ELA shows student outcomes for All Students: 27% at or above grade level, English Learners (EL) scored 9%, and low-income (LI) students scored 23%. March 2024 iReady Math shows that student outcomes for all students are 23% at or above grade level, English Learners (EL) scored 9%, and low income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS.	To increase academic achievement in ELA and Math, the Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU A-G credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our students qualifying as English learners, foster youth, and low-income to receive academic support. In order to generate meaningful impacts, early learning experiences need to be rich and engaging. Implementing a high-quality preschool program well—offering compensation and support that attract and retain a highly qualified workforce; a program day that provides adequate, productive learning time and activities; and child assessments used to individualize learning—is complex and often expensive (Meloy, Gardner, Darling-Hammond, 2019). The research in this paper overwhelmingly showed that early intervention is an important component in special education. The	This action will be measured by the metrics identified in the action description.

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	The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS. Feedback provided through the Youth Truth survey by foster youth, English learners, and low-income students noted a need for continued college and career readiness support, with 40% reporting they feel prepared. In response, continued support in the area of tutoring, intervention and learning recovery to support students in graduating high school prepared for college and career. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased services to be provided to respond to the needs of these identified student groups.The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math. **Scope:** LEA-wide	research supported the idea that there are, in fact, multiple benefits associated with early intervention education that is vital for the success of students (Fortunato, 2008). Paraprofessionals provide small-group instruction to students, assist teachers in meeting the needs of special education students, and offer behavioral support and supervision. Offering programs across the entire district allows for more efficient use of resources and funding, enabling schools to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups.	
1.18	**Action:** Dual Language Immersion **Need:** March 2024 iReady ELA shows student outcomes for All Students is 27% at or above	To increase academic achievement in ELA and Math, the Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based	This action will be measured by the metrics identified in the action description.

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	grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS. Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening programs offered in the district. Dual Language Immersion is a program that would increase student learning and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased academic programs to be provided	instructional materials and resources, additional instructional staffing, ensuring adequate professional development for staff, and purchasing necessary supplemental materials. Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade-level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence. Dual-language immersion schools, which provide native English speakers and English learners (ELs) with general academic instruction in two languages from kindergarten onward, have shown recent and rapid proliferation in the United States (Steele et al., 2017). The research states that All Students gain from a Dual Language Immersion program. Research shows that by providing additional education programs help to create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	

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	to respond to the needs of these identified student groups.The district is committed to providing additional programs, Dual Language Immersion. **Scope:** Schoolwide		
1.19	**Action:** Supplemental Supports to Academics **Need:** March 2024 iReady ELA shows student outcomes for All Students is 27% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 23%. March 2024 iReady Math shows student outcomes for All Students is 23% at or above grade level, English Learners (EL) scored 9% and low income (LI) scored 19%. The 2023 CA Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -56.9 Distance from Standard (DFS), English Learners (EL) scored -81.2 DFS and Foster Youth (FY) scored -78.3 DFS and low income (LI) scored -67.8 DFS. The 2023 CA Dashboard shows student outcomes on the CAASPP Mathematics for All Students at -95.1 Distance from Standard (DFS), English Learners (EL) scored -113.1 DFS and Foster Youth (FY) scored -111.4 DFS and low income (LI) scored -104.7 DFS.	To increase academic achievement in ELA and Math, the Educational Services Division will continue to provide support to school sites to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, field trips, transportation, athletics, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports. Supplemental instructional materials and services offer valuable support to enhance student learning by providing additional resources and expertise. As David Sousa states, "Differentiated instruction is about honoring students' readiness levels, interests, and learning profiles." These materials and services can help bridge learning gaps, cater to diverse needs, and foster a more engaging and effective learning environment. The research states that All Students gain from supplemental supports to school sites. Research shows that by providing supplemental academic supports specifically identified by the site helps create a responsive and adaptive learning environment that meets the needs of every	This action will be measured by the metrics identified in the action description.

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	Feedback provided through the Youth Truth survey by families of foster youth, English learners noted a need for stronger academic programs. In response, a focus on strengthening programs offered in the district. Supplemental academic supports are increased to develop a stronger intentional educational program. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased services to be provided to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in ELA and Math. **Scope:** LEA-wide	student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.1	**Action:** District Assessment: Wellbeing **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%). The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our	To increase student well-being and school climate, the Educational Services Division will continue to provide a universal student well-being screener to monitor student well-being regularly. Staff will review student data based on the screener's results and other assessments to address student needs. Progress monitoring is a method frequently used in education, as described by Dr. Gene Kerns, Chief Academic Officer at Renaissance Learning. It involves the ongoing, frequent collection of data to measure student performance, rate of	This action will be measured by the metrics identified in the action description.

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	low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Educational Partner feedback shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased progress monitoring and student voice avenues to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	improvement, and response to instruction or intervention. Progress monitoring will be used as a component of the integrated Multi-Tiered System of Support to meet the needs of students at the moment. The research states that All Students gain from the regular use of district assessments and outcomes. Research shows that progress monitoring helps create a responsive student well-being program that meets the needs of every student by providing timely, actionable data. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.2	**Action:** Student/Staff/Family Emotional Health **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%). The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our	To increase student well-being and school climate, the Information Technology and Communication Division will partner with Care Solace to provide mental health services to students, staff, and families to support student well-being. The Care Solace online resource provides a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services. According to Caine Christensen, LCSW, PPSC, Care Solace has been a tremendous resource for students and families. He credits Care Solace's	This action will be measured by the metrics identified in the action description.

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	low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Educational Partner feedback shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to mental health services to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	persistence and diligence in helping students and families find the help they need to improve their emotional and mental well-being. District-wide use of the platform allows access to be offered to students, families, and staff. The research states that All Students gain from online resource providers. Research shows that by providing timely, access to mental health services helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.4	**Action:** Mental Health Support **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%). The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our	To increase student wellbeing and school climate, the Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career. According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They	This action will be measured by the metrics identified in the action description.

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	low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased mental health supports to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments. The research states that All Students gain from the addition of mental health supports. Research shows that by providing additional mental health services helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.5	**Action:** Social Emotional Support **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%). The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our	To increase student wellbeing and school climate, the Educational Services Department will continue to employ additional counselors to provide layered academic and social-emotional support principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress towards decreasing chronic absenteeism. According to Layola Marymount University, school social-emotional and mental health specialists are critical members of school teams, providing support for students, teachers, and parents. They	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
	low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased social emotional support to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments. The research states that All Students gain from the addition of social-emotional supports.Research shows that by providing timely social-emotional supportdone helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.6	**Action:** Behavior Interventions **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%). The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our	To increase student well-being and school climate, the Educational Services Department will continue to employ two Board Certified Behavior Analysts and employ 6 behavior intervention specialists to help teachers provide behavior support, principally directed for our English Learners, low-income and foster youth, who have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning. According to The Education Trust (2019), school counselors provide critical social-emotional and	This action will be measured by the metrics identified in the action description.

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	low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased access to behavior intervention practices to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	academic support as part of a school support team. BCBA and Public Education: Rationale and Guidelines state that through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path to postsecondary success. Schools are faced with significant needs related to managing issues related to students who present with complex behavioral needs. BCBAs are specialists who are able to guide programs for managing challenging behaviors and complex instructional issues. Working within a team structure to promote socially positive and adaptive behaviors for students, BCBAs can augment the work done by school psychologists, guidance counselors, teachers, and other school professionals. The research states that All Students gain from the implementation of behavioral intervention supports. Research shows that by providing timely behavior intervention practices helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.7	**Action:** Tiered Supports **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).	To increase student well-being and school climate, the Educational Services department will continue to employ a coordinator and psychologist to work with sites to implement Tier 1, Tier 2, and Tier 3 academic and behavioral systems of support for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs.	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 district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased tiered supports and resources to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	Schools that use the MTSS framework have shown ongoing improvements in students' academic performance. Studies also show expulsions, behavior referrals, and suspensions have decreased. MTSS is designed to help every student succeed and for every teacher to know how to help their students. LEA has determined to continue with the actions listed above in supporting improved academic, social and behavioral outcomes for our unduplicated student groups. The research states that All Students gain from the implementation of tiered supports. Research shows that by providing timely, actionable data, tiered supports helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.8	**Action:** Student Support and Access **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).	To increase student well-being and school climate, the Educational Services Division and Student Services Department will continue to provide services during the school day that support academic, behavioral, and social-emotional support. Including a safe and media-rich campus and access to culturally responsive libraries, principally directed to our students identified as low-income, English learner, and foster youth,	This action will be measured by the metrics identified in the action description.

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	The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased resources and personnel to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	beyond what is provided in the classroom. 12 Campus assistants (student support across the campus outside of the classrooms), 24 library media specialists, and 24 technology support technicians will provide these support services. Public school support staff wear many hats, ensuring a smooth learning environment for students beyond just academics, as noted by the National Center on Safe Supportive Learning Environments (NCSSLE). The impact of support staff goes beyond their specific duties. They often build positive relationships with students, fostering a sense of community and belonging within the school. This is highlighted by the American Federation of Teachers, who emphasize the importance of recognizing support staff's contributions to student success. The research states that All Students gain from the addition of support staff. Research shows that by providing timely, supplemental resources and additional personnel helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.9	**Action:** Transportation **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).	To increase student well-being and school climate, the Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement. According to a study by transportation researcher Dr. Brenda Hernandez, school district bus services	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 district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availablity of transportation to be provided to respond to the needs of these identified student groups. **Scope:** LEA-wide	primarily provide students with two key benefits: Accessibility to Education: Bus routes are designed to ensure students living in areas beyond walking distance can reach their schools. This promotes equal access to education for all students regardless of their geographic location. Safe and Reliable Transportation: School buses offer a safe and supervised mode of transportation, reducing the burden on parents and guardians who might not have personal vehicles or the time to drive their children to school every day. The research states that All Students gain from the continuation of transportation. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
2.10	**Action:** Alternative Setting **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%).	To increase student wellbeing and school climate, the Educational Services division will provide alternative settings These settings include low student-to-staff ratios to support students struggling in traditional school settings. Intensive supports are intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings.	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 district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students. EL, FY, and low-income students often face unique challenges, such as language barriers, trauma, and unstable home environments, which can hinder their success in traditional school settings. Therefore highlighting the need for increased opportunity for an alternative school setting to be provided to respond to meet the unique needs of these identified student groups. Offering specialized programs allows for more efficient use of resources and funding, enabling the site to coordinate efforts and maximize the impact of interventions for all students, especially targeted student groups. **Scope:**	Every student is unique in terms of educational background, learning ability, and interest in school. When given the same test, two students from the same class can achieve very different scores because academic achievement is determined by more than just the curriculum. A child's performance in school is affected by in-school factors such as the teacher's education level, availability of resources, and curriculum. However, it is also affected by other factors such as the student's socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn't provide the typical educational experience. Another way to think of an alternative school is that it is designed to educate students who haven't been successful in regular schools, often due to behavioral issues (Barrington, 2022). The research states that All Students gain from the implementation of alternative school settings. Research shows that by providing actionable data from an alternative setting which helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.12	**Action:** Student Engagement **Need:** The district data identified that chronic absenteeism data indicates that all students are 35.4% chronically absent. In comparison, the data showed that our low-income (40.5%). The district data identified that suspension and expulsion data indicate that all students have a 5.6% suspension rate and a 0.3% expulsion rate. In comparison, the data showed that our low-income (6.1% and 0.4%), English learners (5.5% and 0.4%), and foster youth (9.5% and 0.5%) were suspended and expelled. Foster youth and low-income student groups are suspended and expelled at a higher rate. The Youth Truth Family Survey shows 54% of families view school as safe and 59% are engaged in school. Through a lens of continuous improvement, the District will continue to focus on increasing the feeling of safety and engagement. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased supportes and resources to increase student engagement to be provided to respond to the needs of these identified student groups.	To increase student well-being and school climate, the Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, and student clubs. A well-rounded education equips individuals with a broad range of knowledge and skills that go beyond just core subjects like math and language arts. According to Abbie Lieberman of NewAmerica.org, an emphasis on standardized testing has unfortunately led some schools to narrow their curriculum. This focus on "teaching to the test" can neglect the importance of a well-rounded education, which, as Lisa Hansel and Robert Pondiscio argue, is crucial for building strong critical thinking skills. They point out that a student's ability to comprehend text relies on exposure to a variety of subjects like science, history, and the arts, which all contribute to a richer vocabulary and overall knowledge base. The research states that All Students gain from the implementation of student engagement programs. Research shows that by providing increases student engagement opportunities helps create a responsive and adaptive learning environment that meets the needs of every student. However,	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	focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
3.2	**Action:** Family Education and Resources **Need:** The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback. 57.2% of families of students who are low-income, English learners, or foster youth agree or strongly agree that they are involved in their student school 9% of families district-wide responded to the survey provided to all families. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of family community liaisons to be provided to respond to the needs of these identified student groups. EL, FY, and SED families may face barriers such as language differences, limited access to educational resources, and a lack of familiarity with the school system, which can impede their ability to support their children's academic success. By offering family	To increase family engagement, the Educational Services Division will employ a district social worker who will provide parent training, learning opportunities, workshops, and related supplies through the District Family Resource Center, district office, and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. Additionally, focused learning for parents of students with disabilities will be provided through Community SPED Talks. This will provide and expand opportunities for parents to learn how they can be more engaged in student learning and provide input into school decision-making. According to Sonia Rodriguez, a school, family, and community liaison, family-community liaisons act as bridges between schools, families, and the wider community. Their responsibilities encompass a variety of tasks aimed at fostering a strong and supportive learning environment for students. Overall, Family-Community Liaisons play a crucial role in creating a collaborative network around the school, where families, educators, and community partners work together for student success. The research states that All Students gain from the implementation of resources for families. Research shows that by providingadditional resources to families helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs,	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
	education and resources, the district can empower parents and guardians with the knowledge and tools needed to engage in their children's education actively. **Scope:** LEA-wide	LTELs, and FY is critical, as they lag behind their peers.	
3.3	**Action:** Family Resource Centers **Need:** The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback. 57.2% if families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school 9% of families district-wide responded to the survey provided to all families. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of family community liaisons to be provided to respond to the needs of these identified student groups.	To increase family engagement, the Educational Services Division will increase collaboration opportunities between the district family community liaison and site family community liaisons by adding 24 family community liaisons. The purpose is to develop the site and district-wide parent engagement plans, which will lead to improved student outcomes and increased parent involvement. According to Sonia Rodriguez, a school, family, and community liaison, family-community liaisons act as bridges between schools, families, and the wider community. Their responsibilities encompass a variety of tasks aimed at fostering a strong and supportive learning environment for students. Overall, Family-Community Liaisons play a crucial role in creating a collaborative network around the school, where families, educators, and community partners work together for student success. An LEA-wide initiative ensures consistent implementation and integration of programs within the district’s family and community engagement framework, supporting a cohesive strategy that enhances overall student outcomes and supports long-term family engagement goals.	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
	EL, FY, and SED families may struggle with accessing essential resources, navigating the education system, and providing adequate support for their children's learning due to language barriers, financial constraints, or lack of knowledge about available services. **Scope:** LEA-wide		
3.4	**Action:** Resource Center Computer Learning Specialist **Need:** The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback. 57.2% if families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school 9% of families district-wide responded to the survey provided to all families. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased availability of personnel supports at family resource center to be provided to	To increase family engagement, the Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress. A computer learning specialist in a school district can offer a wealth of benefits to families, bridging the digital divide and empowering them to be active participants in their children's education. According to Julie Allan, a leading advocate for digital literacy, here's how: Tech troubleshooting and support: Families often face technical hurdles at home, from setting up devices to navigating online learning platforms. A computer learning specialist can provide workshops and individual consultations, equipping families with the skills to solve basic problems and maximize their use of technology for learning. (Allan, 2022) Digital literacy training: Not all parents are comfortable in the digital world. The specialist can offer workshops on essential digital literacy skills like online safety, responsible internet use, and using technology for research and communication. This	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
	respond to the needs of these identified student groups. EL, FY, and SED students often lack access to technology and digital resources at home, which can create significant gaps in their ability to complete assignments, develop essential skills, and stay competitive in an increasingly digital world. **Scope:** LEA-wide	empowers families to guide their children's digital experiences effectively. (Allan, 2022) The research states that All Students gain from the availability of technology support staff. Research shows that by providing timely, actionable data, progress monitoring helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
3.5	**Action:** Family Communication **Need:** The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback. 57.2% if families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school 9% of families district-wide responded to the survey provided to all families. The data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for	To increase family engagement, the Educational Services Division will provide resources dedicated to the improvement of translation services through third-party contracted services and three district-employed translators for parents and guardians of our students qualifying as low-income, English learners, and foster youth. Translation services are to be used to ensure equitable two-way communication between families and schools. Education translation services and interpreting services to help students with limited English proficiency to progress academically, feel comfortable within the academic environment, and to communicate effectively while learning English. Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom. The research states that All Students gain from the continuation of family communication	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
	increased communication options to be provided to respond to the needs of these identified student groups. Families of EL, FY, and SED students may face challenges in understanding school expectations, navigating the educational system, or accessing support services. By enhancing family communication, schools can ensure that parents and guardians are informed, engaged, and empowered to support their children's education. **Scope:** LEA-wide	options.Research shows that by providing timely communicaiton options helps create a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	
3.6	**Action:** Community Outreach **Need:** The Youth Truth Family Survey shows that 68.5% of all student families both agree or strongly agree that the communication and options for feedback are proficient. Through a lens of continuous improvement, the District will continue to focus on increasing communication and feedback. 57.2% if families of students who are low-income, English learners, or foster youth who agree or strongly agree that they are involved in their student school 9% of families district-wide responded to the survey provided to all families.	To increase family engagement, the Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes. According to Hanover Research, a leading education research firm, community outreach in school districts offers a wealth of benefits for families. One key advantage is the positive impact on student achievement. Studies have shown that strong family-school-community partnerships are linked to students acquiring literacy skills faster, progressing to higher education, and even reducing dropout rates.	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 data demonstrates a disparity between the All Student group and the EL, FY, and LI students therefore highlighting the need for increased community outreach and partnerships to be provided to respond to Many EL, FY, and SED families may face barriers such as language differences, lack of access to resources, and limited understanding of the education system, which can hinder their ability to support their children's education. **Scope:** LEA-wide	The research states that All Students gain from the implementation of family engagement events. Research shows that by providing community partnerships and outreachcreate a responsive and adaptive learning environment that meets the needs of every student. However, focusing on LI, ELs, LTELs, and FY is critical, as they lag behind their peers.	

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
1.8	**Action:** EL Academic Support: Professional Development **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22%	The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners. Professional development in English learner teaching strategies is crucial for school districts to effectively support the diverse linguistic needs of their students. Schools can create inclusive learning environments that foster language acquisition and academic success by	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
	The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63% The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years. The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL) The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC The education partner feedback provided during DELAC meetings and the youth truth survey shows a need for continued support of our English language learners' academic success. The data demonstrates a disparity between the All Student group and the EL students,	equipping teachers with evidence-based instructional approaches. Ongoing professional development empowers educators to differentiate instruction, build cultural competence, and collaborate effectively to meet the unique challenges and strengths of English learners. In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English while acquiring English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.). While the initiative is specifically designed to meet the needs of our English Learner youth, its ultimate objective is to reduce the educational disparities in ELA and Math outcomes for this subgroup.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	therefore highlighting the need for increased additional professional development in English learner academic support to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** English Learner Academic Support: Supplemental Materials **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22% The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63% The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years. The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency	The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' academic proficiency. This action is limited to English learner students. In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.) According to a case study by Advance CTE Reports (2021), fostering strong relationships that	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
	The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL) The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC The education partner feedback provided during DELAC meetings and the youth truth survey shows a need for continued support of our English language learners' academic success. The data demonstrates a disparity between the All Student group and the EL students, therefore highlighting the need for increased supplemental services for English learners' academic support to be provided to respond to the needs of these identified student groups. **Scope:** Limited to Unduplicated Student Group(s)	break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only. While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes with this subgroup.	
1.10	**Action:** English Learner Academic Support: Personnel **Need:**	The Personnel Services Division will provide 15 paraprofessionals to support our English learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting	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
	The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22% The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63% The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years. The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL) The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC The data demonstrates a disparity between the All Student group and the EL students, therefore highlighting the need for increased	meetings with students and families, and direct families to resources as needed. This action is limited to English learner students. In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom levels (American Institute for Research, n.d.) According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	personnel to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** Limited to Unduplicated Student Group(s)	(2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only. While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes with this subgroup.	
1.11	**Action:** English Learner Academic Support: College and Career Preparation **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, English Learners (EL) scored 11.22% The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards and English Learners (EL) scored 2.63% The 2023 CA Dashboard shows that 93% of all students and 90.1% of English Learners graduate high school within four years.	The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs. According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-	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
	The 2023 CA Dashboard shows 42.3% of EL students are making progress towards English proficiency The 2023 CDE DataQuest reports that 22.1% of students are long-term English learners (LTEL) The 2023 CDE DataQuest reports 5.44% of LTEL's met or exceeded the standard in ELA The 2023 CDE DataQuest reports 2.11% of LTEL's met or exceeded the standard in math The 2023 CDE DataQuest reports that 22.55% are proficient on the summative ELPAC The education partner feedback provided by staff shows a need for the continued support of our English language learners to reach their reclassification goals. The data demonstrates a disparity between the All Student group and the ELstudents therefore highlighting the need for increased academic counseling support to be provided to respond to the needs of these identified student groups.The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** Limited to Unduplicated Student Group(s)	researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only. While the initiative is specifically designed to meet the needs of our English Learner youth its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.13	**Action:** College and Career Preparation: Foster Youth Supports **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for All Students at 39.15% who exceeded standards, Foster Youth (FY) scored 15.38%. The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55% who exceeded standards Foster Youth (FY) scored 12.50%. The 2023 CA Dashboard shows that 93% of all students and 73.8% of foster youth graduate high school within four years. Feedback provided through the Youth Truth survey by foster youth students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness targeting our foster youth provides additional support. The data demonstrates a disparity between the All Student group and the FY students, therefore highlighting the need for increased social worker support to be provided to respond to the needs of these identified student groups. The district is committed to	The Student Services Department is working closely with the Educational Services Division to identify foster youth at each school site systematically. The district social worker will work with site counselors and foster youth students to access resources and support for graduation and college and career readiness. According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.	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
	providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** Limited to Unduplicated Student Group(s)	While the initiative is specifically designed to meet the needs of our foster youth, its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.	
2.3	**Action:** Foster Youth Supports **Need:** The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP English Language Arts (ELA) for all students at 39.15%, which exceeded standards. Foster Youth (FY) scored 15.38%. The 2023 CA Dashboard shows student outcomes on the 11th grade CAASPP Mathematics for All Students at 16.55%, which exceeded standards. Foster Youth (FY) scored 12.50%. The 2023 CA Dashboard shows that 93% of all students and 73.8% of foster youth graduate high school within four years. Feedback provided through the Youth Truth survey by foster youth students noted a need for continued support in college and career readiness, with 40% reporting they feel prepared. In response, continued support in the area of college and career readiness targeting our foster youth provides additional support.	The Student Services Department is working closely with the Educational Services Division to identify foster youth at each school site systematically. The coordinator will work with site counselors and foster youth students to access resources and support for graduation and college and career readiness. A foster youth liaison plays a vital role in supporting foster youth, offering a unique blend of academic and emotional support within the familiar school environment. As Zetlin, Weinberg, and Shea (2006) point out, foster youth often face challenges that can hinder their educational success [1]. A district liaison can bridge the gap between these challenges and positive educational outcomes. While the initiative is specifically designed to meet the needs of our foster youth, its ultimate objective is to reduce the educational disparities in ELA and Math outcomes and college and career readiness with this subgroup.	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
	The data demonstrates a disparity between the All Student group and the FY students, therefore highlighting the need for increased focus from site counselors to respond to the needs of these identified student groups. The district is committed to providing services and support for this student group to provide opportunities for growth in college and career readiness. **Scope:** Limited to Unduplicated Student Group(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.

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.

During the 2025–26 LCAP engagement process, educational partners identified a need for additional academic, behavioral, and social-emotional supports at school sites with high percentages of unduplicated students. In response, Hesperia Unified School District is using its concentration grant add-on funds to increase the number of staff providing direct services at schools where unduplicated enrollment exceeds 55%.
Specifically, Goal 2, Action 6 funds the hiring and training of paraprofessionals focused on behavioral interventions at high-need sites. These paraprofessionals directly support students in TK–12 through social-emotional and behavioral interventions. Additionally, Goal 1, Action 10 provides supplemental academic services to English learners through dedicated EL support staff.
HUSD has a range of schools with both above and below 55% unduplicated pupil enrollment. The add-on funds are not used at sites below 55%, and are instead targeted to increase staffing levels at high-need schools, ensuring a greater number of staff are serving these students compared to schools with lower unduplicated enrollment.

At this time, the add-on is not being used for retention; however, future plans may include retaining staff in high-need roles as funding allows.

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	1:23.33	1:21.11
Staff-to-student ratio of certificated staff providing direct services to students	1:19.75	1:19.75

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	$256,990,859	76,785,410	29.879%	5.279%	35.158%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$92,010,383.00	$11,503,916.88	$0.00	$0.00	$103,514,299.88	$81,167,327.58	$22,346,972.30

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	Access to a guaranteed and viable curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$64,000.00	$64,000.00				$64,000.00	
1	1.2	Student Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$1,184,833.00	$1,184,833.00				$1,184,833.00	
1	1.3	Instructional Support: Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$39,065,001.00	$0.00	$38,361,079.00	$703,922.00			$39,065,001.00	
1	1.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$3,300,000.00	$3,300,000.00				$3,300,000.00	
1	1.5	Universal Access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	2024-27	$1,000,000.00	$200,000.00	$1,200,000.00				$1,200,000.00	
1	1.6	Instructional Support: Instructional Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$6,175,739.00	$15,000.00	$5,008,837.00	$1,181,902.00			$6,190,739.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$441,154.00	$182,000.00	$623,154.00				$623,154.00	
1	1.8	EL Academic Support: Professional Development	English Learners	Yes	Limited to Undupli	English Learners	All Schools	2024-27	$0.00	$50,000.00	$50,000.00				$50,000.00	

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
					cated Student Group(s)											
1	1.9	English Learner Academic Support: Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.10	English Learner Academic Support: Personnel	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$1,613,610.00	$0.00	$1,613,610.00				$1,613,610.00	
1	1.11	English Learner Academic Support: College and Career Preparation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperia High School and Sultana High School	2024-27	$399,240.00	$0.00	$399,240.00				$399,240.00	
1	1.12	College & Career Preparation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$858,169.00	$0.00	$858,169.00				$858,169.00	
1	1.13	College and Career Preparation: Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-27	$100,000.00	$0.00	$100,000.00				$100,000.00	
1	1.14	College and Career Preparation: Students with Special Needs	Students with Disabilities	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
1	1.15	College and Career Preparation: Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$4,956,038.00	$150,000.00	$5,106,038.00				$5,106,038.00	
1	1.16	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-27	$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
						Low Income										
1	1.17	Intervention/Enrichment/ Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$350,000.00	$175,000.00	$175,000.00			$350,000.00	
1	1.18	Dual Language Immersion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Joshua Circle Elementary and Kingston Elementary	2024-27	$76,208.00	$100,000.00	$176,208.00				$176,208.00	
1	1.19	Supplemental Supports to Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,791,072.00	$654,765.00	$3,145,837.00	$300,000.00			$3,445,837.00	
2	2.1	District Assessment: Wellbeing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$144,075.00	$144,075.00				$144,075.00	
2	2.2	Student/Staff/Family Emotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$53,000.00	$53,000.00				$53,000.00	
2	2.3	Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-27	$184,701.00	$50,000.00	$234,701.00				$234,701.00	
2	2.4	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,284,096.00	$0.00	$3,284,096.00				$3,284,096.00	
2	2.5	Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,140,860.00	$0.00	$1,058,555.00	$1,082,305.00			$2,140,860.00	
2	2.6	Behavior Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,171,308.00	$0.00	$1,171,308.00				$1,171,308.00	

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	2.7	Tiered Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$676,007.00	$10,000.00	$686,007.00				$686,007.00	
2	2.8	Student Support and Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$4,993,608.00	$45,000.00	$5,038,608.00				$5,038,608.00	
2	2.9	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$14,501,015.00	$14,501,015.00				$14,501,015.00	
2	2.10	Alternative Setting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,945,177.00	$0.00	$1,541,673.00	$2,403,504.00			$3,945,177.00	
2	2.11	Outreach	All	No			All Schools	2024-27	$2,664,118.00	$181,870.00	$0.00	$2,845,988.00			$2,845,988.00	
2	2.12	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$633,946.00	$18,000.00	$651,946.00				$651,946.00	
3	3.1	Student and Family Feedback	All	No			All Schools	2024-27	$0.00	$53,100.00	$0.00	$53,100.00			$53,100.00	
3	3.2	Family Education and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$226,410.00	$10,000.00	$236,410.00				$236,410.00	
3	3.3	Family Resource Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$1,531,189.00	$0.00	$1,531,189.00				$1,531,189.00	
3	3.4	Resource Center Computer Learning Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$38,325.00	$0.00	$38,325.00				$38,325.00	
3	3.5	Family Communication	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-27	$361,470.00	$32,000.00	$393,470.00				$393,470.00	
3	3.6	Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$10,000.00	$10,000.00				$10,000.00	

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	**4.1**	Student Support	All	No			Specific Schools: Canyon Ridge High School	2024-27	$359,505.66	$68,109.60		$427,615.26			$427,615.26	
4	**4.2**	Parent Engagement	All	No			Specific Schools: Canyon Ridge High School	2024-27	$0.00	$28,718.96		$28,718.96			$28,718.96	
4	**4.3**	Academic Support	All	No			Specific Schools: Canyon Ridge High School	2024-27	$23,878.66	$0.00		$23,878.66			$23,878.66	
5	**5.1**	Student WellBeing Support	All	No			Specific Schools: Mojave High School	2024-27	$159,034.00	$0.00		$159,034.00			$159,034.00	
5	**5.2**	Academic Support	All	No			Specific Schools: Mojave High School	2024-27	$227,492.26	$111,170.74		$338,663.00			$338,663.00	
6	**6.1**	Mental Health Support	All	No			Specific Schools: Hesperia Community Day School	2024-27	$21,010.00	$22,368.00		$43,378.00			$43,378.00	
6	**6.2**	Professional Development	All	No			Specific Schools: Hesperia Community Day School	2024-27	$0.00	$10,000.00		$10,000.00			$10,000.00	
7	**7.1**	Academic Support	All	No			Specific Schools: Shadow Ridge School	2024-27	$170,000.00	$10,000.00		$180,000.00			$180,000.00	
7	**7.2**	EL Academic Support	All	No			Specific Schools: Shadow	2024-27	$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
							Ridge School									
7	**7.3**	Social Emotional Support	All	No			Specific Schools: Shadow Ridge School	2024-27	$158,000.00	$335,947.00		$493,947.00			$493,947.00	
8	**8.1**	Literacy Support	All	No			Specific Schools: Lime Street Elementary	2024-27	$0.00	$5,000.00		$5,000.00			$5,000.00	
8	**8.2**	Parent Engagement	All	No			Specific Schools: Lime Street Elementary	2024-27	$0.00	$2,000.00		$2,000.00			$2,000.00	
8	**8.3**	Student Wellbeing Support	All	No			Specific Schools: Lime Street Elementary	2024-27	$265,961.00	$325,000.00		$590,961.00			$590,961.00	
8	**8.4**	Intervention Support	All	No			Specific Schools: Lime Street Elementary	2024-27	$395,000.00	$0.00		$395,000.00			$395,000.00	

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
$256,990,859	76,785,410	29.879%	5.279%	35.158%	$92,010,383.00	0.000%	35.803 %	**Total:**	$92,010,383.00
								LEA-wide Total:	$88,186,624.00
								Limited Total:	$2,447,551.00
								Schoolwide Total:	$1,376,208.00

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	Access to a guaranteed and viable curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,000.00	
1	1.2	Student Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,184,833.00	
1	1.3	Instructional Support: Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,361,079.00	
1	1.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,300,000.00	
1	1.5	Universal Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$1,200,000.00	
1	1.6	Instructional Support: Instructional Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,008,837.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$623,154.00	
1	1.8	EL Academic Support: Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1	1.9	English Learner Academic Support: Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1	1.10	English Learner Academic Support: Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,613,610.00	
1	1.11	English Learner Academic Support: College and Career Preparation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperia High School and Sultana High School	$399,240.00	
1	1.12	College & Career Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$858,169.00	
1	1.13	College and Career Preparation: Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$100,000.00	
1	1.15	College and Career Preparation: Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,106,038.00	
1	1.16	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.17	Intervention/Enrichment/Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	1.18	Dual Language Immersion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Joshua Circle Elementary and Kingston Elementary	$176,208.00	
1	1.19	Supplemental Supports to Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,145,837.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	District Assessment: Wellbeing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,075.00	
2	2.2	Student/Staff/Family Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,000.00	
2	2.3	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$234,701.00	
2	2.4	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,284,096.00	
2	2.5	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,058,555.00	
2	2.6	Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,171,308.00	
2	2.7	Tiered Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$686,007.00	
2	2.8	Student Support and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,038,608.00	
2	2.9	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,501,015.00	
2	2.10	Alternative Setting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,541,673.00	
2	2.12	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$651,946.00	
3	3.2	Family Education and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,410.00	
3	3.3	Family Resource Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,531,189.00	

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	3.4	Resource Center Computer Learning Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,325.00	
3	3.5	Family Communication	Yes	LEA-wide	English Learners	All Schools	$393,470.00	
3	3.6	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$106,555,035.26	$80,947,872.05

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**	Access to a guaranteed and viable curriculum	Yes	$64,000.00	$0.00
1	**1.2**	Student Progress Monitoring	Yes	$650,000.00	$648,833.00
1	**1.3**	Instructional Support: Certificated	Yes	$41,177,253.95	$24,146,780.20
1	**1.4**	Access to Technology	Yes	$3,315,000.00	$9,501,801.21
1	**1.5**	Universal Access	Yes	$1,300,000.00	$980,192.37
1	**1.6**	Instructional Support: Instructional Coach	Yes	$4,835,119.00	$4,799,953.00
1	**1.7**	Professional Development	Yes	$622,035.00	$353,226.86
1	**1.8**	EL Academic Support: Professional Development	Yes	$50,000.00	$7,503.95
1	**1.9**	English Learner Academic Support: Supplemental Materials	Yes	$50,000.00	$1,417.59
1	**1.10**	English Learner Academic Support: Personnel	Yes	$1,307,723.00	$1,362,588.13
1	**1.11**	English Learner Academic Support: College and Career Preparation	Yes	$411,638.00	$394,841.14

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	College & Career Preparation	Yes	$812,398.00	$803,605.47
1	1.13	College and Career Preparation: Foster Youth Supports	Yes	$100,000.00	$0.00
1	1.14	College and Career Preparation: Students with Special Needs	No	$0.00	$0.00
1	1.15	College and Career Preparation: Career Technical Education	Yes	$3,207,147.36	$3,178,091.37
1	1.16	AVID	Yes	$20,000.00	$0.00
1	1.17	Intervention/Enrichment/Acceleration	Yes	$346,000.00	$173,131.88
1	1.18	Dual Language Immersion	Yes	$202,263.00	$25,215.84
1	1.19	Supplemental Supports to Academics	Yes	$3,272,800.00	$2,624,500.64
2	2.1	District Assessment: Wellbeing	Yes	$155,000.00	$88,025.00
2	2.2	Student/Staff/Family Emotional Health	Yes	$248,052.00	$0.00
2	2.3	Foster Youth Supports	Yes	$251,313.00	$236,162.10
2	2.4	Mental Health Support	Yes	$3,929,974.00	$2,026,376.45
2	2.5	Social Emotional Support	Yes	$4,270,796.00	$3,943,812.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Behavior Interventions	Yes	$1,097,835.00	$1,019,939.27
2	2.7	Tiered Supports	Yes	$655,981.00	$642,724.37
2	2.8	Student Support and Access	Yes	$5,161,803.00	$4,730,288.92
2	2.9	Transportation	Yes	$18,600,000.00	$9,189,827.68
2	2.10	Alternative Setting	Yes	$3,392,613.95	$3,420,620.73
2	2.11	Outreach	No	$2,845,988.00	$2,780,732.93
2	2.12	Student Engagement	Yes	$3,000.00	$84,991.44
3	3.1	Student and Family Feedback	No	$53,100.00	$56,050.00
3	3.2	Family Education and Resources	Yes	$10,000.00	$216,025.83
3	3.3	Family Resource Centers	Yes	$1,157,996.00	$1,260,252.73
3	3.4	Resource Center Computer Learning Specialist	Yes	$36,483.00	$36,355.36
3	3.5	Family Communication	Yes	$369,258.00	$381,968.67
3	3.6	Community Outreach	Yes	$10,000.00	$0.00
4	4.1	Student Support	No	$266,443.34	$232,944.80

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	**4.2**	Parent Engagement	No	$21,661.66	$0.00
5	**5.1**	Student WellBeing Support	No	$381,435.00	$480,575.04
6	**6.1**	Mental Health Support	No	$51,739.00	$36,291.48
6	**6.2**	Professional Development	No	$9,387.00	$14,077.59
7	**7.1**	Academic Support	No	$167,963.00	$164,904.56
7	**7.2**	EL Academic Support	No	$65,427.00	$0.00
7	**7.3**	Social Emotional Support	No	$465,800.00	$511,380.15
8	**8.1**	Literacy Support	No	$220,609.00	$35,187.64
8	**8.2**	Parent Engagement	No	$12,000.00	$0.00
8	**8.3**	Student Wellbeing Support	No	$475,000.00	$189,587.11
8	**8.4**	Intervention Support	No	$425,000.00	$167,087.10

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)
$67,177,270	$94,778,008.75	$76,279,053.65	$18,498,955.10	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	Access to a guaranteed and viable curriculum	Yes	$64,000.00	$0.00		
1	1.2	Student Progress Monitoring	Yes	$650,000.00	$648,833.00		
1	1.3	Instructional Support: Certificated	Yes	$40,146,278.39	$24,146,780.20		
1	1.4	Access to Technology	Yes	$3,315,000.00	$9,501,801.21		
1	1.5	Universal Access	Yes	$1,300,000.00	$980,192.37		
1	1.6	Instructional Support: Instructional Coach	Yes	$3,706,857.00	$4,799,953.00		
1	1.7	Professional Development	Yes	$622,035.00	$353,226.86		
1	1.8	EL Academic Support: Professional Development	Yes	$50,000.00	$7,503.95		
1	1.9	English Learner Academic Support: Supplemental Materials	Yes	$50,000.00	$1,417.59		
1	1.10	English Learner Academic Support: Personnel	Yes	$1,307,723.00	$1,362,588.13		
1	1.11	English Learner Academic Support: College and Career Preparation	Yes	$411,638.00	$394,841.14		
1	1.12	College & Career Preparation	Yes	$812,398.00	$803,605.47		

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	College and Career Preparation: Foster Youth Supports	Yes	$100,000.00	$0.00		
1	1.15	College and Career Preparation: Career Technical Education	Yes	$3,207,147.36	$3,178,091.37		
1	1.16	AVID	Yes	$20,000.00	$0.00		
1	1.17	Intervention/Enrichment/Acceleration	Yes	$175,000.00	$173,131.88		
1	1.18	Dual Language Immersion	Yes	$202,263.00	$25,215.84		
1	1.19	Supplemental Supports to Academics	Yes	$2,922,800.00	$2,624,500.64		
2	2.1	District Assessment: Wellbeing	Yes	$155,000.00	$88,025.00		
2	2.2	Student/Staff/Family Emotional Health	Yes	$248,052.00	$0.00		
2	2.3	Foster Youth Supports	Yes	$251,313.00	$236,162.10		
2	2.4	Mental Health Support	Yes	$3,929,974.00	$2,026,376.45		
2	2.5	Social Emotional Support	Yes	$2,870,915.00	$3,943,812.45		
2	2.6	Behavior Interventions	Yes	$1,097,835.00	$1,019,939.27		
2	2.7	Tiered Supports	Yes	$655,981.00	$642,724.37		
2	2.8	Student Support and Access	Yes	$5,161,803.00	$4,730,288.92		
2	2.9	Transportation	Yes	$18,600,000.00	$9,189,827.68		
2	2.10	Alternative Setting	Yes	$1,157,259.00	$3,420,620.73		
2	2.12	Student Engagement	Yes	$3,000.00	$84,991.44		
3	3.2	Family Education and Resources	Yes	$10,000.00	$216,025.83		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Family Resource Centers	Yes	$1,157,996.00	$1,260,252.73		
3	3.4	Resource Center Computer Learning Specialist	Yes	$36,483.00	$36,355.36		
3	3.5	Family Communication	Yes	$369,258.00	$381,968.67		
3	3.6	Community Outreach	Yes	$10,000.00	$0.00		

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)
$248,522,772	$67,177,270	8.941%	35.972%	$76,279,053.65	0.000%	30.693%	$13,118,637.39	5.279%

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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