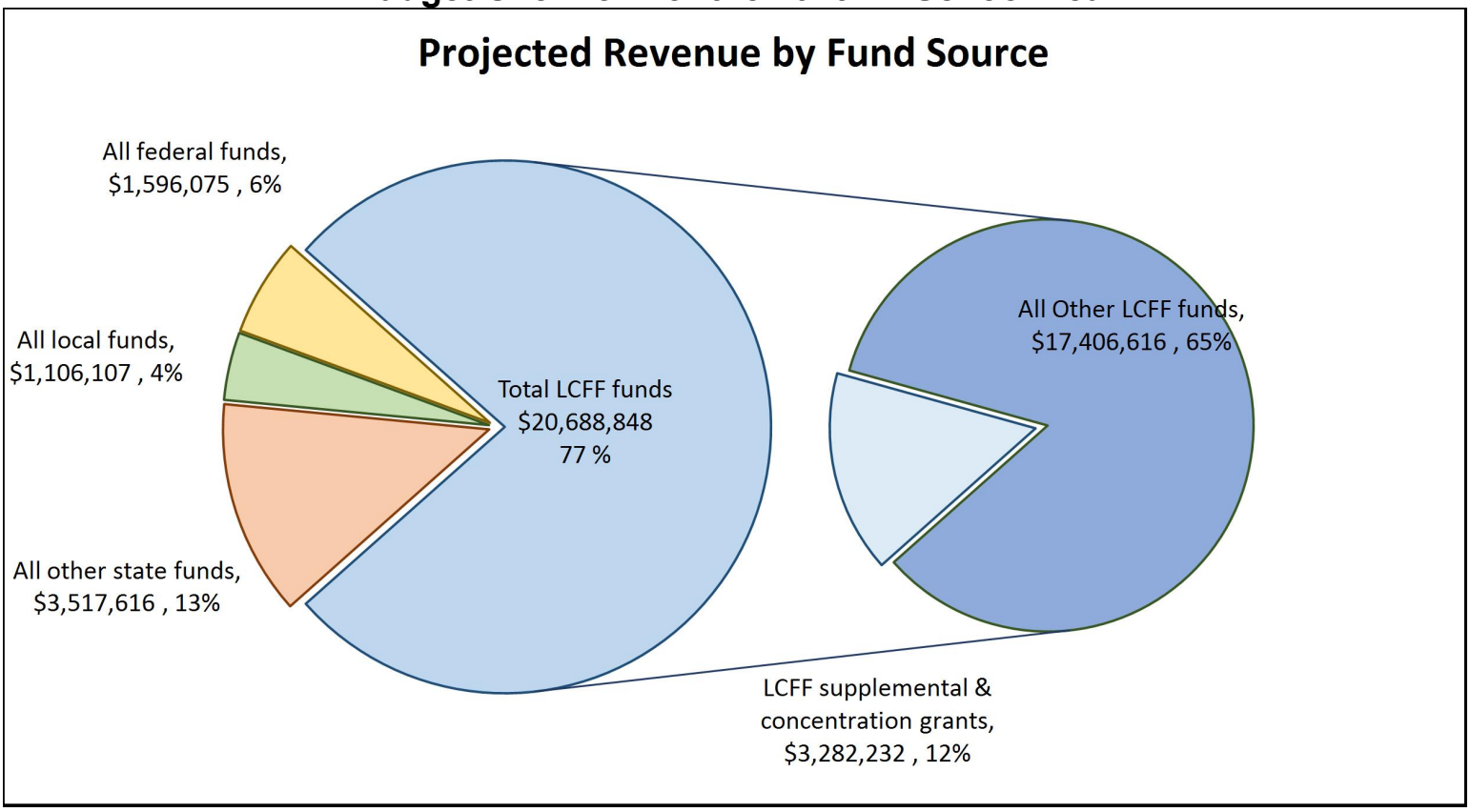
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yosemite Unified School District
CDS Code: 20 76414 0000000
School Year: 2026-27
LEA contact information:
Dr. Jarrod Bordi
Assistant Superintendent
jbordi@yosemiteusd.org
559-676-6583

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

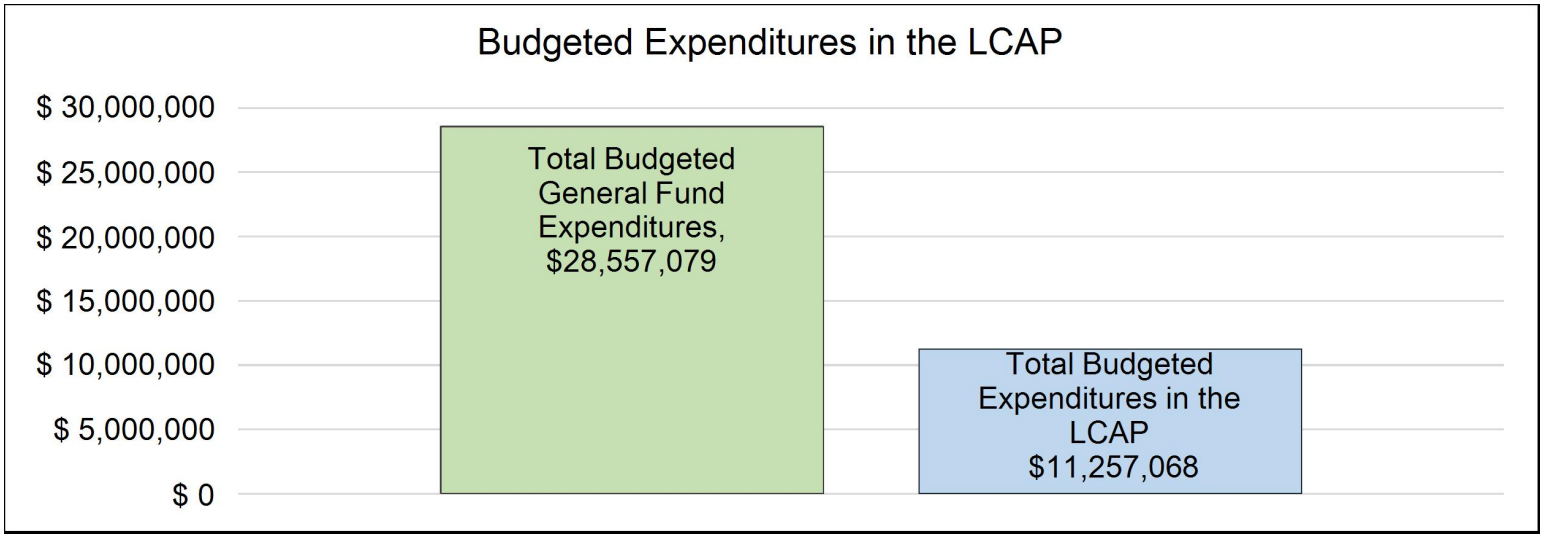


This chart shows the total general purpose revenue Yosemite Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yosemite Unified School District is $26,908,646, of which $20,688,848 is Local Control Funding Formula (LCFF), $3,517,616 is other state funds, $1,106,107 is local funds, and $1,596,075 is federal funds. Of the $20,688,848 in LCFF Funds, $3,282,232 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 Yosemite 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: Yosemite Unified School District plans to spend $28,557,079 for the 2026-27 school year. Of that amount, $11,257,068 is tied to actions/services in the LCAP and $17,300,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

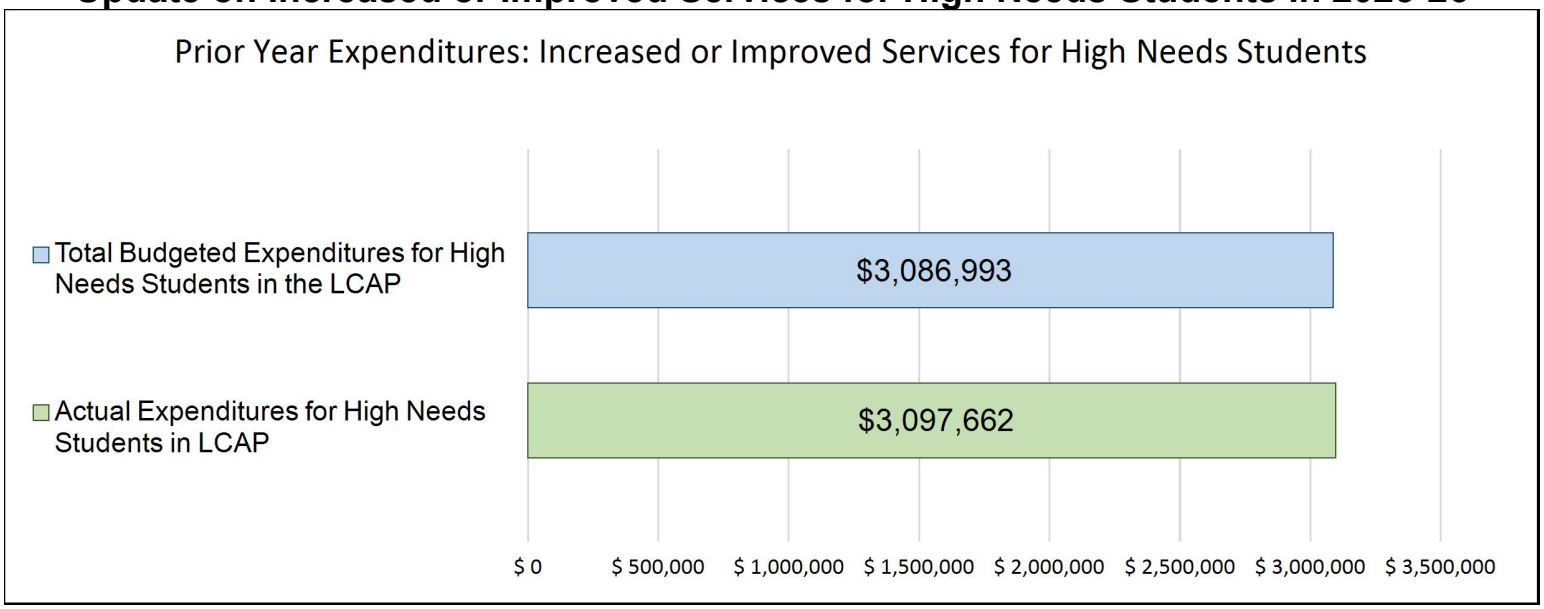
General operating costs, including but not limited to staffing costs, health services, one time funds, site specific disretionary budgets, donations, and other restricted resources.

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

In 2026-27, Yosemite Unified School District is projecting it will receive $3,282,232 based on the enrollment of Foster Youth, English learner, and low-income students. Yosemite Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Unified School District plans to spend $3,332,232 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 Yosemite 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 Yosemite 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, Yosemite Unified School District's LCAP budgeted $3,086,993 for planned actions to increase or improve services for high needs students. Yosemite Unified School District actually spent $3,097,662 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Unified School District	Dr. Jarrod Bordi Assistant Superintendent	jbordi@yosemiteusd.org 559-676-6583

Plan Summary [2026-27]

General Information

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

The Yosemite Unified School District (YUSD) is located in the foothills of Eastern Madera County, just a few miles south of the entrance to Yosemite National Park. The District serves students in pre-kindergarten through 12th grade from Coarsegold, and students in 9th through 12th grades residing in the communities of Coarsegold, Ahwahnee, Bass Lake, Oakhurst, and Raymond. YUSD operates the following schools: Coarsegold Elementary School (TK-8), Rivergold Elementary School (TK-8), Yosemite High School, Ahwahnee Continuation High School, Evergreen High School (Independent Study), Raymond Granite High School (Necessary Small School), and Yosemite Falls Independent Study and Home School Programs. Feeding into Yosemite High School, Bass Lake Joint Union Elementary School District serves students in grades TK-8 who live in the communities of Ahwahnee, Bass Lake, and Oakhurst. Additionally, Raymond Knowles Elementary serves K-8 students in the community of Raymond.

YUSD serves approximately 1,682 students, including 63% who are socioeconomically disadvantaged, 14% students with disabilities, 4% English learners, 2% students experiencing homelessness, and fewer than 1% foster youth. The student population is predominantly White (60%), followed by Hispanic (27%), Asian (2%), African American (less than 1%), and approximately 4% Native American students. The district experiences challenges common to rural mountain communities, such as transportation barriers, limited access to public safety and mental health services, and unreliable internet connectivity. In addition, communities in YUSD are impacted by frequent and severe wildfires, which can result in evacuations, disruptions to essential utilities and internet access, and occasional school closures.

The YUSD community is known for its natural beauty and recreational opportunities, including water sports, mountain climbing, and hiking. Our students demonstrate strong academic and athletic abilities, consistently excelling in both areas. Each year, parents and community

organizations provide substantial financial support to college-bound seniors through awards presented at Community Awards Night. YUSD staff are recognized for their dedication to students, and parents and community partners are widely acknowledged for their generosity and ongoing support of YUSD schools.

Based on 2023-24 data, two (2) schools were eligible for Equity Multiplier Funds in 2024-25. Eligibility for funds was based on the 2023-24 school year's nonstability rates greater than 25 percent and socioeconomically disadvantaged (SED) pupil rates greater than 70 percent. The Equity Multiplier Funds were used to supplement programs at the identified schools by providing evidence-based services and supports for students. The eligible schools were Coarsegold Elementary (26.8% nonstability, 75% SED, 321 students) and Raymond Granite High School (42.9% nonstability, 75% SED, <11 students).

Based on 2024-25 data, two (2) new schools were eligible for Equity Multiplier Funds in 2025-26. Coarsegold Elementary was no longer eligible. Eligibility for funds is based on the 2024-25 school year's nonstability rates greater than 25 percent and socioeconomically disadvantaged (SED) pupil rates greater than 70 percent. The Equity Multiplier Funds were used to supplement programs at these schools by providing evidence-based services and supports for students. The newly eligible schools in 2025-26 were Ahwahnee High School (54.3% nonstability, 71% SED, 35 students) and Evergreen High School (33.9% nonstability, 76% SED, 46 students).

Based on 2025-26 data, the same three (3) schools that were eligible for Equity Multiplier Funds last year are eligible again in 2026-27. Eligibility for funds is based on the 2025-26 school year's nonstability rates greater than 25 percent and socioeconomically disadvantaged (SED) pupil rates greater than 70 percent. The (3) schools that are eligible this year are Ahwahnee High School (56% nonstability, 79% SED, 66 students), Evergreen High School (39% nonstability, 80% SED, 61 students), and Raymond Granite High School (88% nonstability, 88% SED, <11 students).

In accordance with California Education Code Section 52064(d)(7), these funds are strictly allocated to implement evidence-based services that address the specific student groups performing at the lowest level (RED or ORANGE) on the California School Dashboard.
The information below outlines how the designated Equity Multiplier schools, their respective lowest-performing student groups, and corresponding dashboard indicators directly align with the focus goal and actions within this LCAP. Each school is small with similar programs and needs; for this reason, they share one Equity Multiplier Goal. Additionally, because of their small size, most student groups did not receive a color on the California School Dashboard. The only indicator with an associated color is Suspension Rate. However, academic needs are also addressed in the actions.

1. Ahwahnee High School
Identified Lowest-Performing Student Groups: All Students (RED) (no individual student groups received a color)

2. Evergreen High School
Identified Lowest-Performing Student Groups: White Students (ORANGE)

3. Raymond Granite High School
Identified Lowest-Performing Student Groups: <11 students (no individual student groups received a color)

Targeted Dashboard Indicator to be Improved: Suspension Rate

Aligned Focus Goal and Specific Actions:
Goal 4, Action 1: MTSS Academic - Student access to academic interventions.
Goal 4, Action 3: MTSS Social-Emotional – Student access to a support system with resources and strategies to support students in forming positive connections with others.

Progress at these specific school sites will be closely evaluated and monitored through quarterly data reports and annual dashboard updates to reduce the suspension rate.

Reflections: Annual Performance

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

REQUIRED ACTION AREAS BASED ON THE 2023 DASHBOARD:

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.

There is a need to reduce the suspension rate overall, particularly for socioeconomically disadvantaged students, students with disabilities, American Indian students, Hispanic students, and White students, as the suspension rates for these student groups were high in several schools in the district during the 2022-23 school year, as reflected in the 2023 Dashboard. The 2025-26 LCAP will include required actions to address the 2023 Dashboard performance areas in RED outlined below.

Districtwide:
ELA Academic Indicator: RED - students with disabilities and Hispanic students
Math Academic Indicator: RED - students with disabilities
English Learner Progress: RED - English learners
Suspension Rate: RED - foster youth, homeless youth, socioeconomically disadvantaged, students with disabilities, American Indian, and White students

Ahwahnee High School:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students

Coarsegold Elementary:
ELA Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, White students
Math Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, Hispanic students, White students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

Rivergold Elementary:

Math Academic Indicator: RED - Hispanic students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

Yosemite Falls Education Center:
ELA Academic Indicator: RED - Schoolwide
Math Academic Indicator: RED - Schoolwide

Yosemite High School:
ELA Academic Indicator: RED - socioeconomically disadvantaged students, Hispanic students
Suspension Rate: RED - White students

The following REQUIRED ACTIONS were developed to address student outcomes on the 2023 Dashboard:

Action 1.4: Multi-Tiered Systems of Support (Academic) to address:
Coarsegold Elementary:
ELA Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students
Math Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students
Yosemite Falls Education Center:
ELA Academic Indicator: RED - Schoolwide
Math Academic Indicator: RED - Schoolwide

Action 1.6: Professional Development to address:
Coarsegold Elementary:
ELA Academic Indicator: RED - socioeconomically disadvantaged students
Math Academic Indicator: RED - socioeconomically disadvantaged students

Action 1.7: Teacher Collaboration to address:
Districtwide:
ELA Academic Indicator: RED - Hispanic students
Coarsegold Elementary:
ELA Academic Indicator: RED - White students
Math Academic Indicator: RED - Hispanic students, White students
Rivergold Elementary:
Math Academic Indicator: RED - Hispanic students

Action 1.10: Special Education to address the needs of students with disabilities:
Districtwide:
ELA Academic Indicator: RED

Math Academic Indicator: RED
Suspension Rate: RED
Coarsegold Elementary:
ELA Academic Indicator: RED
Math Academic Indicator: RED
Suspension Rate: RED
Rivergold Elementary:
Suspension Rate: RED

Action 2.1: Multi-Tiered Systems of Support (Social-Emotional) to address:
Districtwide
Suspension Rate: RED - foster youth, homeless youth, socioeconomically disadvantaged, students with disabilities, American Indian, and White students
Coarsegold Elementary:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students
Rivergold Elementary:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

Action 2.8: Culture and School Climate Program to address:
Districtwide
Suspension Rate: RED - foster youth, homeless youth, socioeconomically disadvantaged students
Coarsegold Elementary:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students
Rivergold Elementary:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students

Action 4.3: Multi-Tiered Systems of Support (Social-Emotional) to address:
Ahwahnee High School:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students

2024 DASHBOARD UPDATE:

An update of school performance for the identified areas above shows a significant need to improve in all areas reported within the California School Dashboard at the district level, student group level, and school level. There is a need to increase both ELA and math academic achievement, increase English learner progress, decrease the suspension rate, increase the graduation rate, and decrease chronic absenteeism.

Districtwide:
ELA Academic Indicator: RED - long-term English learners, socioeconomically disadvantaged, Hispanic students, and students of two or more races
Math Academic Indicator: RED - long-term English learners, socioeconomically disadvantaged, Hispanic students, White students, and students of two or more races
English Learner Progress: RED - English learners and long-term English learners
College/Career Indicator: RED - Hispanic students
Suspension Rate: RED - English learners, long-term English learners, socioeconomically disadvantaged, Hispanic students, White students, and students of two or more races
Graduation Rate: RED - socioeconomically disadvantaged, Hispanic students
Chronic Absenteeism: RED - foster youth, homeless youth, students with disabilities, Hispanic students, and students of two or more races

Ahwahnee High School continues with RED schoolwide for the suspension rate, while socioeconomically disadvantaged students were not a significant student group in 2023-24 and therefore not reported in the update.

Ahwahnee High School:
Suspension Rate: RED - Schoolwide

Coarsegold Elementary continues with RED in ELA schoolwide and added the Hispanic student group in RED. Students with disabilities experienced growth in ELA in 2023-24 and are ORANGE on the 2024 Dashboard. Coarsegold Elementary experienced overall growth in math and is now ORANGE schoolwide on the 2024 Dashboard. In the area of math, students with disabilities and White students also experienced growth in 2023-24 and are ORANGE on the 2024 Dashboard. Coarsegold Elementary's suspension rate remains RED overall schoolwide, and students of two or more races were added in RED. The suspension rate for students with disabilities declined and they are now ORANGE on the 2024 Dashboard.

Coarsegold Elementary:
ELA Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students, Hispanic students, White students
Math Academic Indicator: RED - socioeconomically disadvantaged students, Hispanic students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, Hispanic students, White students, students of two or more races
Chronic Absenteeism: RED - Hispanic students

Rivergold Elementary has no RED schoolwide indicators on the 2024 Dashboard. The suspension rate decreased overall and is now YELLOW on the 2024 Dashboard. Also, there are no significant student groups in RED for the suspension rate based on the 2024 Dashboard. In the areas of ELA and math, Hispanic students remain RED. Also, students with disabilities were RED in chronic absenteeism.

Rivergold Elementary:
ELA Academic Indicator: RED - Hispanic students
Math Academic Indicator: RED - Hispanic students
Chronic Absenteeism: RED - students with disabilities

Yosemite Falls Education Center has no RED schoolwide or student group indicators on the 2024 Dashboard. The ELA and Math Academic Indicators have no color due to fewer than 30 students testing. Chronic absenteeism also has no color. The suspension rate decreased and is GREEN overall, with socioeconomically disadvantaged students now ORANGE.

Yosemite High School remained RED schoolwide in ELA and on the suspension rate based on the 2024 Dashboard. Yosemite High School also showed a RED schoolwide in math based on the 2024 Dashboard. In the area of ELA, socioeconomically disadvantaged students remained RED, and White students were added as RED based on the 2024 Dashboard. However, Hispanic students demonstrated growth and are now ORANGE on the 2024 Dashboard in ELA. The English Learner Progress Indicator (ELPI) is RED on the 2024 Dashboard for the English learner student group. Long-term English learners did not receive a color on the ELPI. The suspension rate remained RED schoolwide but declined for White students who are now YELLOW based on the 2024 Dashboard. However, five additional student groups were added as RED on the suspension rate based on the 2024 Dashboard

Yosemite High School:
ELA Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students, White students
Math Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students, Hispanic students, White students
English Learner Progress Indicator: RED - English learners
Suspension Rate: RED - Schoolwide, long-term English learners, socioeconomically disadvantaged students, students with disabilities, Hispanic students, students of two or more races

2025 DASHBOARD UPDATE:

ELA Academic Indicator: RED - None
Math Academic Indicator: RED - homeless students
Science Academic Indicator: RED - students with disabilities
English Learner Progress: RED - None
College/Career Indicator: RED - None
Suspension Rate: RED - long-term English learners, foster youth, homeless students, American Indian students
Graduation Rate: RED - None
Chronic Absenteeism: RED - two or more races

Ahwahnee High School continues with RED schoolwide for the suspension rate, with no significant student groups in 2024-25.

Ahwahnee High School:
Suspension Rate: RED - Schoolwide

Coarsegold Elementary has no RED schoolwide indicators on the 2025 Dashboard. Students with disabilities, socioeconomically disadvantaged students, and Hispanic students increased in ELA in 2024-25 and are ORANGE on the 2025 Dashboard. Coarsegold Elementary experienced overall growth in math and is now ORANGE schoolwide on the 2025 Dashboard. However, students with disabilities

and Hispanic students are RED on the 2025 Dashboard. Coarsegold Elementary's suspension rate decreased significantly and is now YELLOW overall schoolwide with no student groups in RED.

Coarsegold Elementary:
Math Academic Indicator: RED - students with disabilities, Hispanic students

Rivergold Elementary has no RED schoolwide indicators on the 2025 Dashboard. The suspension rate remains YELLOW on the 2025 Dashboard. However, the homeless student group is RED for the suspension rate based on the 2025 Dashboard. In the areas of ELA and math, no student groups are RED. Also, the two or more races student group is RED for the suspension rate.

Rivergold Elementary:

Chronic Absenteeism: RED - students with disabilities
Suspension Rate: RED - two or more races

Yosemite Falls Education Center has no RED schoolwide or student group indicators on the 2025 Dashboard.

Yosemite High School has no RED schoolwide indicators on the 2025 Dashboard.

In the areas of ELA, math, and English Learner Progress, no student groups were RED. For the suspension rate, three student groups are RED on the 2025 Dashboard, including English learners, long-term English learners, and students with disabilities.

Yosemite High School:
Suspension Rate: RED - English learners, long-term English learners, students with disabilities

2023 to 2025 STUDENT PERFORMANCE ANALYSIS:

CAASPP ELA
Student academic performance overall in ELA, as measured by the Smarter Balanced Assessment in ELA, increased significantly to 36.94% meeting or exceeding standards in 2025 from 27.48% in 2024 and 31.39% in 2023. From 2024 to 2025, student performance also increased for each significant student group except students with disabilities. From 2023 to 2025 students with disabilities and American Indian students both decreased in the percentage meeting or exceeding standards. Students with disabilities decreased by 1.91%, and American Indian students decreased by 5.41%. English learner performance, especially the performance for long-term English learners, increased significantly from 2024 to 2025, from 6.90% meeting or exceeding standards in ELA to 13.79% in 2025 and 7.14% to 28.57% in 2025, respectively. Since 2023, the percentage of English learners meeting or exceeding standards in ELA has increased by 9.44%. The performance of socioeconomically disadvantaged students increased overall from 2023 to 2025, but declined in 2024 compared to the previous year. In 2023, 24.49% of socioeconomically disadvantaged students met or exceeded standards in ELA. In 2024, performance decreased to 23.50%. Then in 2025, the percentage of socioeconomically disadvantaged students meeting or exceeding standards in ELA

increased to 31.15%. The percentage of American Indian students meeting or exceeding standards in ELA decreased overall from 2023 to 2025. In 2023, 19.05% met or exceeded standards. In 2024, performance decreased to 4.55%. Then in 2025, American Indian student performance increased significantly to 13.64%, meeting or exceeding standards. Hispanic students, White students and students of 2 or more races all increased overall from 2023 to 2025; Hispanic students from 22.07 in 2023, to 19.39% in 2024, and 26.11% in 2025, White students from 35.64% in 2023, to 31.93% in 2024, and 43.82% in 2025, and students of 2 or more races from 35.90 in 2023, to 32.56% in 2024, and 41.47% in 2025.

Students Meeting or Exceeding Standards in CAASPP ELA: Percentage change from 2023 to 2025
Alll: 31.39 (2023), 27.48 (2024), 36.94 (2025); Change from 2023 to 2025 is +5.55
EL: 4.35 (2023), 6.90 (2024), 13.79 (2025); Change from 2023 to 2025 is +9.44
Long-Term EL: <11 students (2023), 7.14 (2024), 28.57 (2025); +21.43
SED: 24.49 (2023), 23.50 (2024), 31.15 (2025); Change from 2023 to 2025 is +6.66
SWD: 8.43 (2023), 8.89 (2024), 6.52 (2025); Change from 2023 to 2025 is -1.91
Am. Ind.: 19.05 (2023), 4.55 (2024), 13.64 (2025); Change from 2023 to 2025 is -5.41
Asian: <11 students (2023), 33.33 (2024), 38.46 (2025); Change from 2023 to 2025 is +5.13
Hisp: 22.07 (2023), 19.39 (2024), 26.11 (2025); Change from 2023 to 2025 is +4.04
White: 35.64 (2023), 31.93 (2024), 43.82 (2025); Change from 2023 to 2025 is +8.18
2 or More: 35.90 (2023), 32.56 (2024), 41.47 (2025); Change from 2023 to 2025 is +5.57

CAASPP MATH
Students Meeting or Exceeding Standards in CAASPP Math: Percentage change from 2023 to 2025
Student academic performance overall in math, as measured by the Smarter Balanced Assessment in Math, increased slightly to 17.85% meeting or exceeding standards in 2025 from 17.14% in 2024; however, an overall decline compared to 2023 at 19.73% meeting or exceeding standards in math. From 2023 to 2025, all student groups also decreased in math compared to 2023 levels, except Hispanic students, who experienced a steady increase over the two years. From 2024 to 2025, the performance of four student groups increased, including English learners, socioeconomically disadvantaged students, Hispanic students, and White students. The performance of English learners increased from 3.23% in 2024 to 3.33% in 2025, but is lower than proficiency in 2023, which was 4.35%. The performance of long-term English learners remained unchanged at 0% meeting or exceeding standards (fewer than 11 students in 2023). Socioeconomically disadvantaged students increased from 13.06% in 2024 to 13.60% in 2025, but scored lower compared to 2023, with 15.33% meeting or exceeding standards. The performance of students with disabilities decreased 7.32% in 2023, to 6.82 in 2024, and to 4.35% in 2025. The performance of American Indian students stayed the same in 2023 and 2024 at 10.00%, and then decreased to 9.10% in 2025. Hispanic students increased steadily from 13.25% in 2024 to 13.97% in 2025; White students decreased from 23.06% in 2023 to 10.10% in 2024, then increased in 2025 to 21.46%. Finally, students of 2 or more races increased from 17.94% in 2023 to 21.43% in 2025, but then decreased to 14.64% in 2025.

Students Meeting or Exceeding Standards in CAASPP Math: Percentage change from 2023 to 2025
All: 19.73 (2023), 17.14 (2024), 17.85 (2025); Change from 2023 to 2025 is -1.88
EL: 4.35 (2023), 3.23 (2024), 3.33 (2025); Change from 2023 to 2025 is -1.02
Long-Term EL: <11 students (2023), 0.0 (2024), 0.0 (2025); No change
SED: 15.33 (2023), 13.06 (2024), 13.60 (2025); Change from 2023 to 2025 is -1.73

SWD: 7.32 (2023), 6.82 (2024), 4.35 (2025); Change from 2023 to 2025 is -2.97
Am. Ind.: 10.00 (2023), 10.00 (2024), 9.10 (2025); Change from 2023 to 2025 is -0.90
Asian: <11 students (2023), 8.33 (2024), 7.69 (2025); Change from 2023 to 2025 is -0.64
Hisp: 12.99 (2023), 13.25 (2024), 13.97 (2025); Change from 2023 to 2025 is +0.98
White: 23.06 (2023), 19.10 (2024), 21.46 (2025); Change from 2023 to 2025 is -1.60
2 or More: 17.94 (2023), 21.43 (2024), 14.64 (2025); Change from 2023 to 2025 is -3.30

ENGLISH LEARNER PROGRESS

English learner progress increased substantially from 28.8% making progress towards English proficiency in 2024 to 56.7% in 2025, much higher than the performance of English learners statewide, following a slight decrease from 2023 at 31.6. The progress of long-term English learners towards English proficiency also increased significantly from 27.8% in 2024 making progress to 60.0%.

English Learners Making Progress: Percentage change from 2023 to 2025 (CA 2025: 46.4)
EL: 31.6 (2023), 28.8 (2024), 56.7 (2025); Change from 2023 to 2025 is +25.1
Long-term EL: NA (2023), 27.8 (2024), 60.0 (2025); Change from 2024 to 2025 is +32.2

SUSPENSION RATE
The suspension rate overall decreased to 8.1% in 2025 from 11.1% in 2024, following an increase from 10.3 in 2023. It also decreased for the majority of student groups from 2023 to 2025. The suspension rate for English learners decreased from 10.6% in 2024 to 9.5% in 2025, following a significant increase from 4.5 in 2023. It decreased for socioeconomically disadvantaged students from 13.0% in 2024 to 9.4% in 2025, following a slight increase in 12.1 in 2023. For students with disabilities, it decreased from 16.5% in 2023 to 14.7% in 2024 and to 12.7% in 2025. The suspension rate for Hispanic students decreased from 10.7% in 2024 to 8.9% in 2025, following an increase from 8.4% in 2023. For White students, the suspension rate decreased from 10.5% in 2024 to 7.4% in 2025, following a slight increase from 10.2% in 2023. For students of 2 more races, it decreased from 18.4% in 2024 to 8.6% in 2025, following an increase from 10.8% in 2023. The suspension rate remained level for long-term English learners at 14.3% in 2024 and 2025. The suspension rate increased for foster youth from from 13.2% in 2024 to 14.7% in 2025, following a significant decrease from 34.2% in 2023. It increased for homeless youth also from 13.1% in 2024 to 14.3 in 2025, following a significant decrease from 20% in 2023. The rate also increased for African American students from 7.7% in 2024 to 9.1% in 2025, following a significant decrease from 18.8% inn 2023. The rate also increased for American Indian students from 14.8% in 2024 to 15.4% in 2025, following a significant decrease from 27.5% in 2023.

Suspension Rate: Percentage change from 2023 to 2025 (CA 2025: 2.9)
All: 10.3 (2023), 11.1 (2024), 8.1 (2025); Change from 2023 to 2025 -2.2
EL: 4.5 (2023), 10.7 (2024), 9.5 (2025); Change from 2023 to 2025 +5.0
Long-term EL: NA (2023), 14.3 (2024); 14.3 (2025); No change
FY: 34.2 (2023), 13.2 (2024), 14.7 (2025); Change from 2023 to 2025 -19.5
Homeless: 20.0 (2023), 13.1 (2024), 14.3 (2025); Change from 2023 to 2025 -5.7
SED: 12.1 (2023), 13.0 (2024), 9.4 (2025); Change from 2023 to 2025 -2.7
SWD: 16.5 (2023), 14.7 (2024), 12.7 (2025); Change from 2023 to 2025 -3.8
African Am.: 18.8 (2023), 7.7 (2024), 9.1 (2025); Change from 2023 to 2025 -9.7

Am. Ind.: 27.5 (2023), 14.8 (2024), 15.4 (2025); Change from 2023 to 2025 -12.1
Asian: 3.8 (2023), 0.0 (2024), 0.0 (2025); Change from 2023 to 2025 -3.8
Hisp: 8.4 (2023), 10.6 (2024), 8.9 (2025); Change from 2023 to 2025 +0.5
White: 10.2 (2023), 10.5 (2024), 7.4 (2025); Change from 2023 to 2025 -2.8
2 or More: 10.8 (2023), 18.3 (2024), 8.6 (2025); Change from 2023 to 2025 -2.2

CHRONIC ABSENTEEISM RATE
The chronic absenteeism rate overall decreased to 33.0% in 2025 from 38.4% in 2024 and 41.3% in 2023. From 2023 to 2025, it also decreased for all significant student groups except homeless youth and students of two or more races. For foster youth, it also increased from 26.1% in 2023 to 31.6% in 2024; however, there were fewer than 11 foster youth in 2025, so a comparison is not available. For homeless youth, it decreased from 52.1% in 2024 to 45.2% in 2025, following a significant increase from 30.8% in 2023. For students of two or more races, it increased from 32.2% in 2023 to 32.4% in 2024 and 34.4% in 2025. Overall decreases between 2023 and 2025 were experienced for all other student groups. For English learners, chronic absenteeism decreased from 61.9% in 2023 to 34.7% in 2024 and 31.0% in 2025. It decreased for socioeconomically disadvantaged students from 46.3% in 2023 to 44.8% in 2024 and 36.5% in 2025. For students with disabilities, it decreased from 49.5% in 2023 from 49.3% in 2024 and 41.7% in 2025. It decreased for American Indian students from 51.5% in 2024 to 51.3% in 2025, following a slight increase from 50.4% in 2023. For Asian students, it decreased from 50.0% in 2023 to 16.7% in 2024 and 5.6% in 2025. For Hispanic students, it decreased from 40.1% in 2024 to 35.4% in 2025, following an increase from 38.3% in 2023. Finally, chronic absenteeism for White students decreased from 42.1% in 2023 to 38.2% in 2024 and 31.9% in 2025.

Chronic Absenteeism: Percentage change from 2023 to 2025 (CA 2025: 17.1)
All: 41.3 (2023), 38.4 (2024), 33.0 (2025); Change from 2023 to 2025 -8.3
EL: 61.9 (2023), 34.7 (2024), 31.0 (2025); Change from 2023 to 2025 -30.9
Homeless: 30.8 (2023), 52.1 (2024), 45.2 (2025); Change from 2023 to 2025 +14.4
SED: 46.3 (2023), 44.8 (2024), 36.5 (2025); Change from 2023 to 2025 -9.3
SWD: 49.5 (2023), 49.3% (2024), 41.7 (2025); Change from 2023 to 2025 -7.8
Am. Ind.: 50.4 (2023), 51.5 (2024), 51.3 (2025); Change from 2023 to 2025 -0.9
Asian: 50.0 (2023), 16.7 (2024), 5.6 (2025); Change from 2023 to 2025 -44.4
Hisp.: 38.3 (2023), 40.1 (2024), 35.4 (2025); Change from 2023 to 2025 -2.9
White: 42.1 (2023), 38.2 (2024), 31.9 (2025); Change from 2023 to 2025 -10.2
2 or More: 32.2 (2023), 32.4 (2024), 34.4 (2025); Change from 2023 to 2025 +2.2
Long-term EL: <11 students (all years)
FY: 26.1 (2023), 31.6 (2024), <11 students (2025); Change from 2023 to 2024 +5.5

GRADUATION RATE
The graduation rate overall increased significantly to 86.0% in 2025 from 80.3% in 2024 and 79.9% in 2023. A total of seven (7) student groups (Hispanic, SED, White, EL, Homeless, Long-term EL, and SWD) were significant in 2025. Of these groups, only five (5) (Homeless, SED, SWD, Hispanic, and White) were significant in the 2022-23, 2023-24, and 2024-25 school years. Two student groups (EL and Long-term EL) have a graduation rate in 2025 only. The rate for socioeconomically disadvantaged students increased from 81.5% in 2024 to 85.2% in 2025, following a decrease from 80.9% in 2023. The graduation rate for homeless youth increased from 78.6% in 2024 to 90.9% in 2025, following a decrease from 81.8% in 2023. For students with disabilities, the graduation rate increased from 57.7% in 2024 to 73.5% in

2025, following a decrease from 59.3% in 2023. The graduation rate for Hispanic students increased from 81.6% in 2023 to 83.7% in 2024 and 85.2% in 2025. For White students, it increased from 79.1 % in 2024 to 86.5% in 2025, following a decrease from 80.0% in 2023. The graduation rate for English learners in 2025 was 92.3%, and long-term English learners was 90.9%. No comparisons are available for these groups due to fewer than 11 students in previous years.

Graduation Rate: Percentage change from 2023 to 2025 (CA 2025: 87.8)
All: 79.9 (2023), 80.3 (2024), 86.0 (2025); Change from 2023 to 2025 +6.0
EL: <11 students (2023 and 2024), 92.3% (2025); Change N/A
Long-term EL: <11 students (2024), 90.9 (2025); Change N/A
Homeless: 81.8 (2023), 78.6 (2024), 90.9 (2025); Change from 2023 to 2025 +9.1
SED: 80.9 (2023), 81.5 (2024), 85.2 (2025); Change from 2023 to 2025 +4.3
SWD: 59.3 (2023), 57.7 (2024), 73.5 (2025); Change from 2023 to 2025 +14.2
Hisp.: 81.6 (2023), 83.7 (2024), 85.2 (2025); Change from 2023 to 2025 +3.6
White: 80.0 (2023), 79.1 (2024), 86.5 (2025); Change from 2023 to 2025 +6.5

COLLEGE/CAREER
The College/Career Indicator increased to 30.7% prepared for college and career in 2025 from 25.1% in 2024, following a decrease from 28.1% in 2023. The College/Career Indicator also increased for two of the three student groups that were significant in 2022-23, 2023-24, and 2024-25. The rate increased for socioeconomically disadvantaged students from 20.6% in 2024 to 24.3% in 2025, following a decrease from 22.3% in 2023. The rate also increased for Hispanic students from 7.5% in 2024 to 24.5% in 2025, following a decrease from 16.3% in 2023. The rate remained unchanged for White students at 33.0% from 2023 to 2025. The College/Career Indicator rate for English learners was 7.7% prepared for college and career, and long-term English learners was 0.0%.

College/Career Indicator: Percentage change from 2023 to 2025 (CA 2025: 51.7)
All: 28.1 (2023), 25.1 (2024), 30.7 (2025); Change from 2023 to 2025 +2.6
EL: <11 students (2023 and 2024), 7.7 (2025): Change N/A
Long-term EL: <11 students (2024), 0.0 (2025); Change N/A
SED: 22.3 (2023), 20.6 (2024), 24.3 (2025); +2.0
Hisp.: 16.3 (2023), 7.5 (2024), 24.5 (2025); +8.2
White: 33.0 (2023), 29.2 (2024), 33.0 (2025); No change

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREGB)
The district has unexpended LREBG funds totaling $75,993. The unexpended funds will be allocated to Goal 1, Action 4 (Swun Math). Swun Math will provide a comprehensive, standards-aligned mathematics curriculum that focuses on developing deep mathematical understanding through a structured, research-based approach, emphasizing both conceptual understanding and procedural fluency. Swun Math will also provide teacher coaching and support for lesson design and implementation. This action is aligned with the allowable uses of LREBG funds, including supplemental learning recovery curriculum and materials, and instructional coaching. Instructional coaching is an effective alternative to workshop-based professional development by providing teachers with customized support through one-on-one observation and

feedback cycles. A meta-analysis conducted by Kraft, Blazar, and Hogan (2018), combining the results of 60 studies, indicated that coaching programs for teachers significantly improved both instructional practices and student achievement, with an average increase of 0.18 standard deviations in student achievement. This effect size is comparable to the performance gains seen from teachers in their first five to ten years of teaching. The action funded by LREBG funds is expected to meet the academic needs of English learners, students with disabilities, and American Indians. Based on the needs assessment, these student groups demonstrated the greatest needs in math.

SUMMARY OF IMPROVEMENT EFFORTS
Based on data indicating positive trends in student achievement and school climate, YUSD has maintained its commitment to the following strategic investments:

Professional Learning Communities (PLCs)
The district established districtwide PLCs to enhance professional skills, and subsequent data demonstrated that these efforts yielded positive outcomes. Teachers and administrators collaborated regularly to share expertise and refine teaching practices. Because this collective responsibility contributed to measurable student success, YUSD is continuing these PLCs to ensure teaching methods remain refined and responsive to student needs.

Evidence-Based Data Systems
To support these effective PLCs, YUSD invested in live dashboards and a new analytics platform. By actively monitoring student behavior in real-time, staff identified data-driven insights and patterns that allowed for more informed, proactive decision-making. The resulting decrease in the suspension rate and the positive shift in behavior trends justify the ongoing maintenance and utilization of this technology.

Justification for Continued Funding
Review of 2025 data showed that these strategies substantially improved the delivery of targeted instruction and social-emotional support. Given the gains in both academic progress and behavioral well-being, YUSD will continue funding these positions and platforms to sustain and expand their impact.

Reflections: Technical Assistance

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

During the 2024-25 school year, YUSD made significant progress as measured by the 2025 California School Dashboard Indicators. However, YUSD is still eligible for differentiated assistance in 2025 based on the performance of one student group, American Indian students, in the areas of chronic absenteeism and suspensions.

In 2025, the overall suspension rate declined to 8.1% from 11.1% in 2024. It also decreased for five of the six student groups identified in 2024, including English learners, socioeconomically disadvantaged students, Hispanic students, White students, and students of 2 or more races. The suspension rate for long-term English learners remained unchanged. The suspension rate for American Indian students increased by 0.6% in 2025 to 15.4%. Progress toward English proficiency improved for both English learners and long-term English learners. ELA and math performance increased for all the identified groups in 2024, except students of 2 or more races in the area of math. Finally, chronic

absenteeism declined for the second year in a row to 33.0% in 2025 from 38.4% in 2024. The American Indian student group is one of two groups scoring red on the Dashboard for chronic absenteeism at 51.3%.

During the 2025-26 school year, YUSD worked in partnership with the Madera County Superintendent of Schools (MCSOS) to receive technical assistance.

At the January 30, 2026, DA meeting with MCSOS, the team agreed to focus first on Coarsegold Elementary, then scope and scale the outcomes districtwide, since the majority of American Indian students enrolled in YUSD attend Coarsegold Elementary. The team began by reviewing existing assets and identifying the needs of American Indian students, then established goals to improve outcomes by the end of the 2025–26 school year, including academic performance, suspension rates, chronic absenteeism, and parent involvement. The team also assessed current efforts to support American Indian students and identified next steps to better understand the root causes of current outcomes. These steps included conducting empathy interviews, analyzing data, examining systems, and reviewing case studies to deepen understanding of the factors influencing these outcomes.

During the February 26, 2026, DA meeting, the team reviewed the prior meeting notes, discussed Title VI coordination and Tribal Council communication protocols, and analyzed 2024–2025 American Indian student data on suspensions and chronic absenteeism through case studies. Key findings showed that suspension rates have decreased but remain concentrated in certain grade levels, while chronic absenteeism remains high despite some recent improvement. The team raised questions about patterns, interventions, and monitoring processes, and discussed potential strategies such as increased collaboration with tribal partners and the addition of a Native American mentor. Ongoing challenges with consistent engagement in Title VI and tribal meetings were also noted. The team agreed to focus the next meeting on reviewing updated data, identifying trends using a structured protocol, and refining a problem of practice to guide future actions.

At the March 25, 2026, DA meeting, the team examined Tribal Title VI and Education Committee meeting minutes and bylaws, as well as the updated 2025–2026 data on American Indian student suspensions and chronic absenteeism. The team analyzed the data using a Notice and Wonder protocol to identify trends and observations. Based on this review, the team aimed to define a clear problem of practice, determine priority areas for further learning, and consider how data insights can inform meaningful change, including the potential development of an AIM statement.

At the April 29, 2026, DA meeting, the Yosemite Unified School District (YUSD) DA team met to review chronic absenteeism data for American Indian (AI) students at Coarsegold Elementary School and discuss strategies for improving attendance, behavior, and academic outcomes. The team examined 2025–2026 absenteeism data and found that chronic absenteeism rates were significant across grade levels. Among TK–5 students, 23 students (15.3%) were already chronically absent, and 25 students (16.6%) were at risk of becoming chronically absent. Among grades 6–8, 14 students (14%) were already chronically absent, and 13 students (13%) were considered at risk. The discussion centered on the need for stronger attendance monitoring systems, including improved use of Aeries attendance reports, earlier intervention when students approach absence thresholds, and better communication with families. The team identified an immediate opportunity to intervene with students who were “in jeopardy” of becoming chronically absent during the final weeks of school.

Key recommendations included:
1. Conducting a needs assessment of staff capacity to run attendance reports.
2. Creating a process map for daily attendance procedures.

3. Providing Aeries training and technical support to CES staff.
4. Developing an attendance early warning system, especially for AI students.

The team also reflected on patterns and questions related to absenteeism, including the role of incentives, teacher involvement, extracurricular participation, and communication practices with families. Potential improvement strategies included strengthening partnerships with tribal leadership, conducting empathy interviews with students and families to better understand attendance barriers, hiring a Native American mentor, and involving tribal representatives in return-from-suspension processes. Next steps include developing a memorandum of understanding (MOU) between the tribe and YUSD, mapping attendance processes, providing staff training, and continuing attendance-focused improvement work at the next meeting scheduled for June 3, 2026.

Action 2.1 is identified as a required action to address the 2025-26 differentiated assistance work with MCSOS.

Looking back to 2024, YUSD was eligible for technical assistance based on the performance of six student groups on the 2024 Dashboard:

1. English learners in the areas of English learner progress and suspension rate
2. Long-term English learners in the areas of ELA, math, and suspension rate
3. Socioeconomically disadvantaged students in the areas of ELA, math, graduation rate, and suspension rate
4. Hispanic students in the areas of ELA, math, college/career, graduation rate, suspension rate, chronic absenteeism
5. White students in the areas of ELA, math, suspension rate
6. Students of 2 or more races in the areas of ELA, math, suspension rate, chronic absenteeism

The District's eligibility for technical assistance in 2024 escalated to Level 3 Intensive Support, otherwise known as Direct Technical Assistance, due to persistent performance issues over multiple years. In response, YUSD entered into a joint partnership with the California Collaborative for Educational Excellence (CCEE) and the Madera County Superintendent of Schools (MCSOS) to receive specialized support during the 2025-26 school year. The goal of the joint partnership with the California Collaborative for Educational Excellence (CCEE) and the Madera County Superintendent of Schools (MCSOS) was to establish Professional Learning Communities (PLCs) districtwide to enhance professional skills and knowledge, thereby creating a more effective learning environment for students. Teachers and administrators collaborated regularly to share expertise, improve teaching practices, and support each other to improve student outcomes. YUSD took collective responsibility for student learning, with the understanding that all teachers contributed to the success of all students. The PLCs prioritized the analysis of student data, engaged in discussions about instructional strategies, and examined how teaching methods can be refined to meet students' needs.

Action 1.16 is identified as a required action to address the 2024-25 differentiated assistance work with MCSOS and CCEE.

Looking back to the 2023 Dashboard, the district was eligible for differentiated assistance based on the performance of students with disabilities in English language arts and math, as well as a high suspension rate. In 2024, students with disabilities no longer contribute to the district's eligibility for differentiated assistance because the suspension rate decreased for students with disabilities from 16.5% in 2023 to 14.7% in 2024. The Suspension Rate Indicator for students with disabilities is now ORANGE on the 2024 Dashboard. The performance of

students with disabilities in the area of ELA also improved from 8.43% meeting or exceeding standards in 2023 to 8.89% in 2024. In the area of math, however, the performance of students with disabilities declined from 7.32% meeting or exceeding standards in 2023 to 6.82 in 2024.

In 2023-24, the differentiated assistance support from MCSOS focused on the 2023 eligibility criteria of suspension rates for students with disabilities. The district team partnered with MCSOS, including district-level administration and leaders from both school sites who met with the MCSOS team to identify the root causes of disproportionately higher suspension rates for students with disabilities and identify and implement evidence-based strategies to reduce suspension rates. The District identified the culture and climate as the underlying root cause of high suspension rates. While suspension rates declined in 2023-24 for students with disabilities as a result of the District's efforts around alternatives to suspensions and restorative practices, suspension rates increased based on the 2024 Dashboard for English learners, long-term English learners, socioeconomically disadvantaged students, Hispanic students, White students, and students of 2 or more races.

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.

Ahwahnee High School

Support for Identified Schools

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

The district continues to support its CSI-eligible school, Ahwahnee High School, by sharing data and considering its needs during district-wide planning work. In 2025-26, the district hosted multiple educational partner meetings, including monthly Educational Services meetings, Leadership meetings, and Budget Advisory Committee meetings. Several LCAP input sessions were also held. The specific dates of these sessions are reported in the Engaging Educational Partners section of this LCAP. During these meetings, the district presented data and led discussions related to the priorities of the school. Site-level planning work included the School Site Council at Ahwahnee High School, which met on 11/5/25, 1/28/26, and 5/6/26. The district also supports Ahwahnee High School by preparing and sharing results from the District Educational Partner Survey and the District Climate Survey, which are shared with the School Site Council (SSC) and used to support site-level planning. The principal at Ahwahnee High School will continue to meet with educational partners, review data, and develop the 2026-27 SPSA/CSI plan in collaboration with the SSC.

In the fall of 2025, Ahwahnee High School SSC examined the allocation of resources as required by CSI schools during the development of their SPSA/CSI Plan. The district provided technical support to the principal of Ahwahnee High School related to the SSC process and the development of the SPSA. The district also supports the principal by submitting the CSI plan to the YUSD School Board for approval. The Ahwahnee High School SPSA/CSI Plan was last approved at the November 20, 2025, school board meeting. The 2026-27 SPSA/CSI plan for Ahwahnee will go before the school board in October 2026. The district provides support by tracking the CSI budget, providing coaching related to deadlines and allowable expenses, and providing technical support for required reporting. During the 2025–26 school year, the district provided the principal support through a partnership with MCSOS focused on full implementation of Professional Learning Communities (PLCs). This work leveraged live dashboards and an analytics platform to monitor student behavior in real time, identify trends

and patterns, and generate data-driven insights, enabling staff to make informed decisions and take proactive steps to address discipline issues.

Ahwahnee High School, which serves a very small student population of approximately 35 students, was first identified for CSI in 2024 due to high suspension rates based on the 2023 Dashboard and continues to be eligible in the same area in 2025–26 based on the 2024 Dashboard and in 2026–27 based on the 2025 Dashboard. As reported on the 2025 Dashboard, the suspension rate increased significantly to 31.8% from 17.1% in the previous year; however, given the small enrollment, even a slight change in the number of students suspended can result in large percentage fluctuations, which can make year-to-year comparisons appear more dramatic than the actual change in student incidents. Additionally, Ahwahnee has one of the highest student mobility (non-stability) rates in the state at 56.1%. More than half of the students entered or left during the school year. As a result, students who were suspended may no longer be enrolled at the school to receive follow-up support. To address this, Ahwahnee High School prioritized the timely use of alternatives to suspension during the 2025–26 school year as a key strategy to reduce its suspension rate and better support all students, regardless of how long they attend. Also, the addition of a Specialized Academic Behavioral Assistant in 2025-26 helped to support students with emotional and social challenges by implementing individualized behavioral intervention plans. They supported students with individual support or small groups to improve communication and social skills. This position will continue in the 2026-27 school year. An estimate of the 2025-26 suspension rate at Ahwahnee shows a significant decrease to 5.3%.

In 2026-27, Ahwahnee High School will also continue as a member of the California Community Schools Partnership Program and an Equity Multiplier School.

Monitoring and Evaluating Effectiveness

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

The CSI Plan for Ahwahnee High School is aligned with the SPSA. Based on both the 2025 and 2024 Dashboards, Ahwahnee High School is eligible due to a high suspension rate. The primary metric to track progress on the CSI Plan will be the suspension rate. To ensure the effective implementation and evaluation of the CSI Plan, YUSD will employ a systematic and structured approach to monitor and evaluate its implementation and effectiveness:

CSI Plan Implementation Monitoring and Evaluation
1. Regular Progress Reviews: District administration will conduct monthly check-in meetings with the school principal to review progress on the implementation of specific strategies outlined in the CSI plan.
2. Site Visits and Observations: District administration will schedule regular on-site visits to observe classrooms and the campus to ensure adherence to the CSI plan.
3. Data Collection and Reporting: YUSD will require the school to submit regular reports on suspension data. The district will support Ahwahnee in utilizing a live system to track behavioral data, allowing for immediate identification of areas needing attention.
4. Educational Partners Surveys: YUSD will administer teacher and student surveys to gather feedback on the implementation process, clarity of the plan, and perceived support. Parent feedback will also be collected to determine their perceptions of the CSI plan's impact on their children's educational experience.
5. Professional Development Impact: YUSD will evaluate the impact of professional development sessions by assessing the effectiveness of alternatives to suspensions and other evidenced-based strategies.

CSI Plan Effectiveness Monitoring
1. Behavioral Data: YUSD will continuously monitor student behavioral and discipline data to measure the impact of the CSI plan on the suspension rate. The district will monitor all disciplinary incidents and behavioral referrals to assess improvements in the school's climate.

CSI Plan Effectiveness Evaluation
1. Summative Evaluation: YUSD will compare current data with baseline data collected before the CSI plan’s implementation to measure growth and achievement.
2. Continuous Improvement Cycle: YUSD will review and revise the CSI plan annually by evaluating the data to ensure it remains responsive to the needs of students and the school. The district will also involve the SSC in the review process to gather different perspectives and ensure the plan’s relevance and effectiveness. By implementing these strategies, YUSD will ensure that the CSI plan is not only implemented effectively but also achieves its intended outcomes in improving school culture and climate.

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
Teachers	Teachers were engaged in providing feedback on the implementation of the 3-year LCAP and development of the 2026-27 LCAP through site-based staff meetings and leadership team meetings throughout the 2025-26 school year. Staff and leadership meetings were held at each school campus once a month from August to April. Teachers also provided input through the annual District Educational Partner Survey and the District Climate Survey, which opened in January 2026 and closed in April 2026. LCAP input sessions were held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026. State and local data were shared during these meetings to highlight priority areas and greatest areas of need. The data presented included the 2025 Dashboard data and local benchmark data. Teachers continue to report satisfaction with SWUN math, including professional development and the SWUN (K-8) math coach. Teachers also continue to report satisfaction with the support provided by the math academies through Fresno Pacific. Teachers are interested in enhancing student safety through anti-student bullying efforts and improved campus supervision. They are also interested in additional instructional supports.
Principals/Administrators	Principals and district-level administrators were engaged in providing feedback on the implementation of the 3-year LCAP and the development of the 2026-27 LCAP through leadership meetings and

Educational Partner(s)	Process for Engagement
	cabinet-level meetings throughout the 2025-26 school year. Principals and district-level administrators monitored the effectiveness of the 2025-26 LCAP actions. They also provided input through the district's annual District Educational Partner Survey and the District Climate Survey, which opened in January 2026 and closed in April 2026. LCAP input sessions were held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026. State and local data were shared during these meetings to highlight priority areas and greatest areas of need. The data presented included the 2025 Dashboard data and local benchmark data. Principals and district-level administrators share similar interests in continuing the implementation of PLCs districtwide in 2026-27 and a SABA targeted attendance initiative. The SABA targeted attendance initiative will include a coordinated system of supports designed to improve student attendance and reduce chronic absenteeism, particularly for American Indian students, through early identification, attendance monitoring, family outreach, mentoring, and tiered interventions. The initiative will include regular review of attendance data, use of early warning systems, parent communication, student incentives, counseling and mental health referrals, and collaboration with community or tribal partners to address barriers to attendance. Professional development for staff on attendance practices and data analysis may also be included to strengthen implementation and improve student engagement and school connectedness.
Certificated Bargaining Unit (YUTA)	The certificated bargaining unit was consulted in the development of the LCAP during LCAP input sessions held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026. State and local data were shared during these meetings to highlight priority areas and greatest areas of need. The data presented included the 2025 Dashboard data and local benchmark data. The priorities communicated at this year's meetings continued to impact the development of the LCAP by prioritizing student safety through additional campus supervision. YUTA's interest in improving

Educational Partner(s)	Process for Engagement
	campus climate through anti-bullying efforts also impacted the design of the LCAP. In 2025-26, the teachers piloted a new (TK-12) ELA curriculum and will continue piloting it during the 2026-27 school year. In 2025-26, the district adopted a new (K-8 and HS) math curriculum. In 2026-27, teachers will be involved in the exploration of a new science curriculum with plans to pilot it during the 2027-28 school year.
Classified Bargaining Unit (CSEA)	The classified bargaining unit was consulted in the development of the LCAP during LCAP input sessions held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026. State and local data were shared during these meetings to highlight priority areas and greatest areas of need. The data presented included the 2025 Dashboard data and local benchmark data. This year, CSEA was interested in CPI training, which was provided during the 2025-26 school year and will continue in 2026-27. Also, professional development to support classrooms was provided during the 2025-26 school year. In 2026-27, CSEA continues to advocate for student transportation, which is reflected in the design of the LCAP. Also, CSEA is interested in ensuring adequate supervision during unstructured times (lunch, passing periods, etc.).
Parents	Parents were engaged in the development of the 2026-27 LCAP through site SSC meetings, Parent Advisory Committee (PAC) meetings, Budget Advisory Committee meetings, and district informational meetings held in the spring of 2026. The PAC met on 8/27/25, 1/14/26, and 5/27/26 with a diverse group of parents and students that represented the unduplicated student groups, and the Budget Advisory Committee met on 9/8/25, 12/10/25, 3/2/26, and 6/22/26. In the 2025-26 school year, parents were engaged in providing input regarding the plan's effectiveness and identification of priorities for the 2026-27 LCAP. Parents were also represented in the development of the Profile of a Graduate, which was adopted by the board on June 18, 2026.

Educational Partner(s)	Process for Engagement
	LCAP input sessions were held at Rivergold Elementary School on April 3, 2025, and Yosemite High School on April 22, 2025. LCAP input sessions were held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026. Parents also provided input through the district's annual District Educational Partner Survey and the District Climate Survey. Themes emerged from parent feedback in the district survey's open-ended responses, including the desire for an increase in hands-on learning and a reduction of screen-based instruction, student engagement opportunities and activities, and more meaningful opportunities for parent involvement. Parents continue to communicate a need for increased campus supervision, especially during unstructured times. In general, parents acknowledged that YUSD provides a solid academic program and opportunities for student success. Most parents feel that students are treated fairly and equitably. No questions were received from the PAC upon review of the LCAP that required written responses from the superintendent.
ELAC/DELAC	ELAC and DELAC representatives were engaged in the development of the new 3-year LCAP through meetings at Coarsegold, Yosemite, and Rivergold in the spring of 2026. Representatives provided input in the design of LCAP actions related to programs and services for English learners. In the 2025-26 school year, representatives provided input regarding the plan's effectiveness in meeting the goals for English learners during meetings held on 8//27/25, 9/30/25, 12/10/25, 1/14/26, 1/28/26, 2/9/26, 5/6/26, and 5/27/26. No questions were received from the DELAC upon review of the LCAP that required written responses from the superintendent.
Students	Students were engaged in the development of the 2026-27 LCAP through student leadership meetings held at the middle and high school levels.

Educational Partner(s)	Process for Engagement
	Meetings were held on 11/5/25, 1/28/26, and 5/6/26. During the meetings, students were asked about what they believe their school needs to improve. Students continue to express an interest in more electives at the high school and an off-campus lunch. Students continue to be in support of continuing the sports and music programs at the middle and high schools. Students also provided input through the district's annual District Climate Survey. Many students expressed concerns about harassment and bullying on campus. Many also expressed that they do not have sufficient opportunities to be heard. No questions were received from Student Leadership upon review of the LCAP that required written responses from the superintendent.
SELPA	The SELPA was consulted in the development of the LCAP during a meeting held on May 13, 2026, to ensure alignment between district plans to serve students with disabilities, including compliance-related timelines and student IEP goals.
Equity Multiplier School Educational Partners	2023-24 In 2023-24, the identified Equity Multiplier schools were Coarsegold and Raymond Granite. 2024-25 In 2024-25, Coarsegold was no longer eligible as an Equity Multiplier school. However, the metrics for both schools were included in a Focus Goal in the 2025–26 LCAP to ensure educational partners could monitor their progress. In 2025-26, Ahwahnee High School and Evergreen High School were added to the focus goal due to high non-stability rates and high percentages of low-income students reported in 2024. In 2025-26, the new schools and Raymond Granite focused on increasing academic outcomes. 2025-26 In 2025-26, the same two (2) schools that were eligible in 2024-25 remain eligible this year: Ahwahnee High School (56% nonstability, 79% SED, 66 students) and Evergreen High School (39%

Educational Partner(s)	Process for Engagement
	nonstability, 80% SED, 61 students). Previously eligible two years ago, Raymond Granite High School (88% nonstability, 88% SED, <11 students) is eligible again in 2025-26. LCAP input sessions were held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026. Based on educational partner input through SSC meetings held on Sep 30, 2025, Jan 28, 2026, Feb 9, 2026, and May 6, 2026, at Yosemite High School (inclusive of Ahwahnee High School, Evergreen High School, and Raymond Granite), the Equity Multiplier Goal 4 will remain the same in the 2026-27 school year. "For the 2024-25 school year only: Within three years, all students at Coursegold Elementary and Raymond Granite High School, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will demonstrate growth toward meeting or exceeding standards in English Language Arts and math as measured by the CAASPP and other local assessments. Additionally, as measured by the Suspension Rate Indicator, the suspension rate for all students, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will significantly decline. For the 2025-26 and 2026-27: Within three years, all students at the newly identified schools, Ahwahnee High School, Evergreen High School, and Raymond Granite High School, particularly socioeconomically disadvantaged students, will demonstrate growth toward meeting or exceeding standards in English Language Arts and math as measured by the CAASPP and other local assessments. Additionally, as measured by the Suspension Rate Indicator, the suspension rate for all students, particularly socioeconomically disadvantaged students, will significantly decline.
Other School Personnel	Other school personnel provided input through LCAP input sessions held at Rivergold Elementary School on May 20, 2026, Yosemite High School on May 19, 2026, and Coarsegold Elementary School on May 21, 2026, and the district's annual District Educational Partner Survey

Educational Partner(s)	Process for Engagement
	and the District Climate Survey, which opened in January 2026 and closed in April 2026. Priorities continue to focus on improving social and emotional supports for students and increasing classified staffing levels to ensure campus safety.
LCAP Adoption	Public Hearing: June 18, 2026 Local Board Adoption: June 25, 2026 Local Indicators Report presented: June 25, 2026

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

Multi-Tiered Systems of Support (MTSS) - Academic (Action 1.4) and Social-Emotional (Action 2.1)
Feedback received through the most recent needs analysis process continues to highlight the importance of positive school climates. Respondents made specific requests for additional resources and recognition for positive student behavior. The District annually evaluates the academic and social-emotional MTSS programs. Students are interested in creating more opportunities for positive engagement in school beyond the classroom through a robust sports programs and the music programs at the middle and high schools. Parents continue to express their desire for highly qualified teachers and the implementation of 21st Century learning skills including critical thinking, communication, collaboration, and creativity. Teachers communicated the desire for increased counseling services, additional campus supervision to support school safety, more intervention services, and enhancement of an arts pathway at the high school level.

Professional Development (Actions 1.6, .10, 1,12, 1.13, 2.8, and 4.2)
Feedback received through the most recent needs analysis process showed that, in general, professional learning remains a priority for staff. Parents and students in particular highlighted a desire for professional learning for teachers related to equity, social-emotional learning (SEL), and mental health support. In the 2025-26 school year, the district will implement PLCs districtwide to make professional development more collaborative, job-embedded, ongoing, and directly tied to student outcomes. PLCs will help to create a continuous cycle of learning and improvement for educators.

Campus Safety (Actions 2.3 and 4.4)
Feedback from YUTA continues to focus on increased campus safety and supervision, additional counseling support, intervention services, and new curriclum. Other school personnel and administration also support increasing site-based staff for campus supervision.

Equity Multiplier School Educational Partners - Goal 4
Feedback received from educational partners of Ahwahnee High School, Evergreen High School, and Raymond Granite High School focused on the need to increase the graduation rate and provide students with the necessary interventions and support to achieve academically. Feedback from both parents and teachers indicated the need for additional direct support to students. Action 4.1 focuses on a robust multi-tiered system of supports, particularly the addition of an intervention teacher who will provide direct support to students and teachers at the schools to strengthen Tier II and Tier III interventions. Teachers at the Schools are interested in additional professional

development to deepen their knowledge of how best to support low-performing students. Action 4.2 and 4.4 provide teachers and classroom support staff at the Schools with professional development focused on the continuous process review cycles to support rigorous instruction. Feedback from all educational partners expressed a continued need for social-emotional supports and efforts to further reduce chronic absenteeism and increase the attendance rate. Action 4.3 provides for additional staff to mentor and provide outreach to native american families to support positive home-school relationships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided high quality instruction, within a broad and rigorous curriculum that will prepare them for success in college and the workplace.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

YUSD has developed this goal because our mission is to empower every student to be well-prepared for success in college or career. This responsibility rests, in large part, on the educational system. The actions of this goal will assist our low-income, English learners, and foster youth to achieve at a high level.

The 2024 CAASPP results in ELA and math showed an overall decline in student performance compared to 2023. In 2024, 27.48% of students met or exceeded standards in ELA compared to 31.39% in 2023. Declines in student performance in ELA were also noted for six significant student groups, including low-income students and English learners. For math, there was also an overall decline to 17.14% meeting or exceeding standards from 19.73% in the previous year. Two student groups increased their math performance, including Hispanic students and students of 2 or more races. Math performance increased for English learners from 4.35% in 2023 to 6.90% in 2024, low-income students from 15.33% in 2023 to 13.06% in 2024, students with disabilities from 7.32% in 2023 to 6.82% in 2024, and White students from 23.06% in 2023 to 19.10% in 2024.

In 2025, CAASPP results showed a reversal of the previous downward trend experienced in 2024. Overall performance in ELA increased from 27.48% of students meeting or exceeding standards in 2024 to 36.94% in 2025, 5% higher than the overall performance two years prior. The trend was also true for English learners, long-term English learners, and socioeconomically disadvantaged students. English learner performance in ELA increased to 36.94% meeting or exceeding standards in 2025, nearly 10% higher than two years prior. Long-term English learners increased their performance to 28.57% meeting or exceeding standards in ELA in 2025. The performance of socioeconomically disadvantaged students increased to 31.15% meeting or exceeding standards in ELA, up 7% from two years prior. Math performance also experienced an upward trend in 2025, although not as significant as ELA. While overall math performance improved to 17.85% in 2025 compared with 2024, it remained 2% lower than the level observed two years earlier. English learners and socioeconomically disadvantaged students also performed slightly higher in math in 2025, but lower than two years prior. The percentage of English learners

who met or exceeded standards in math was 3.33% in 2025. The percentage of socioeconomically disadvantaged students who met or exceeded standards in math was 13.6% in 2025. No long-term English learners met or exceeded standards in math in 2025, remaining unchanged from 2024.

The English Learner Progress Indicator (ELPI) increased substantially to 56.7% in 2025, reversing the downward trend seen in 2024, when the percentage of English learners making progress declined from 31.6% to 28.8%.

The upward trends in academic achievement and English learner performance provide evidence of the effectiveness of the actions outlined in Goal 1, which are designed to improve academic outcomes and English language acquisition for English learners and long-term English learners. Over the past several years, teacher professional learning has focused on PLCs, Universal Design for Learning (UDL), student engagement, differentiation strategies, and targeted interventions. In addition, the positive performance trends observed in 2025 support plans to continue providing a full-time credentialed teacher on special assignment to support K–8 instructional coaching, curriculum, instruction, assessment, interventions, and school culture and climate, as well as a full-time ELD teacher to deliver ELD courses at the high school level and designated ELD instruction at the elementary level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	2023 % of students meeting or exceeding standards in ELA (CA 47.06%) All: 31.39 EL: 4.35 LTEL: <11 students SED: 24.49 SWD: 8.43 Foster: 16.66 Am. Ind.: 19.05 Asian: <11 students Hisp.: 22.07 White: 35.64 2 or More: 35.90 Data Source: DataQuest	2024 % of students meeting or exceeding standards in ELA (CA 47.04%) All: 27.48 EL: 6.90 LTEL: 7.14 SED: 23.50 SWD: 8.89 Foster: <11 students Am. Ind.: 4.55 Asian: 33.33 Hisp.: 19.39 White: 31.93 2 or More: 32.56	2025 % of students meeting or exceeding standards in ELA (CA 48.82%) All: 36.94 EL: 13.79 LTEL: 28.57 SED: 31.15 SWD: 6.52 Foster: <11 students Am. Ind.: 13.64 Asian: 38.46 Hisp.: 26.11 White: 43.82 2 or More: 41.47	2026 % of students meeting or exceeding standards in ELA . All: 45.0 EL: 15.0 LTEL: 15.0 SED: 35.0 SWD: 15.0 Foster: 25.0 Am. Ind.: 25.0 Asian: 45.0 Hisp.: 35.0 White: 50.0 2 or More: 45.0	% of students meeting or exceeding standards in ELA All: +5.55 EL: +9.44 LTEL: NA SED: +6.66 SWD: -1.91 Foster: <11 students Am. Ind.: -5.41 Asian: NA Hisp.: +4.04 White: +8.18 2 or More: +5.57

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: DataQuest	Data Source: DataQuest		
1.2	CAASPP Math	2023 % of students meeting or exceeding standards in math (CA 34.62%) All: 19.73 EL: 4.35 LTEL: <11 students SED: 15.33 SWD: 7.32 Foster: 0 Am. Ind.: 10.00 Asian: <11 students Hisp.: 12.99 White: 23.06 2 or More: 17.94 Data Source: DataQuest	2024 % of students meeting or exceeding standards in math (CA 35.54%) All: 17.14 EL: 3.23 LTEL: 0.00 SED: 13.06 SWD: 6.82 Foster: <11 students Am. Ind.: 10.00 Asian: 8.33 Hisp.: 13.25 White: 19.10 2 or More: 21.43 Data Source: DataQuest	2025 % of students meeting or exceeding standards in math (CA 37.30%) All: 17.85 EL: 3.33 LTEL: 0.00 SED: 13.60 SWD: 4.35 Foster: <11 students Am. Ind.: 9.10 Asian: 7.69 Hisp.: 13.97 White: 21.46 2 or More: 14.64 Data Source: DataQuest	2026 % of students meeting or exceeding standards in math All: 30.0 EL: 10.0 LTEL: 10.0 SED: 25.0 SWD: 20.0 Foster: 20.0 Am. Ind.: 20.0 Asian: NA Hisp.: 25.0 White: 35.0 2 or More: 25.0	% of students meeting or exceeding standards in math All: -1.88 EL: -1.02 LTEL: NA SED: -1.73 SWD: -2.97 Foster: NA Am. Ind.: -0.90 Asian: NA Hisp.: +0.98 White: -1.60 2 or More: -3.30
1.3	English Learner Progress	2023 % making progress towards English Proficiency (ELPI) (CA 48.7%) 31.6% Data Source: Dashboard	2024 % making progress towards English Proficiency (ELPI) (CA 45.7%) 28.8% Data Source: Dashboard	2025 % making progress towards English Proficiency (ELPI) (CA 46.4%) 56.7% Data Source: Dashboard	2026 % making progress towards English Proficiency (ELPI) 50.0%	% making progress towards English Proficiency (ELPI) +25.1%
1.4	EL Reclassification Rate	2023-24 2.4%	2024-25 2.1%	2025-26 15.7%	2026-27 20%	+13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal Data	Data Source: Internal Data	Data Source: Internal Data		
1.5	College and Career Readiness	2023 % prepared (CA 43.9%) All: 28.1 EL: <11 students LTEL: <11 students SED: 22.3 SWD: 3.8 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 16.3 White: 33.0 2 or More: 33.3 Data Source: Dashboard	2024 % prepared (CA 43.9%) All: 25.1 EL: <11 students LTEL: <11 students SED: 20.6 SWD: 0.0 Foster: <11 students Homeless: 28.6 Am. Ind.: <11 students Asian: NA Hisp: 7.5 White: 29.2 2 or More: <11 students Data Source: Dashboard	2025 % prepared (CA 51.7%) All: 30.7 EL: 7.7 LTEL: 0.0 SED: 24.3 SWD: 6.3 Foster: <11 students Homeless: 9.1 Am. Ind.: <11 students Asian: <11 students Hisp: 24.5 White: 33.0 2 or More: <11 students Data Source: Dashboard	2026 % prepared All: 50.0 EL: 40.0 LTEL: 40.0 SED: 40.0 SWD: 25.0 Foster: 40.0 Homeless: 40.0 Am. Ind.: 40.0 Asian: NA Hisp: 40.0 White: 50.0 2 or More: 40.0	% prepared All: +2.6 EL: NA LTEL: NA SED: +2.0 SWD: +2.5 Foster: NA Homeless: -19.5 Am. Ind.: NA Asian: NA Hisp: +8.2 White: no difference 2 or More: NA
1.6	A-G Completion	2023 % completed A-G requirements All: 31.5 EL: <11 students LTEL: <11 students SED: 26.2 SWD: 7.7 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 26.5 White: 34.9	2024 % completed A-G requirements All: 27.8 EL: <11 students LTEL: <11 students SED: 20.6 SWD: 0.0 Foster: <11 students Am. Ind.: <11 students	2025 % completed A-G requirements All: 34.8 EL: 7.70 LTEL: 0.0 SED: 26.8 SWD: 5.9 Foster: <11 students Am. Ind.: <11 students Asian: <11	2026 % completed A-G requirements All: 50.0 EL: 40.0 LTEL: 40.0 SED: 40.0 SWD: 25.0 Foster: 40.0 Am. Ind.: 40.0 Asian: NA Hisp: 40.0 White: 50.0	% completed A-G requirements All: +3.3 EL: NA LTEL: NA SED: +0.6 SWD: -1.8 Foster: NA Am. Ind.: NA Asian: NA Hisp: +1.3 White: +3.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 or More: 25.0 Data Source: Dashboard Additional Reports and Data	Asian: NA Hisp: 10.0 White: 30.0 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	students Hisp: 27.8 White: 38.5 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	2 or More: 40.0	2 or More: NA
1.7	CTE Pathway	2023 % completed a CTE pathway All: 5.0 EL: <11 students LTEL: <11 students SED: 5.3 SWD: 0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 6.1 White: 5.5 2 or More: 0 Data Source: Dashboard Additional Reports and Data	2024 % completed a CTE pathway All: 15.0 EL: <11 students LTEL: <11 students SED: 12.1 SWD: 20.7 Foster: <11 students Homeless: 14.3 Am. Ind.: <11 students Asian: NA Hisp: 7.5 White: 17.7 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	2025 % completed a CTE pathway All: 15.2 EL: 15.4 LTEL: 9.1 SED: 16.9 SWD: 14.7 Foster: <11 students Homeless: 9.1 Am. Ind.: <11 students Asian: <11 students Hisp: 14.8 White: 17.3 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	2026 % completed a CTE pathway All: 30.0 EL: 25.0 LTEL: 25.0 SED: 25.0 SWD: 15.0 Foster: 25.0 Am. Ind.: 25.0 Asian: NA Hisp: 25.0 White: 30.0 2 or More: 25.0	% completed a CTE pathway All: +10.2 EL: NA LTEL: NA SED: +11.6 SWD: +14.7 Foster: NA Homeless: -5.2 Am. Ind.: NA Asian: NA Hisp: +8.7 White: +11.8 2 or More: NA
1.8	A-G Completion and CTE Pathway	2023 % completed A-G requirements and a CTE pathway	2024 % completed A-G requirements and a CTE	2025 % completed A-G requirements and a CTE	2026 % completed A-G requirements	% completed A-G requirements and a CTE pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 1.7 EL: <11 students LTEL: <11 students SED: 1.5 SWD: 0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 2.0 White: 1.8 2 or More: 0 Data Source: Dashboard Additional Reports and Data	pathway All: 2.7 EL: <11 students LTEL: <11 students SED: 1.4 SWD: 0.0 Foster: <11 students Homeless: 7.1 Am. Ind.: <11 students Asian: NA Hisp: 0.0 White: 3.1 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	pathway All: 5.1 EL: 7.7 LTEL: 0.0 SED: 4.9 SWD: 2.9 Foster: <11 students Homeless: 0.0 Am. Ind.: <11 students Asian: <11 students Hisp: 5.6 White: 4.8 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	and a CTE pathway All: 30.0 EL: 25.0 LTEL: 25.0 SED: 25.0 SWD: 15.0 Foster: 25.0 Am. Ind.: 25.0 Asian: NA Hisp: 25.0 White: 30.0 2 or More: 25.0	All: +3.4 EL: NA LTEL: NA SED: +3.4 SWD: +2.9 Foster: NA Homeless: -7.1 Am. Ind.: NA Asian: NA Hisp: +3.6 White: +3.0 2 or More: NA
1.9	IB Passage Rate	2023 % passing IB requirements All: 6.1 EL: <11 students LTEL: <11 students SED: 3.4 SWD: 0.0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 0.6 White: 5.6 2 or More: 0.0	2024 % passing IB requirements All: 5.3 EL: <11 students LTEL: <11 students SED: 5.0 SWD: 0.0 Foster: <11 students Homeless: 0.0 Am. Ind.: <11 students	2025 % passing IB requirements All: 7.4 EL: 0.0 LTEL: 0.0 SED: 3.6 SWD: 0.0 Foster: <11 students Homeless: 0.0 Am. Ind.: <11 students Asian: <11	2026 % passing IB requirements All: 20.0 EL: 15.0 LTEL: 15.0 SED: 15.0 SWD: 5.0 Foster: 15.0 Am. Ind.: 15.0 Asian: NA Hisp: 15.0 White: 20.0 2 or More: 15.0	% passing IB requirements All: +1.3 EL: NA LTEL: NA SED: +0.2 SWD: no difference Foster: NA Homeless: NA Am. Ind.: NA Asian: NA Hisp: +3.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard Additional Reports and Data	Asian: NA Hisp: 0.0 White: 5.4 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	students Hisp: 3.8 White: 7.8 2 or More: <11 students Data Source: Dashboard Additional Reports and Data		White: +2.2 2 or More: NA
1.10	AP Passage Rate (with score of 3 or higher)	2023 % passed the AP exam with a score of 3 or higher All: 0.6 EL: <11 students LTEL: <11 students SED: 0.6 SWD: 0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 0.0 White: 0.6 2 or More: 0.0 Data Source: Dashboard Additional Reports and Data	2024 % passed the AP exam with a score of 3 or higher All: 2.1 EL: <11 students LTEL: <11 students SED: 5.0 SWD: 0.0 Foster: <11 students Am. Ind.: <11 students Asian: NA Hisp: 0.0 White: 5.3 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	2025 % passed the AP exam with a score of 3 or higher All: 6.3 EL: 0.0 LTEL: 0.0 SED: 5.0 SWD: 3.1 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 0.0 White: 8.7 2 or More: <11 students Data Source: Dashboard Additional Reports and Data	2026 % passing AP assessment with a score of 3 or higher All: 20.0 EL: 15.0 LTEL: 15.0 SED: 15.0 SWD: 5.0 Foster: 15.0 Am. Ind.: 15.0 Asian: NA Hisp: 15.0 White: 20.0 2 or More: 15.0	% passing AP assessment with a score of 3 or higher All: +5.7 EL: NA LTEL: NA SED: +4.4 SWD: +3.1 Foster: NA Am. Ind.: NA Asian: NA Hisp: no difference White: +8.1 2 or More: NA
1.11	Early Assessment Program (EAP) in ELA	2023 % demonstrating college preparedness	2024 % demonstrating	2025 % demonstrating	2026 % demonstrating	% demonstrating college

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		as measured by the EAP in ELA All: 42.8 EL: <11 students LTEL: <11 students SED: 30.0 SWD: 8.0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 22.9 White: 46.4 2 or More: <11 students Data Source: DataQuest	college preparedness as measured by the EAP in ELA All: 38.6 EL: 7.7 LTEL: 9.1 SED: 31.7 SWD: 0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 32.5 White: 39.7 2 or More: <11 students Data Source: DataQuest	college preparedness as measured by the EAP in ELA All: 46.7 EL: <11 students LTEL: <11 students SED: 37.4 SWD: 5.6 Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 41.3 White: 52.0 2 or More: <11 students Data Source: DataQuest	college preparedness as measured by the EAP in ELA All: 60.0 EL: 50.0 LTEL: 50.0 SED: 55.0 SWD: 40.0 Foster: 55.0 Am. Ind.: 55.0 Asian: NA Hisp: 55.0 White: 60.0 2 or More: 55.0	preparedness as measured by the EAP in ELA All: +3.9 EL: NA LTEL: NA SED: +7.4 SWD: -2.4 Foster: NA Am. Ind.: NA Asian: NA Hisp: +18.4 White: +5.6 2 or More: NA
1.12	Early Assessment Program (EAP) in Math	2023 % demonstrating college preparedness as measured by the EAP in Math All: 20.1 EL: <11 students LTEL: <11 students SED: 18.4 SWD: 4.0 Foster: <11 students Am. Ind.: <11 students Asian: <11 students	2024 % demonstrating college preparedness as measured by the EAP in Math All: 11.8 EL: 0 LTEL: 0 SED: 6.1 SWD: 0 Foster: <11	2025 % demonstrating college preparedness as measured by the EAP in Math All: 6.11 EL: <11 students LTEL: <11 students SED: 3.7 SWD: 0	2026 % demonstrating college preparedness as measured by the EAP in Math All: 40.0 EL: 30.0 LTEL: 30.0 SED: 35.0 SWD: 25.0 Foster: 35.0	% demonstrating college preparedness as measured by the EAP in Math All: -13.99 EL: NA LTEL: NA SED: -14.7 SWD: -4.0 Foster: NA Am. Ind.: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hisp: 11.4 White: 24.0 2 or More: <11 students Data Source: DataQuest	students Am. Ind.: <11 students Asian: <11 students Hisp: 7.5 White: 13.7 2 or More: <11 students Data Source: DataQuest	Foster: <11 students Am. Ind.: <11 students Asian: <11 students Hisp: 9.1 White: 5.3 2 or More: <11 students Data Source: DataQuest	Am. Ind.: 35.0 Asian: NA Hisp: 35.0 White: 40.0 2 or More: 35.0	Asian: NA Hisp: -2.3 White: -18.7 2 or More: NA
1.13	Appropriately Assigned and Fully Credentialed Teachers	2024 % of appropriately assigned and fully credentialed teachers 99% Data Source: Local Data	2025 % of appropriately assigned and fully credentialed teachers 95% Data Source: Local Data	2026 % of appropriately assigned and fully credentialed teachers 100% Data Source: Local Data	2027 % of appropriately assigned and fully credentialed teachers 100%	% of appropriately assigned and fully credentialed teachers +1%
1.14	Students with Access to Standards Aligned Curriculum including EL Access to Core and ELD Standards	2024 % of students with access to standards aligned curriculum 100% Data Source: Local Data	2025 % of students with access to standards aligned curriculum 100% Data Source: Local Data	2026 % of students with access to standards aligned curriculum 100% Data Source: Local Data	2027 % of students with access to standards aligned curriculum 100%	% of students with access to standards aligned curriculum no difference
1.15	California Science Test	2023 % of students meeting or exceeding standards in science (CA 30.18%)	2024 % of students meeting or exceeding standards in	2025 % of students meeting or exceeding standards in	2026 % of students meeting or exceeding	% of students meeting or exceeding

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 21.93 EL: <11 students LTEL: <11 students SED: 15.68 SWD: 2.63 Am. Ind.: 18.18 Asian: <11 students Hisp.: 8.57 White: 25.73 2 or More: 35.71 Data Source: DataQuest	science (CA 30.70%) All: 14.80 EL: 0 LTEL: 0 SED: 13.67 SWD: 2.44 Am. Ind.: 18.18 Asian: <11 students Hisp.: 7.41 White: 16.97 2 or More: 33.33 Data Source: DataQuest	science (CA 32.66%) All: 19.95 EL: 0 LTEL: 0 SED: 14.96 SWD: 1.69 Am. Ind.: 6.25 Asian: <11 students Hisp.: 10.53 White: 27.76 2 or More: 12.00 Data Source: DataQuest	standards in science All: 35.00 EL: 30.00 LTEL: 30.00 SED: 30.00 SWD: 20.00 Am. Ind.: 30.00 Asian: 45.00 Hisp.: 30.00 White: 40.00 2 or More: 40.00	standards in science All: -1.98 EL: no difference LTEL: no difference SED: +0.72 SWD: -0.94 Am. Ind.: -11.93 Asian: NA Hisp.: +1.96 White: +2.03 2 or More: -23.71
1.16	Local Benchmark Reading	2024 Growth Score (aReading) 3rd 51% 4th 41% 5th 40% 6th 31% 7th 39% 8th 37% Data Source: Local Data	2025 Growth Score (aReading) 3rd 50% 4th 49% 5th 50% 6th 49% 7th 49% 8th 49% Data Source: Local Data	2026 Achievement Levels - Average, High Average, High (NWEA MAP Reading) 3rd 65% 4th 43% 5th 47% 6th 51% 7th 64% 8th 72% Data Source: Local Data	60% growth score for all grades	2025-26 comparison not available as the district transitioned to NWEA MAP assessments in 2025-26. The comparison below reflects growth from 2023-24 to 2024-25 only. 3rd -0% 4th +8% 5th +10% 6th +18% 7th +10% 8th +12%
1.17	Local Benchmark Math	2024 Growth Score (aMath)	2025 Growth Score (aMath)	2026 2026 Achievement	60% growth score for all grades	2025-26 comparison not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd 42% 4th 31% 5th 21% 6th 35% 7th 49% 8th 39% Data Source: Local Data	3rd 50% 4th 40% 5th 49% 6th 49% 7th 49% 8th 49% Data Source: Local Data	Levels - Average, High Average, High (NWEA MAP Math) 3rd 63% 4th 46% 5th 42% 6th 37% 7th 50% 8th 50% Data Source: Local Data		available as the district transitioned to NWEA MAP assessments in 2025-26. The comparison below reflects growth from 2023-24 to 2024-25 only. 3rd +8% 4th +9% 5th +28% 6th +14% 7th +0% 8th +10%
1.18	Graduation Rate	2022-23 (CA: 86.2) All: 79.9 SED: 80.9 SWD: 59.3 Hisp.: 81.6 White: 80.0 Data Source: DataQuest	2023-24 (CA: 86.7) All: 80.3 EL: <11 students LTEL: <11 students SED: 81.5 SWD: 57.7 Hisp.: 83.7 White: 79.1 Data Source: DataQuest	2024-25 (CA: 87.8) All: 86.0 EL: 92.3 LTEL: 90.9 SED: 85.2 SWD: 73.5 Hisp.: 85.2 White: 86.5 Data Source: DataQuest	All: 95 EL: 90 LTEL: 90 SED: 90 SWD: 70 Hisp.: 90 White: 95	All: +6.1 EL: NA LTEL: NA SED: +4.3 SWD: +14.2 Hisp.: +3.6 White: +6.5

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.

Actions 1.1 and 1.2 fulfilled the requirement of LCFF Priority 1, which includes fully credentialed teachers (Action 1.1) and student access to the standards-aligned instructional materials (Action 1.2). These actions were implemented as planned. The challenge with implementing

Action 1.2 continues to be consistency in instructional rigor to ensure students have equitable access to standards-aligned instructional materials. However, consistency is improving as evidenced by increases in overall academic performance.

Action 1.3 ensured all students have access to a broad course of study at the high school level, including access to International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Visual and Performing Arts (VAPA), a Music program, and Dual Enrollment Opportunities, and programs and services to ensure access for low-income students, English learners, and foster youth. This action was implemented as planned. An ongoing challenge is ensuring equitable access to all students, which requires strategic master scheduling efforts, particularly for students who need additional academic support. Additionally, because of the district's small size and remote geographic location, ensuring equitable access to AP, CTE, and dual enrollment opportunities is an ongoing challenge.

Action 1.4 provided a multi-tiered system of academic support for all students, including reading (Lexia) and math (ST Math) interventions. This action was implemented as planned and funded with state funds. The challenge of providing timely and targeted interventions to students in need of support has been managed through quarterly benchmark assessments and teacher recommendations. Computer-adaptive universal screeners (NWEA MAP) in mathematics and reading provide YUSD with data to identify at-risk students. The screeners were administered in September 2025 and January 2026. The assessment results are reported in Prompt 3. A success of this action is that interventions are beginning to achieve the desired outcome of improved academic student performance. However, a continued challenge is the high student mobility rate within the district, which means that identified students may not remain in the district long enough to fully benefit from interventions.

Action 1.5 provided credit recovery intervention periods for Yosemite High School students. This action was implemented as planned. A success of this action is the design of the course. It is self-paced, customized to each student, targets specific areas of need, guarantees a small class size, and provides individualized support to each student by a credentialed teacher. For students who completed the course, it helped them remediate credits and attain graduation. A challenge continues to be master scheduling and ensuring that all students who need the credit recovery intervention period have access to it. Another challenge, stemming from the high student mobility rate within the district, is that students participating in credit recovery intervention periods may not remain enrolled long enough to complete the course.

Actions 1.6, 1.7, 1.12, and 1.13 focused on providing teachers with resources to improve their practice and student outcomes. Action 1.6 was not implemented as planned. Originally, the district planned to enroll administrators in the National Institute for School Leadership (NISL) professional development program; however, the district decided to redirect the funds to support the counseling system needs at Yosemite High School, Educational Operations, and Ahwahnee. Actions 1.12 and 1.13 provided professional development in the areas of project-based learning, differentiation, engagement, instructional strategies, interventions, and English language development. Action 1.7 provided teachers with release time to collaborate and plan instruction. These actions were implemented as planned. The challenge of transferring what is learned through professional development into classroom instructional practices is supported by providing release time to plan collaboratively. These actions are demonstrating success as PLCs are implemented across the district, with dedicated release time being used effectively to support data-driven differentiation and the consistent application of instructional strategies.

Actions 1.8, 1.11, and 1.14 provided every student with a device and the infrastructure needed to support the technology. The devices (Action 1.8) allowed students to prepare for the statewide CAASPP assessments. Using the expertise of the data consultant (Action 1.14), the student information system (Action 1.11) tracks student progress and supports the identification of students for interventions based on benchmark results. These actions were implemented as planned. A continuing challenge has been the effective use of assessment data to

ensure intervention groups remain fluid and responsive to individual student needs; however, this is improving as PLCs are implemented districtwide, strengthening data-driven instruction and leveraging new data systems.

Action 1.9 provided non-traditional school settings for students who need an option for homeschooling, a continuation high school setting, independent study, or a hybrid program. This action was partially implemented as planned. Although these programs are costly, a success is that they provide a variety of program options to meet the unique needs of our community. Challenges with this action include sustaining the budget for these programs as a small district and monitoring each student's progress so they are successful and on track for graduation. In 2025-26, there was a challenge with filling an Educational Operations vacancy. An ongoing challenge in evaluating program effectiveness stems from the district's high student mobility rate. Students enrolled in non-traditional educational settings may either be new to the program or exit the district before sufficient data can be gathered through local and statewide assessments to demonstrate the program's impact.

Action 1.10 focused on providing a robust Special Education program and was implemented as planned. This action was partially successful in meeting its objectives, as evidenced by improvements in some indicators of success for students with disabilities. However, performance on the CAASPP ELA and math assessments declined in 2024–25. Measures from the newer local assessment began in 2025–26, and comparison data by student group are not yet available. While professional development in 2025–26 emphasized inclusive instructional practices and more consistent, formative assessment–driven implementation, these strategies have not yet demonstrated effectiveness. A challenge continues to be the consistent implementation of inclusive practices in all classrooms.

Action 1.15 provided a teacher on special assignment (TOSA) to support K-8 teachers with instructional coaching, curriculum, instruction, assessments, interventions, and a positive classroom climate. This action was successful in meeting its objectives as reflected in overall improvements across all academic indicators of success for most student groups. A continuing challenge with this action is that, even with the position transitioning to full-time in the 2025–26 school year, additional support could still be beneficial.

Action 1.16 provided a certificated ELD teacher at K-12 to support the needs of English learners districtwide. The action was implemented as planned. This action was successful in increasing the English language proficiency of both English learners and long-term English learners. There has also been greater success in the consistent implementation of integrated ELD strategies in all learning environments to ensure English learners benefit from strategies to support English language development.

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

Action 1.1: Budgeted $25,874. Estimated actual $50,673. YUSD included the Madera Teacher Induction Program and associated stipends
Action 1.2: Budgeted $240,000. Estimated actual $288,091. YUSD did not purchase as much curriculum as anticipated.
Action 1.6: Budgeted $45,000. Estimated actual $0. NISL was not implemented. Funds were redirected to support the counseling system needs at Yosemite High School, Educational Operations, and Ahwahnee.
Action 1.9: Budgeted $757,106. Estimated actual $630,083. There was an Educational Operations vacancy, and curriculum expenditures were reduced.
Action 1.12: Budgeted $9,301. Estimated actual $1,000. Title III funds were utilized.

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

The actions in Goal 1 work together to provide high-quality instruction, within a broad and rigorous curriculum, that prepares all students for success in college and the workplace. The metrics used to measure the effectiveness of these actions include the CAASPP results in ELA, math, and science, various indicators of college and career readiness, the English Learner Progress Indicator (ELPI), and other local indicators of success.

In 2025, CAASPP results showed a reversal of the previous downward trend experienced since 2022. Overall performance in ELA increased to 36.94% of students meeting or exceeding standards from 27.48% in 2024, which was 5% higher than the overall performance two years prior. The trend was also true for English learners, long-term English learners, and socioeconomically disadvantaged students. English learner performance in ELA increased to 36.94%, meeting or exceeding standards in 2025, nearly 10% higher than two years prior. Long-term English learners increased their performance to 28.57%, meeting or exceeding standards in ELA in 2025. The performance of socioeconomically disadvantaged students increased to 31.15%, meeting or exceeding standards in ELA, up 7% from two years prior.

Math performance also experienced an upward trend in 2025, although not as significant as ELA. While overall math performance improved to 17.85% in 2025 compared with 2024, it remained 2% lower than the level observed two years earlier. English learners and socioeconomically disadvantaged students also performed slightly higher in math in 2025, but lower than two years prior. The percentage of English learners who met or exceeded standards in math was 3.33% in 2025. The percentage of socioeconomically disadvantaged students who met or exceeded standards in math was 13.6% in 2025. No long-term English learners met or exceeded standards in math in 2025, remaining unchanged from 2024.

Science performance improved in 2025 following a decline in 2024, as measured by the California Science Test. The percentage of students meeting or exceeding standards increased to 19.95% in 2025, up from 14.8% in 2024. Despite this overall improvement, English learners and long-term English learners have not demonstrated measurable success on the California Science Test over the past two years, with no students meeting or exceeding standards. Socioeconomically disadvantaged students showed a modest gain in 2025, with 14.96% meeting or exceeding standards, compared to 13.67% in 2024.

The English Learner Progress Indicator (ELPI) increased substantially to 56.7% in 2025, reversing the downward trend seen in 2024, when the percentage of English learners making progress declined from 31.6% to 28.8%.

The College/Career Indicator increased in 2024-25 to 30.7% of graduates prepared for college and career, from 25.1% in 2023-24. The a-g completion rate increased to 34.8% in 2024-25 from 27.8% in 2023-24.

The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%.

In 2025-26, the NWEA MAP Reading and Math local assessments provided YUSD with data to identify student achievement levels ranging from low to high. During the 2025–26 school year, the assessments were administered twice. Results from the second administration, showing the percentage of students by grade level who scored average, high average, and high levels of achievement, are reported below. Added in 2025-26 are the scores by student group and high school scores.

In the previous two years, reading and math performance grew across all grade levels except 3rd grade as measured by aReading and aMath, with the largest increases achieved by 8th graders in reading and 5th graders in math. Third-grade reading proficiency declined slightly to 50% in 2025 (down from 51% in 2023).

aReading at college prep (CP)
3rd grade - 51% (2024), 50% (2025); Change from 2024 to 2025 -1%
4th grade - 41% (2024), 49% (2025); Change from 2024 to 2025 +2%
5th grade - 40% (2024), 50% (2025); Change from 2024 to 2025 +7%
6th grade - 31% (2024), 49% (2025); Change from 2024 to 2025 +20%
7th grade - 39% (2024), 49% (2025); Change from 2024 to 2025 +25%
8th grade - 37% (2024), 49% (2025); Change from 2024 to 2025 +35%

NWEA MAP Reading (average, high average, high)
3rd grade - 65%
4th grade - 43%
5th grade - 47%
6th grade - 51%
7th grade - 64%
8th grade - 72%
9th grade - 68%
10th grade - 72%
11th grade - 71%
12th grade - 89%
All students - 64%
English learners - 35%
Students with disabilities - 35%
Socioeconomically disabled - 59%

aMath at college prep (CP)
3rd grade - 42% (2024), 50% (2025); Change from 2024 to 2025 +8%
4th grade - 31% (2024), 40% (2025); Change from 2024 to 2025 +9%
5th grade - 21% (2024), 49% (2025); Change from 2024 to 2025 +28%
6th grade - 35% (2024), 49% (2025); Change from 2024 to 2025 +14%
7th grade - 49% (2024), 49% (2025); Change from 2024 to 2025 +0%
8th grade - 39% (2024), 49% (2025); Change from 2024 to 2025 +10%

NWEA MAP Math (average, high average, high)
3rd grade - 63%
4th grade - 46%

5th grade - 42%
6th grade - 37%
7th grade - 50%
8th grade - 50%
9th grade - 66%
10th grade - 60%
11th grade - 56%
12th grade - 56%
All students - 55%
English learners - 17%
Students with disabilities - 24%
Socioeconomically disabled - 47%

Non-Contributing Actions 1.1 and 1.2 fulfilled the requirement of LCFF Priority 1, which includes fully credentialed teachers (Action 1.1) and student access to the standards-aligned instructional materials (Action 1.2). These actions are necessary to operate a school district and were effective in making progress toward the goal based on statewide and local measures of ELA, math, and English learner progress as reported on the 2025 Dashboard and local assessments.

Non-Contributing Action 1.3 fulfilled the requirements of LCFF Priority 7 by ensuring that all high school students have access to a broad and comprehensive course of study, including International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Visual and Performing Arts (VAPA), music programs, and dual enrollment opportunities, as well as programs and services that promote access for low-income students, English learners, and foster youth. This action is legally required for the operation of a school district and was effective in making progress toward the goal, as evidenced by improvements across multiple measures of high school success as reported on the 2025 Dashboard. These include an increase in the College and Career Indicator from 25.1% of students prepared for college and career in 2024 to 30.7% in 2025. Additionally, the investment in an IB Coordinator and the addition of CTE-credentialed teachers proved effective, as demonstrated by an increase in the percentage of students completing a CTE pathway from 15.0% in 2024 to 15.2% in 2025, along with gains in the percentage of students earning passing grades in AP courses and completing the IB program.

Contributing Action 1.4 provided a multi-tiered system of academic support for all students, including reading (Lexia) and math (ST Math) interventions. The following metrics were used to measure the effectiveness of this action:

CAASPP ELA
CAASPP Math
Graduation Rate
NWEA MAP Reading
NWEA MAP Math

This action was effective in making progress toward the goal, as evidenced by the increasing performance in ELA and math overall. ELA increased from 27.48 in 2024 to 36.94 in 2025. Math increased from 17.14 in 2024 to 17.85 in 2025. In ELA, performance improved across all student groups, with the exception of students with disabilities, whose results declined slightly. In math, overall performance showed slight improvement, including gains for most student groups except students with disabilities, American Indian students, and Asian students.

Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%.

In K-8, the literacy screener/tutorial (Amira), an AI-powered reading assessment and intervention platform to support literacy development, was effective in realizing improvements in 2025-26 and will continue in the 2026-27 LCAP.

Contributing Action 1.5 provided credit recovery intervention periods for Yosemite High School students and is designed to target the specific needs of students to help them stay on track for graduation. The following metrics were used to measure the effectiveness of this action:

CAASPP ELA
CAASPP Math
Graduation Rate
NWEA MAP Reading
NWEA MAP Math

This action was effective in making progress toward the goal, as evidenced by the increasing performance in ELA and math overall. ELA increased from 27.48 in 2024 to 36.94 in 2025. Math increased from 17.14 in 2024 to 17.85 in 2025. In ELA, performance improved across all student groups, with the exception of students with disabilities, whose results declined slightly. In math, overall performance showed slight improvement, including gains for most student groups except students with disabilities, American Indian students, and Asian students.

Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%.

This action was effective in increasing academic results on statewide and local assessments and will continue in 2026-27 to meet the specific needs of students needing an opportunity for credit recovery. This action is also effective as measured by the increase in the graduation rate.

In 2025-26, counselors provided additional support to expand alternative education opportunities to students and support them through program completion. Counselor support will continue in 2026-27.

Contributing Actions 1.6 and 1.17 were partially effective in providing all teachers and leaders with the resources needed to successfully implement PLCs districtwide. In 2025-26, there were plans to enroll administrators in the National Institute for School Leadership (NISL) professional development program; however, the district decided to redirect the funds to support the counseling system needs at Yosemite High School, Educational Operations, and Ahwahnee. Support to teachers and administrators with the implementation of PLCs was conducted internally and through the support of the MCSOS. Action 1.17 supported a partnership with MCSOS to help implement Professional Learning Communities (PLCs) districtwide. The partnership helped to enhance professional skills and knowledge, thereby creating a more effective learning environment for students. Teachers and administrators collaborated regularly to share expertise, improve teaching practices, and support each other to improve student outcomes. PLCs prioritized the analysis of student data, discussions about instructional strategies, and the refinement of teaching methods to meet students' needs. The following metrics were used to measure the effectiveness of this action:

CAASPP ELA
CAASPP Math
Graduation Rate
NWEA MAP Reading
NWEA MAP Math

Action 1.17 was effective in making progress toward the goal, as evidenced by the overall increases in CAASPP ELA and math as measured by state and local assessments and the graduation rate. ELA increased from 27.48 in 2024 to 36.94 in 2025. Math increased from 17.14 in 2024 to 17.85 in 2025. In ELA, performance improved across all student groups, with the exception of students with disabilities, whose results declined slightly. In math, overall performance showed slight improvement, including gains for most student groups except students with disabilities, American Indian students, and Asian students.

Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%.

Non-Contributing Actions 1.7 and 1.13 focused on providing teachers with the time and resources to improve their practice and student outcomes. Action 1.7 provided for teacher release time to collaborate and plan instruction. Action 1.13 provided professional development focused on project-based learning, integrated progress, and CTE enhancements. This included the development of a Graduate Profile, a shared vision of the knowledge, skills, and qualities that the district wants all students to have developed by the time they graduate. These actions were effective in making progress toward the goal, as evidenced by the overall increases in CAASPP ELA and math. Professional development and PLCs contributed to the effectiveness of this action and will continue in 2026-27.

Non-Contributing Action 1.12 provided professional development to support best practices for English learner students. This action was effective in making progress toward the goal as evidenced by the increasing percentage of English learners making annual progress towards English proficiency from 28.8% in 2023-24 to 56.7% in 2024-25. During the past two school years, professional development prioritized explicit grammar instruction and opportunities to learn grammar in context, the use of academic conversation scaffolds to promote peer-to-peer interactions, the use of visual representations and wait time, and the creation of supportive, safe environments to help new English learners transition effectively. This focus will continue in 2026-27 as this strategy is showing effectiveness.

Contributing Action 1.9 provided non-traditional school settings for students who need an option for homeschooling, a continuation high school setting, independent study, or a hybrid program. The metrics used to measure the effectiveness of this action include:

CAASPP ELA
CAASPP Math
NWEA MAP Reading
NWEA MAP Math

This action was effective in making progress toward the goal, as evidenced by the increasing performance in ELA and math overall. ELA increased from 27.48 in 2024 to 36.94 in 2025. Math increased from 17.14 in 2024 to 17.85 in 2025. In ELA, performance improved across all student groups, with the exception of students with disabilities, whose results declined slightly. In math, overall performance showed slight improvement, including gains for most student groups except students with disabilities, American Indian students, and Asian students.

Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

In 2025-26, the district focused on tracking individual student engagement in non-traditional school settings through the new analytics platform and live data dashboards, which provided more timely and targeted support to identified students. This practice will continue in 2026-27.

Non-Contributing Action 1.10 provided students with disabilities a Special Education program that included individualized services and supports based on their individualized educational program (IEP) through specialized intervention classes. This action was not effective in increasing the performance of students with disabilities in ELA or math as measured by statewide assessments. A new SED curriculum was adopted in 2025-26, and its impact on statewide assessments will not be determined until results are released on the 2026 Dashboard. Based on the local assessments, 35% of students with disabilities in reading and 24% of students with disabilities in math nearly met, met, or exceeded expectations in 2026. Additionally, a full-time Special Education Director was hired in 2025-26. This action will be strengthened in the 2026-27 school year by improved implementation of the new curriculum and a renewed focus on students with disabilities during PLC meetings.

Contributing Actions 1.8, 1.11, and 1.14 provided the technology and the infrastructure needed to support district technology. The following metrics were used to measure the effectiveness of this action:

CAASPP ELA
CAASPP Math
ELPI
Graduation Rate
NWEA MAP Reading
NWEA MAP Math

These actions were effective in making progress toward the goal, as evidenced by overall increases in CAASPP ELA and math, increases in the ELPI, and increases in the graduation rate. Data reports that support targeted and timely interventions for students also support the effectiveness of these actions. The data reports provided teachers with individual student scores to track students who are on track or at risk for learning difficulties. The reports also provided teachers with class-level and individual student instructional, intervention, and progress measure recommendations. The growth measures provide score changes for individual students over a selected interval with growth percentiles.

This action was effective in making progress toward the goal, as evidenced by the increasing performance in ELA and math overall. ELA increased from 27.48 in 2024 to 36.94 in 2025. Math increased from 17.14 in 2024 to 17.85 in 2025. In ELA, performance improved across all student groups, with the exception of students with disabilities, whose results declined slightly. In math, overall performance showed slight improvement, including gains for most student groups except students with disabilities, American Indian students, and Asian students.

Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

In 2024-25, 56.7% of English learners made progress towards English language proficiency as measured by the ELPI. This is an increase of 27.8% over 2023-24. LTELs also demonstrated significant progress, with 60.0% of English learners making progress towards English language proficiency, an increase of 32.2% over 2023-24.

The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%.

Contributing Action 1.15 provides a teacher on special assignment (TOSA) to support K-8 teachers with instructional coaching, curriculum, instruction, assessments, interventions, and a positive classroom climate. The metrics used to measure the effectiveness of this action include:

CAASPP ELA
CAASPP Math
NWEA MAP Reading
NWEA MAP Math

This action was effective in making progress toward the goal as evidenced by increases in ELA and math performance on statewide and local assessments. As measured by state assessments, ELA increased from 27.48 in 2024 to 36.94 in 2025. Math increased from 17.14 in 2024 to 17.85 in 2025. In ELA, performance improved across all student groups, with the exception of students with disabilities, whose results declined slightly. In math, overall performance showed slight improvement, including gains for most student groups except students with disabilities, American Indian students, and Asian students.

Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

The full-time TOSA will continue during the 2026-27 school year.

Contributing Action 1.16 provided a certificated ELD teacher at K-12 to support the needs of English learners districtwide. The ELD teacher taught designated ELD courses to support the language development needs of all English learners, including newcomers and long-term English learners (LTELs). YUSD also provided a bilingual liaison to support Spanish-speaking families.

The metrics used to measure the effectiveness of this action include:

CAASPP ELA LTEL
CAASPP Math LTEL
NWEA MAP Reading LTEL
NWEA MAP Math LTEL

This action was effective in making progress toward the goal as evidenced by English learner and LTEL progress on state assessments and the ELPI. Growth measures for English learners are not yet available, as this was the first year the district disaggregated data by numerically significant student groups.

In 2024-25, 13.79% of English learners met or exceeded standards in ELA, as measured by the CAASPP, an increase from 6.9% in 2023-24. In the area of math, 3.33% of English learners met or exceeded standards in math, a slight increase from 3.23% in 2023-24. In 2024-25, 28.57% of LTELs met or exceeded standards in ELA, a significant increase from 7.14% in 2023-24. In the area of math, however, 0% met or exceeded standards in 2024-25, no change from 2023-24. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. The 2025-26 results on the NWEA MAP assessments for each grade level and numerically significant student group are reported above. Growth data for aReading and aMath in prior years are also reported above.

In 2024-25, 56.7% of English learners made progress towards English language proficiency as measured by the ELPI. This is an increase of 27.8% over 2023-24. LTELs also demonstrated significant progress, with 60.0% of English learners making progress towards English language proficiency, an increase of 32.2% over 2023-24

In 2025-26, the district funded a full-time ELD teacher (1.2 FTE) to streamline services and provide a single point person to monitor EL progress. The ELD teacher provided push-in support in core content to support teachers with effective strategies. Additionally, the district invested in a new ELD curriculum. These strategies were effective in making progress toward the goal and will continue in 2026-27.

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 1.4 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.5 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.6 was revised by removing NISL and adding a consultant to support the implementation of Portrait of a Graduate and CTE pathways. Action 1.6 was changed to a non-contributing action.
Action 1.7 was revised by removing reference to CCEE and highlighting districtwide PLCs. Action 1.7 was changed to a contributing action.
Action 1.8 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.9 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.11 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.13 was removed. The content of this action was integrated into Action 1.6.
Actions 1.14 to 1.17 were renumbered to 1.13 to 1.16 as a result of 1.13 being removed.
Action 1.14 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.15 was revised to include a full-time credentialed elementary teacher to provide classroom-embedded, evidence-based instructional strategies and academic interventions to identified students through differentiated instruction in small-group settings.
Action 1.15 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.16 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 1.16 was revised to include 1.2 FTE. The position was already included in this action.
Action 1.17 was revised by removing reference to CCEE.
Action 1.17 Increased or Improved Services Section was revised to include an analysis of recent data.

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	Recruit and Retain High Quality Teachers	YUSD will recruit and retain high-quality teachers, ensuring appropriate credentialing, induction programs, and mentors. Investment in teachers and their induction program will help YUSD retain new teachers as they transition from their teacher preparation programs into the school setting. The induction program will provide ongoing support, professional development, and mentorship to help new teachers succeed in their roles and enhance their instructional practices.	$26,398.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Curriculum	All students, K-12 will have access to standards-aligned curriculum and materials (e.g., HMH, Edgenuity, ST Math, SWUN Math, CyberHigh, etc.).	$176,457.00	No
1.3	Broad Course of Study	All students will have access to broad course of study at the high school level, including access to International Baccalaureate (IB), Advanced Placement (AP), Career Technical Education (CTE), Visual and Performing Arts (VAPA), a Music program, and Dual Enrollment Opportunities, including programs and services to ensure access for low Income, English learners and foster youth pupils.	$1,207,324.00	No
1.4	Multi-Tiered Systems of Support (Academic)	Required Action: YUSD will provide access to intervention support staff and academic interventions to improve the ELA and math performance of students districtwide, including students at Yosemite Falls and Coarsegold, specifically socioeconomically disadvantaged students. Coarsegold Elementary: ELA Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students Math Academic Indicator: RED - Schoolwide, socioeconomically disadvantaged students Yosemite Falls Education Center: ELA Academic Indicator: RED - Schoolwide Math Academic Indicator: RED - Schoolwide YUSD will provide an inclusive, equitable, student-centered academic intervention program aligned to the California Content Standards through integrated, comprehensive multi-tiered systems of support that offer small-group targeted support and intensive individualized interventions. Students have access to intervention support staff and academic interventions such as reading (Lexia), math (ST Math, Swun Math) intervention, and a literacy screener/tutorial (Amira). Swun Math will provide a comprehensive,	$221,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards-aligned mathematics curriculum that focuses on developing deep mathematical understanding through a structured, research-based approach, emphasizing both conceptual understanding and procedural fluency. Swun Math will also provide professional learning for teachers, including coaching and support for lesson design and implementation. Differentiated instruction, station rotation, close reading, guided reading groups, and Kagan are some of the many research-based strategies our staff utilizes regularly to support students with disabilities in elementary school. High school students with disabilities will also be supported through differentiated instruction and other evidence-based strategies, such as providing students with written materials to support core content delivered by the teacher, extra time to complete assignments, scaffolding techniques, and student demonstration of knowledge in multiple ways. This action will utilize $75,993 of the LREBG narrative described in the Annual Performance section. MTSS is a school-wide framework that leverages data-based decision-making and evidence-based instructional practices to optimize student performance (Sugai & Horner, 2009). Academic MTSS establishes a system of increasingly intensive instruction designed to meet diverse student needs before academic failure occurs (Fuchs & Fuchs, 2006). The effectiveness of MTSS relies on the routine use of screening tools, continuous progress monitoring, and structured team decision-making to move students across tiers. When these data-driven structures are applied to targeted Tier 2 and Tier 3 small-group interventions, researchers observe significant, measurable gains in foundational student skills (Gersten et al., 2020). For this reason, academic MTSS functions not merely as an intervention protocol, but as an integrated systemic model for instructional equity.		
1.5	Intervention Periods at YHS	Students who are are at-risk of not graduating due to non-passing scores will have access to intervention classes at YHS, including Badger Connection and Credit Recovery. Students will be identified for graduation interventions using an early warning system. The system will routinely audit data to identify students who fail core subjects or receive low standardized test scores. The system will also monitor engagement	$129,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
		indicators like chronic absenteeism, frequent tardiness, and behavioral referrals that may lead to academic deficiencies. The data will be paired with referrals from teachers or counselors to ensure that at-risk students are enrolled in target intervention classes before they fall too far behind.		
1.6	Professional Development	Required Action: YUSD will provide professional development for teachers through a consultant specializing in project-based learning and instructional strategies to support socioeconomically disadvantaged students performing below grade level. The consultant will also support CTE pathways and the Profile of a Graduate, which the district developed and adopted during the 2025-26 school year. In addition, the district will provide professional development for K–8 teachers focused on curriculum implementation and the use of engagement strategies that support learners at all levels, including cooperative learning, open-ended questioning, and activating prior knowledge. Coarsegold Elementary: ELA Academic Indicator: RED - socioeconomically disadvantaged students Math Academic Indicator: RED - socioeconomically disadvantaged students	$17,700.00	No
1.7	Teacher Collaboration	Required Action: YUSD will implement Professional Learning Communities (PLCs) districtwide to enhance professional skills and knowledge, thereby creating a more effective learning environment for students. Teachers will be provided release time and will collaborate with administrators regularly to share expertise, improve teaching practices, support each other, improve student outcomes, and close achievement gaps between student groups. YUSD will take collective responsibility for student learning, with the understanding that all teachers contribute to the success of all students. PLCs will prioritize the analysis of student data, engage in discussions about instructional strategies, and examine how teaching methods can be refined to meet students' needs.	$87,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Districtwide: ELA Academic Indicator: RED - Hispanic students Coarsegold Elementary: ELA Academic Indicator: RED - White students Math Academic Indicator: RED - Hispanic students, White students Rivergold Elementary: Math Academic Indicator: RED - Hispanic students		
1.8	Technology	All students will have access to a device and operational technology systems and infrastructure.	$578,850.00	Yes
1.9	Educational Options	Students who benefit from non-traditional educational settings will have access to a range of alternative program options, including home school, continuation high school, independent study, and hybrid learning programs. Funding supports the staffing and implementation of these programs through additional teachers, a 0.50 FTE counselor, two part-time secretarial positions, and one paraprofessional. Funds also support curriculum, instructional supplies, travel expenses, and a department chair stipend to ensure effective program coordination and student support.	$607,291.00	Yes
1.10	Special Education	Required Action: General educational teachers will be provided professional development to effectively interpret IEP goals, use formative assessments to inform progress on IEP goals, and implement strategies to support students with disabilities in an inclusive general education setting to improve the performance of students with disabilities in ELA and math districtwide. Students with disabilities have access to a robust Special Education program, led by a full-time Special Education Director, with individualized services and supports based on their individualized educational program (IEP) through specialized intervention classes. Our mission is to empower every student to realize their full potential in life and be prepared for	$3,307,670.00	No

Action #	Title	Description	Total Funds	Contributing
		success in college and or career. YUSD provides SLP services based on the student needs referenced in their IEP. YUSD will also provide intervention and tutoring after school utilizing intervention programs (i.e., ST Math, Lexia). YUSD will engage in ongoing professional development for staff related to IEP compliance, goal writing, Behavior Intervention Plans (BIP), autism, instructional scaffolding, research-based instructional strategies through professional development administered monthly. This will allow teaching staff with release time to collaborate and plan special education goals, services, strategies, and instruction; these resources are focused on support to close the achievement gaps between student groups. YUSD will utilize NWEA K-12 Measures of Academic Progress (MAP) assessments to track student progress, identify students in need of intervention, and support classroom, school, and district-level planning. YUSD teachers will have time built into their schedules to collaborate with others while reviewing formative evaluation and using data to plan instruction. The Director of Special Education will provide targeted professional development to general education teachers. The focus of this training will be on evidence-based instructional strategies, including differentiated instruction, lesson scaffolding, and social-emotional learning support, which are proven to improve access to the core curriculum for students with diverse learning needs. The expected outcomes of this action include increased teacher capacity to implement inclusive and equitable instructional practices and improved academic outcomes for students with disabilities. To address the required action for RED suspension rates for students with disabilities as listed below, professional development will also help teachers learn proactive classroom management techniques that prevent disruptive behavior before they escalate like setting clear expectations, maintaining consistent routines, and reinforcing positive behavior. Districtwide: ELA Academic Indicator: RED - students with disabilities Math Academic Indicator: RED - students with disabilities Suspension Rate: RED - students with disabilities		

Action #	Title	Description	Total Funds	Contributing
		Coarsegold Elementary: ELA Academic Indicator: RED - students with disabilities Math Academic Indicator: RED - students with disabilities Suspension Rate: RED - students with disabilities Rivergold Elementary: Suspension Rate: RED - students with disabilities		
1.11	Data Management System	YUSD will utilize NWEA K-12 Measures of Academic Progress (MAP) assessments and Parsec Education's data analytics, visualization, and feedback tools to support effective PLCs districtwide, track student progress, identify students in need of intervention, and support classroom, school, and district-level planning.	$37,000.00	Yes
1.12	Support Best Practices for Long-Term English Learners (LTELs)	Required Action: YUSD will provide professional development to teachers to improve the performance of long-term English learners districtwide. Professional development will focus on strategies to support the unique needs of long-term English learners, such as using verbal strategies to develop reading comprehension and writing skills, strategies to develop thinking and listening skills, and small group interactive groupings.	$8,777.00	No
1.13	Educational and Data Consultants	YUSD will utilize a data management consultant to provide analysis of benchmark assessment data, student behavioral data, and other educational program data to support timely and targeted interventions and supports for students. Data resources will be available to school staff, parents, and the community. YUSD will utilize an educational consultant to provide district planning services that align with state and federal planning requirements and meet the individual needs of YUSD's high-need students.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Teacher on Special Assignment (TOSA) / Elementary Teacher	A full-time credentialed teacher on special assignment will support TK-8 teachers with instructional coaching, curriculum, instruction, assessments, interventions, and culture/climate. A full-time credentialed elementary teacher will provide classroom-embedded, evidence-based instructional strategies and academic interventions to identified students who need additional support, provide targeted instruction to address specific skill gaps, and deliver differentiated instruction in small-group settings. Teachers will collaborate during PLCs to identify students, design differentiated instruction, monitor student progress, adjust interventions based on data, and document outcomes to ensure effectiveness.	$215,000.00	Yes
1.15	Support Best Practices English Learners	Required Action: YUSD will assign a certificated English learner support teacher (1.2 FTE) to help meet the additional needs of English learners across the district. Support to classroom teachers includes targeted professional development, collaboration on effective instructional strategies, assistance with differentiation, and guidance on the implementation of appropriate language support services to improve outcomes for English learners, newcomers, and long-term English learners. The certificated support teacher will serve as a liaison for Spanish-speaking families to ensure effective communication, access to resources, and active engagement in their children's academic progress and success. The certificated support teacher will also support English learners with additional language support such as targeted interventions, differentiated instructional materials, vocabulary development, and opportunities for language practice in both academic and social contexts. To support increasing numbers of English learners with minimally developed language skills, teachers will be provided professional development on providing explicit grammar instruction and opportunities to learn grammar in context, the use of academic conversation scaffolds to promote peer-to-peer interactions, the use of visual representations and wait time, and the creation of supportive, safe environments to help new English learners transition effectively.	$205,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Professional Learning Communities (PLCs)	Required Action: YUSD, in partnership with MCSOS, will implement Professional Learning Communities (PLCs) districtwide to work together to enhance professional skills and knowledge, thereby creating a more effective learning environment for students. Teachers and administrators will collaborate regularly to share expertise, improve teaching practices, and support each other to improve student outcomes. YUSD will take collective responsibility for student learning, with the understanding that all teachers contribute to the success of all students. PLCs will prioritize the analysis of student data, engage in discussions about instructional strategies, and examine how teaching methods can be refined to meet students' needs. This action is a result of the findings from the data and root cause analysis from our 2024-25 Differentiated Assistance process with MCSOS and CCEE to address persistent performance issues over multiple years.	$6,711.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will benefit from a safe, healthy, positive school climate, where they will be supported by teachers and staff who nurture social-emotional development and prioritize teacher-student relationships and school connectedness.	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.

YUSD strives to lead without limits, foster a love of learning, and serve the needs of students, families, staff, and the broader community. This vision reflects a commitment to both academic achievement and whole-child development. School climate remains a priority, and data related to student engagement and suspensions indicate that continued improvement is needed in this area. YUSD's chronic absenteeism rate is 33.0% for all students, while the rate for California is 17.1%. The district's suspension rate is also significantly higher than that of the state at 8.1%. YUSD will continue to prioritize Goal 2, Action 1, Multi-Tiered Systems of Support (Intervention), and Goal 2, Action 5, Student Attendance and Review Board (SARB). The purpose of SARB is to partner with families to identify barriers to attendance and develop supportive plans to address them. The SARB committee may work with parents to create an attendance plan, connect families with community resources, or make schedule adjustments to better meet family needs. When appropriate, additional steps may be taken, including referrals to outside agencies or, as a last resort, the District Attorney's office.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2022-23 (CA 24.3%) All: 41.3 EL: 61.9 FY: 26.1 SED: 46.3 SWD: 49.5 Am. Ind.: 59.4 Asian: 50.0	2023-24 (CA 18.6%) All: 38.4 EL: 34.8 LTEL: <11 students FY: 31.6 Homeless: 52.1	2024-25 (CA 17.1%) All: 33.0 EL: 31.0 LTEL: <11 students FY: <11 students Homeless: 45.2	All: <20 EL: <20 LTEL: <20 FY: <20 Homeless <20 SED: <20 SWD: <20 Am. Ind.: <20 Asian: <20	All: -8.3 EL: -30.9 LTEL: NA FY: NA Homeless: -6.9 SED: -9.8 SWD: -7.8 Am. Ind.: -8.1 Asian: -44.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hisp.: 38.3 White: 42.1 2 or More: 32.2 Data Source: Dashboard	SED: 44.8 SWD: 49.3 Am. Ind.: 51.5 Asian: 16.7 Hisp.: 40.1 White: 38.2 2 or More: 32.4 Data Source: Dashboard	SED: 36.5 SWD: 41.7 Am. Ind.: 51.3 Asian: 5.6 Hisp.: 35.4 White: 31.9 2 or More: 34.4 Data Source: Dashboard	Hisp.: <20 White: <20 2 or More: <20	Hisp.: -2.9 White: -10.2 2 or More: +2.2
2.2	Attendance Rate	2023-24 (P2) 89.0% Data Source: Internal Data P2	2024-25 (P2) 90.0% Data Source: Internal Data P2	2025-26 (P2) 92.0% Data Source: Internal Data P2	95.0%	+3.0%
2.3	Suspension Rate	2022-23 (CA 3.6) All: 10.3 EL: 4.5 FY: 34.2 Homeless: 20.0 SED: 12.1 SWD: 16.5 Af. Am: 18.8 Am. Ind.: 27.5 Asian: 3.8 Hisp: 8.4 White: 10.2 2 or More: 10.8 Data Source: Dashboard	2023-24 (CA 3.2) All: 11.1 EL: 10.7 LTEL: 14.3 FY: 13.2 Homeless: 13.1 SED: 13.0 SWD: 14.7 Af. Am.: 7.7 Am. Ind.: 14.8 Asian: 0.0 Hisp: 10.6 White: 10.5 2 or More: 18.3 Data Source: Dashboard	2024-25 (CA 2.9) All: 8.1 EL: 9.5 LTEL: 14.3 FY: 14.7 Homeless: 14.3 SED: 9.4 SWD: 12.7 Af. Am.: 9.1 Am. Ind.: 15.4 Asian: 0.0 Hisp: 8.9 White: 7.4 2 or More: 8.6 Data Source: Dashboard	All: <3 EL: <3 LTEL: <3 FY: <3 Homeless: <3 SED: <3 SWD: <3 Am. Ind.: <3 Hisp: <3 White: <3 2 or More: <3	All: -2.2 EL: +5.0 LTEL: no difference FY: -19.5 Homeless: -5.7 SED: -2.7 SWD: -3.8 Af. Am.: -9.7 Am. Ind.: -12.1 Asian: -3.8 Hisp: +0.5 White: -2.8 2 or More: +5.5
2.4	Expulsion Rate	2022-23 (CA 0.1) 0.0	2023-24 (CA 0.1) 0.1	2024-25 (CA 0.07) 0.0	0.0	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest	Data Source: DataQuest	Data Source: DataQuest		
2.5	Graduation Rate	2022-23 (CA: 86.2) All: 79.9 SED: 80.9 SWD: 59.3 Hisp.: 81.6 White: 80.0 DataSource: DataQuest	2023-24 (CA: 86.7) All: 80.3 EL: <11 students LTEL: <11 students SED: 81.5 SWD: 57.7 Hisp.: 83.7 White: 79.1 Data Source: DataQuest	2024-25 (CA: 87.8) All: 86.0 EL: 92.3 LTEL: 90.9 SED: 85.2 SWD: 73.5 Hisp.: 85.2 White: 86.5 Data Source: DataQuest	All: 95 EL: 90 LTEL: 90 SED: 90 SWD: 70 Hisp.: 90 White: 95	All: +6.1 EL: NA LTEL: NA SED: +4.3 SWD: +14.2 Hisp.: +3.6 White: +6.5
2.6	Middle School Dropout Rate	2022-23 0.0 Data Source: Internal Data	2023-24 0.0 Data Source: Internal Data	2024-25 0.0 Data Source: Internal Data	0.0	no difference
2.7	High School Dropout Rate	2022-23 (CA: 8.2%) 18.5% Data Source: DataQuest	2023-24 (CA: 6.3%) 20.5% Data Source: DataQuest	2024-25 (CA: 5.2%) 6.9% Data Source: DataQuest	3% or less	-11.6%
2.8	Facilities in Good Repair	2023-24 (FIT) CES: Good RES: Good YHS: Good R-Granite HS: Good	2024-25 (FIT) CES: Good RES: Good YHS: Good R-Granite HS: Good	2025-26 (FIT) CES: Good RES: Good YHS: Good R-Granite HS: Good	All sites Good	CES: no difference RES: no difference YHS: no difference R-Granite HS: no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: FIT Report	Data Source: FIT Report	Data Source: FIT Report		
2.9	Safety: Climate Survey: % of Students who respond Agree or Strongly Agree to: When I am at school, I feel safe	2023-24 65% Data Source: Educational Partner Survey	2024-25 56% Data Source: Educational Partner Survey	2025-26 50% Data Source: Educational Partner Survey	80%	-15%
2.10	School Connectedness: Climate Survey: % of Students who respond Agree or Strongly Agree to: I feel like I fit in when I am at school and/or during distance learning	2023-24 52% Data Source: Educational Partner Survey	2024-25 50% Data Source: Educational Partner Survey	2025-26 57% Data Source: Educational Partner Survey	80%	+5%
2.11	Positive Climate: Educational Partner Survey: % of Educational Partners who respond Agree or Strongly Agree to: YUSD provides a positive school climate	2023-24 65% Data Source: Educational Partner Survey	2024-25 58% Data Source: Educational Partner Survey	2025-26 58% Data Source: Educational Partner Survey	80%	-7%
2.12	Positive Climate: Educational Partner Survey: % of Educational Partners who respond Agree or Strongly Agree to: YUSD staff and/or programs provide social and emotional supports for students	2023-24 54% Data Source: Educational Partner Survey	2024-25 55% Data Source: Educational Partner Survey	2025-26 57% Data Source: Educational Partner Survey	80%	+3%

Goal Analysis [2025-26]

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

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

Action 2.1 is a non-contributing action that provided a multi-tiered system of support for students to access intervention staff and social, emotional, and behavioral interventions as needed, including things such as individual and group counseling, psych-educational groups, Check In/Check Out, social-emotional learning lessons and activities, restorative practices, and referrals to outside agencies. While the activities outlined in this action were implemented as planned, it was not without concerns about the equitable distribution of services. The effective distribution of human resources where they are needed, with the limited fiscal resources that are available, is an ongoing challenge inherent in a small district. The district's greatest success in this action continues to be the identification and ongoing monitoring of students in need, which was significantly enhanced during the 2025-26 school year with the implementation of a new analytics system. A continuing challenge was the timely delivery of Tier II and Tier III interventions, as the number of students requiring support often exceeded the available resources. Also, the district's high non-stability rates created a barrier to getting students the help they need. Identified students may not remain in the district long enough to fully benefit from the interventions. The district's continued implementation of PLCs districtwide will strengthen this action in 2026–27 as teachers refine their ability to analyze data, adjust instruction, and implement targeted interventions that respond to students' specific learning needs.

Action 2.3 is a contributing action that funds the high school vice principal position. The action was implemented as planned, with the vice principal's responsibilities focused on providing direct support to students through the identification of appropriate behavioral interventions and the implementation of restorative practices. A success of this action was the reduction in suspension rates and chronic absenteeism, supported by the implementation of a new data analytics system that helped the vice principal respond more quickly with restorative strategies.

Actions 2.2, 2.4, and 2.7 work together to provide students with equitable opportunities to connect to school beyond classroom learning. Action 2.2 provided student leadership opportunities, Action 2.4 provided enrichment opportunities, and Action 2.7 provided transportation to provide equitable access to enrichment opportunities. These actions were implemented as planned to the extent that transportation services were able to meet demand. The success of these actions is that they have provided equitable opportunities for all students to participate in sports, athletics, and field trips, especially for students who experience barriers such as limited access to reliable transportation. The district continues to face the dual challenge of rising transportation costs and a shortage of buses and drivers, which impacts its ability to meet current demand.

Action 2.5 is a non-contributing action that provides for staff time in the Eastern Madera County SARB board. This action was implemented as planned. There are no challenges or notable successes with the implementation of this action.

Action 2.6 is a non-contributing action that provides custodial and maintenance services to ensure a clean and safe learning environment. This action was implemented as planned. There are no challenges or notable successes with the implementation of this action.

Action 2.8 provided teachers with research-based professional development focused on improving the culture and climate of all schools. This action was implemented as planned. The success of this action was reflected in each site's culture and climate team consistently

implementing site-based behavioral procedures, further strengthened in 2025–26 through regular PLC collaboration and the use of timely behavioral data to guide decision-making. Another success is the more consistent implementation of agreed-upon behavioral procedures, reflected in a reduction in suspension rates. A continuing challenge is the limited campus supervision available to support implementation outside of the classroom.

Action 2.9 is a contributing action that invested in Parsec Education's analytics platform to equip staff with live data dashboards for real-time attendance and behavior tracking. Although training and building new district-wide data routines presented early challenges, the action has empowered staff to make more informed decisions and take proactive measures regarding student interventions related to attendance and discipline.

Action 2.10 is a contributing action designed to create safe schools. The action invested in ActVnet with an enhanced camera system to strengthen student safety by combining real-time visitor management with comprehensive campus monitoring. The action was implemented as planned with no challenges or notable successes. The action will be strengthened next year by adding evidence-based Crisis Prevention Institute (CPI) professional development to staff to strengthen the district's trauma-informed response system. CPI training will equip staff with verbal de-escalation strategies, emotional self-regulation techniques, and risk assessment skills to proactively manage challenging student behaviors.

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

Action 2.4: Budgeted $225,000. Estimated actual $300,000. YUSD spent more on outsourced transportation with vans and charters than anticipated due to a shortage of drivers.
Action 2.7: Budgeted $500,000. Estimated actual $650.000. YUSD spent more than anticipated on unforeseen rising transportation costs.

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

The actions in Goal 2 work together to provide a safe, healthy, positive school climate, where students are supported by teachers and staff who nurture social-emotional development and prioritize teacher-student relationships and school connectedness. The metrics used to measure the effectiveness of these actions include the Chronic Absenteeism Indicator, Suspension Rate Indicator, attendance rate, graduation rate, dropout rates, expulsion rate, Facilities Inspection Tool, and local climate survey. The results were positive overall and for many student groups.

The 2025 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent to 33.0% from 38.4% in 2024. Chronic absenteeism also decreased for all significant student groups except students of 2 or more races. Chronic absenteeism for English learners declined from 34.8% to 31.0%, for low-income students from 44.8% to 36.5%, and for homeless students from 52.1% to 45.2%. There were fewer than 11 foster youth in 2025, so a comparison is not possible. The 2025 Suspension Rate Indicator improved, with an overall decrease in suspensions to 8.1% from 11.1% in 2024. English learners and low-income students also experienced a decrease in suspensions, while suspensions increased for foster youth. For English learners, suspensions decreased from 10.7% in 2024 to 9.5% in 2025. For low-income students, suspensions decreased from 13.0% in 2024 to 9.4% in 2025. Foster youth experienced a slight increase in suspensions from 13.2% in 2023-24 to 14.3% in 2024-25. The 2025 graduation rate also showed improvement, with an overall increase in the graduation rate to 86.0% from 80.3% in 2024. The graduation rate also increased for all student groups. The graduation rate for English

learners was 92.3%, for low-income students was 85.2%, and for long-term English learners was 90.9%. There were fewer than 11 foster youth. The high school dropout rate decreased from 20.5% in 2024 to 6.9% in 2025.

The attendance rate increased from 90% in 2024-25 to 93% in 2025-26.

The 2026 local climate survey indicates 50% of students "agree" or "strongly agree" that they feel safe, a decline from 56% in 2025. In 2026, 57% of students feel they fit in and that teachers think they will be successful, an increase from 50% last year. The percentage of educational partners who feel YUSD staff and/or programs provide social and emotional supports for students increased to 57% in 2026 from 55% in 2025. Finally, the percentage of educational partners who agreed that YUSD provides a positive school climate remained unchanged at 58% in 2025 and 2026.

Analysis of the metrics used to evaluate Goal 2 indicates that decreases in chronic absenteeism, suspension rates, and the high school dropout rate suggest the multi-tiered system of supports is having the intended impact. The overall increase in the graduation rate further reflects the effectiveness of this system.

Action 2.1 is a non-contributing action that provided a multi-tiered system of supports so that students have access to intervention staff and social, emotional, and behavioral interventions as needed, including things such as individual and group counseling, psych-educational groups, Check In/Check Out, social-emotional learning lessons and activities, restorative practices, and referrals to outside agencies. This action was effective in making progress toward the goal, as reflected in overall reductions in chronic absenteeism and across each significant student group, as well as decreases in suspension rates overall and for most significant student groups.

Action 2.3 is a contributing action that funds the high school vice principal position. The role of the vice principal is important to the successful implementation of the multi-tiered system of supports. The vice principal was responsible for identifying appropriate behavioral interventions and implementing restorative practices. The metrics used to measure the effectiveness of this action include:

Suspension Rate
Chronic Absenteeism Rate
Attendance Rate
Safety: Climate Survey
Connectedness: Climate Survey
Positive Climate: Educational Partner Survey

Based on these metrics, the action was partially effective in making progress toward the goal. Several statistical indicators show positive trends overall. However, survey data indicate there is additional work to be done. The statistics that support the effectiveness of this action include positive trends in the suspension rate, chronic absenteeism, and the attendance rate. The suspension rate decreased overall from 11.1% in 2023-25 to 8.1% in 2024-25. The suspension rate also decreased for most numerically significant student groups, including English learners and low-income students. The suspension rate for English learners decreased from 10.7% in 2023-24 to 9.5% in 2024-25, and for low-income students from 13.0% in 2023-24 to 9.4% in 2024-25. For foster youth, the suspension rate increased slightly from 13.2% in 2023-24 to 14.7% in 2024-25. However, the suspension rate for foster youth saw a major decline after hitting 32.4% during the 2022–23 school year.

Chronic absenteeism decreased overall, and for English learners and low-income students. The chronic absenteeism rate decreased overall from 38.4% in 2023-24 to 33.0% in 2024-25. The chronic absenteeism rate also declined for English learners from 34.8% in 2023-24 to 34.1% in 2024-25 and for low-income students from 44.8% in 2023-24 to 36.5% in 2024-25. However, chronic absenteeism increased for foster youth. Due to insignificant numbers within the foster youth student group in 2024-25, a measure is not available. However, chronic absenteeism increased for foster youth from 26.2% in 2022-23 to 31.6% in 2023-24.

The attendance rate increased from 90% in 2024-25 to 93% in 2025-26.

Survey measures of safety and connectedness are mixed. The Climate Survey indicated that over the past three years, students have been feeling less safe at school. In 2023-24, 65% of students "agreed or strongly agreed" that they feel safe at school. In 2024-25, that percentage fell to 56%. Then in 2025-26, the percentage dropped again to 50% of students reporting they feel safe at school. Moving in the other direction, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%. The results of the Positive Climate: Educational Partner Survey have also shown a slight decline from 65% of educational partners in 2023-24 "agreeing or strongly agreeing" that YUSD provides a positive school climate to 58% in 2024-25 and 58% in 2025-26.

Action 2.3 will continue in 2026-27 with a strengthened approach of more early warning system reporting, further leveraging the live dashboards to help the vice principal actively monitor disciplinary data and respond with more timely interventions and support. The aim is that this action will continue to improve outcomes through the engagement of families in meaningful and mutually beneficial ways to promote each student’s academic success and well-being.

Actions 2.2, 2.4, and 2.7 work together to provide students with equitable opportunities to connect to school beyond classroom learning. Action 2.2 is a non-contributing action that provided student leadership opportunities; Action 2.4 is a contributing action that provided enrichment opportunities, and Action 2.7 is a contributing action that provided transportation to provide equitable access to enrichment opportunities. These actions faced challenges when shortages of buses and drivers delayed planned enrichment opportunities. The metrics used to measure 2.4 and 2.7 include:

Chronic Absenteeism Rate
Attendance Rate
Connectedness: Climate Survey

These actions were effective in making progress toward the goal, as evidenced by the reduction in chronic absenteeism from 38.4% in 2023-24 to 33% in 2024-25 and the increase in the attendance rate from 90% in 2024-25 to 93% in 2025-26. Also, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%.

Action 2.5 is a non-contributing action that provides for staff time on the Eastern Madera County SARB board. This action was effective in making progress toward the goal as evidenced by the decrease in the chronic absenteeism rate from 38.4% in 2023-24 to 33% in 2024-25.

Action 2.6 is a non-contributing action that provides custodial and maintenance services to ensure a clean and safe learning environment. This action was effective in making progress toward the goal, as evidenced by the 78% of educational partners who agree the district provides clean and well-maintained facilities.

Action 2.8 is a contributing action that provides teachers with research-based professional development focused on improving the culture and climate of all schools. The metrics used to measure the effectiveness of this action include:

Suspension Rate
Chronic Absenteeism Rate
Attendance Rate
Safety: Climate Survey
Connectedness: Climate Survey
Positive Climate: Educational Partner Survey

Based on these metrics, the action was partially effective in making progress toward the goal. Several statistical indicators show positive trends overall. However, survey data indicate there is additional work to be done. The statistics that support the effectiveness of this action include positive trends in the suspension rate, chronic absenteeism, and the attendance rate. The suspension rate decreased overall from 11.1% in 2023-25 to 8.1% in 2024-25. The suspension rate also decreased for most numerically significant student groups, including English learners and low-income students. The suspension rate for English learners decreased from 10.7% in 2023-24 to 9.5% in 2024-25, and for low-income students from 13.0% in 2023-24 to 9.4% in 2024-25. For foster youth, the suspension rate increased slightly from 13.2% in 2023-24 to 14.7% in 2024-25. However, the suspension rate for foster youth saw a major decline after hitting 32.4% during the 2022–23 school year.

Chronic absenteeism decreased overall, and for English learners and low-income students. The chronic absenteeism rate decreased overall from 38.4% in 2023-24 to 33.0% in 2024-25. The chronic absenteeism rate also declined for English learners from 34.8% in 2023-24 to 34.1% in 2024-25 and for low-income students from 44.8% in 2023-24 to 36.5% in 2024-25. However, chronic absenteeism increased for foster youth. Due to insignificant numbers within the foster youth student group in 2024-25, a measure is not available. However, chronic absenteeism increased for foster youth from 26.2% in 2022-23 to 31.6% in 2023-24.

The attendance rate increased from 90% in 2024-25 to 93% in 2025-26.

Survey measures of safety and connectedness are mixed. The Climate Survey indicated that over the past three years, students have been feeling less safe at school. In 2023-24, 65% of students "agreed or strongly agreed" that they feel safe at school. In 2024-25, that percentage fell to 56%. Then in 2025-26, the percentage dropped again to 50% of students reporting they feel safe at school. Moving in the other direction, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%. The results of the Positive Climate: Educational Partner Survey have also shown a slight decline from 65% of educational partners in 2023-24 "agreeing or strongly agreeing" that YUSD provides a positive school climate to 58% in 2024-25 and 58% in 2025-26.

Action 2.9 is a contributing action that invested in Parsec Education's analytics platform to equip staff with live data dashboards for real-time attendance and behavior tracking. The metrics used to measure the effectiveness of this action include:

Suspension Rate
Chronic Absenteeism Rate
Attendance Rate
Safety: Climate Survey
Connectedness: Climate Survey
Positive Climate: Educational Partner Survey

Based on these metrics, the action was partially effective in making progress toward the goal. Several statistical indicators show positive trends overall. However, survey data indicate there is additional work to be done. The statistics that support the effectiveness of this action include positive trends in the suspension rate, chronic absenteeism, and the attendance rate. The suspension rate decreased overall from 11.1% in 2023-25 to 8.1% in 2024-25. The suspension rate also decreased for most numerically significant student groups, including English learners and low-income students. The suspension rate for English learners decreased from 10.7% in 2023-24 to 9.5% in 2024-25, and for low-income students from 13.0% in 2023-24 to 9.4% in 2024-25. For foster youth, the suspension rate increased slightly from 13.2% in 2023-24 to 14.7% in 2024-25. However, the suspension rate for foster youth saw a major decline after hitting 32.4% during the 2022–23 school year.

Chronic absenteeism decreased overall, and for English learners and low-income students. The chronic absenteeism rate decreased overall from 38.4% in 2023-24 to 33.0% in 2024-25. The chronic absenteeism rate also declined for English learners from 34.8% in 2023-24 to 34.1% in 2024-25 and for low-income students from 44.8% in 2023-24 to 36.5% in 2024-25. However, chronic absenteeism increased for foster youth. Due to insignificant numbers within the foster youth student group in 2024-25, a measure is not available. However, chronic absenteeism increased for foster youth from 26.2% in 2022-23 to 31.6% in 2023-24.

The attendance rate increased from 90% in 2024-25 to 93% in 2025-26.

Survey measures of safety and connectedness are mixed. The Climate Survey indicated that over the past three years, students have been feeling less safe at school. In 2023-24, 65% of students "agreed or strongly agreed" that they feel safe at school. In 2024-25, that percentage fell to 56%. Then in 2025-26, the percentage dropped again to 50% of students reporting they feel safe at school. Moving in the other direction, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%. The results of the Positive Climate: Educational Partner Survey have also shown a slight decline from 65% of educational partners in 2023-24 "agreeing or strongly agreeing" that YUSD provides a positive school climate to 58% in 2024-25 and 58% in 2025-26.

Action 2.10 is a contributing action designed to create safe schools. The action invested in ActVnet with an enhanced camera system to strengthen student safety by combining real-time visitor management with comprehensive campus monitoring. The metrics used to measure the effectiveness of this action include:

Attendance Rate

Chronic Absenteeism Rate

This action was effective in making progress toward the goal, as evidenced by the decrease in the chronic absenteeism rate from 38.4% in 2023-24 to 33% in 2024-25 and the increase in the attendance rate from 90% in 2024-25 to 93% in 2025-26.

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 2.1 was revised to change the identified student group for DA to the American Indian student group.
Action 2.3 Increased or Improved Services Section was revised to change the Bullying: Educational Partner Survey to the Positive Climate: Educational Partner Survey and include an analysis of recent data.
Action 2.4 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 2.7 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 2.8 was revised to increase the assistant position to 0.50 FTE.
Action 2.8 Increased or Improved Services Section was revised to change the Bullying: Educational Partner Survey to the Positive Climate: Educational Partner Survey and include an analysis of recent data.
Action 2.9 was revised to include Parsec Education.
Action 2.9 Increased or Improved Services Section was revised to include an analysis of recent data.
Action 2.9 Increased or Improved Services Section was revised to change the Bullying: Educational Partner Survey to the Positive Climate: Educational Partner Survey and include an analysis of recent data.
Action 2.10 was revised to include CPI training.
Action 2.10 Increased or Improved Services Section was revised to include an analysis of recent data.

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	Multi-Tiered Systems of Support (Social-Emotional)	Required Action: YUSD will ensure student access to intervention support staff and social, emotional, and behavioral interventions to reduce the suspension rate for socioeconomically disadvantaged students, homeless youth, foster youth, and students with disabilities districtwide and for the schools and student groups in each school listed below: Districtwide	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Suspension Rate: RED - foster youth, homeless youth, socioeconomically disadvantaged, students with disabilities, American Indian, and White students Coarsegold Elementary: Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students Rivergold Elementary: Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students Student needs vary, including those of foster and homeless youth and students with disabilities, and social-emotional interventions and supports will be tailored through individual counseling and Check-In/Check-Out procedures. Group counseling and psychoeducational groups will bring together students with similar needs to address targeted areas such as anger management and anti-bullying. Social-emotional lessons delivered by trained teachers will serve as a preventative approach, supporting the development of self-awareness, academic success, and positive behavior both in and out of the classroom. At the elementary level, these lessons focus on self-expression and building peer relationships, while at the high school level, they emphasize perspective-taking, empathy, and pro-social behavior. The use of restorative practices further supports the development of positive, respectful, and inclusive school environments. Implementation of the Positivity Project will provide students with daily lessons that include discussions and activities related to teaching character strengths and the value of positive relationships. Referrals to outside agencies will be made when staff do not possess the requisite knowledge or expertise of staff to effectively intervene with the needs of a student. This action is a result of the findings from the data and root cause analysis from our 2025-26 Differentiated Assistance process with MCSOS to reduce the suspension rates of native American students within the American Indian student group.		

Action #	Title	Description	Total Funds	Contributing
2.2	Student Leadership Opportunities	Students will have leadership opportunities (staff time) such as student council, mentors, and club presidents.	$2,000.00	No
2.3	High School and Educational Options Assistant Principals	1.0 FTE High School vice principal position to support Educational Options students (predominately low-income students and foster youth) and district testing.	$141,490.00	Yes
2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Enrichment activities to support low-income students, foster youth and English learners: Transportation, Sports, Athletics, and Field Trips.	$240,000.00	Yes
2.5	Student Attendance Review Board	District will participate in Eastern Madera County SARB board (staff time).	$2,000.00	No
2.6	Custodial & Maintenance Services	Custodial and maintenance services will provide for a clean and safe learning environment.	$2,210,694.00	No
2.7	Transportation	Ensure safe and reasonable access to transportation especially for low income students, foster youth and English learners.	$550,000.00	Yes
2.8	Culture & School Climate Program	Required Action: YUSD will invest in strategies to improve the culture and climate of its schools, aiming to reduce the suspension rate for socioeconomically disadvantaged students, homeless youth, and foster youth districtwide. These efforts will include implementing restorative practices, enhancing social-emotional learning (SEL), expanding access to mental health services, providing professional development for staff, and fostering inclusive school environments where all students feel safe, respected, and supported. Districtwide	$330,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Suspension Rate: RED - foster youth, homeless youth, socioeconomically disadvantaged Coarsegold Elementary: Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students Rivergold Elementary: Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students Professional learning opportunities will focus on strategies to support alternatives to suspension, practices that work to improve safety, expectations for behavior, and improved communication. The focus at the elementary level will be to support positive behavior incentives. At the high school level, strategies such as restorative practices and peer counseling will provide alternatives to suspensions. A counselor at Coarsegold will sustain the continuous process review cycle to ensure a positive school culture and climate that is respectful and supportive. Student Attendance/Behavior Advocates (SABAs) at Coarsegold Elementary, Rivergold Elementary, and Yosemite High School will help increase attendance and reduce suspensions. A campus supervisor at Rivergold will improve safety outside of the classroom. An administrator (.25 FTE) and an assistant (.50 FTE) will focus on improving services to the families of foster youth, homeless youth, English learners, and socioeconomically disadvantaged students through strengthened relationships and connecting them with additional wrap-around supports to help remove any barriers that may be impacting their ability to fully engage in school. Contracted services through Aspiring Higher will support YUSD in the development and implementation of an accountability and data-monitoring system to monitor progress toward graduation, A-G completion, and CTE pathway completion. Contracted services will support YUSD with the development of a Cycle of Continuous Learning and Improvement (CCLI) and the creation of a Counseling Cycle as the first CCLI cycle tool. Aspiring Higher will also support YUSD with the development of an annual counseling plan and course sequencing to improve equitable access.		

Action #	Title	Description	Total Funds	Contributing
2.9	Analytics Platform	YUSD will invest in Parsec Education's data analytics platform and live data dashboards to track and highlight behavioral data and attendance in real-time. The live dashboards will provide real-time, data-driven insights into student behavior, trends, and patterns, allowing staff to make more informed decisions and take proactive measures to address discipline issues. Monitoring the attendance of individual students and groups such as grade level, ethnicity, socioeconomic status, or subject area will help to identify not only individual students at risk of chronic absenteeism but also groups who may need tailored strategies to support improved attendance at school.	$25,000.00	Yes
2.10	Safe Learning Environment	YUSD will invest in the ActVnet program, a web-based school safety platform designed to strengthen emergency response and coordination between schools and first responders. The integration of ActVnet with an enhanced camera system strengthens student safety by combining real-time visitor management with comprehensive campus monitoring. ActVnet helps ensure that all visitors are properly screened, checked in, and tracked, while the upgraded camera system provides continuous visibility across key areas of the campus. Together, these systems allow staff to quickly verify identities, monitor activity, and respond promptly to any concerns. The use of centralized data and real-time alerts supports more informed decision-making, helping to maintain a safe, secure, and well-supervised school environment. Provide evidence-based Crisis Prevention Institute (CPI) professional development to staff to strengthen the district's trauma-informed response system. CPI training will equip staff with verbal de-escalation strategies, emotional self-regulation techniques, and risk assessment skills to proactively manage challenging student behaviors. By teaching staff to recognize early behavioral triggers and implement non-restrictive interventions, this will help reduce classroom disruptions and minimize disciplinary referrals. These investments will significantly enhance student safety and promote equity, particularly for low-income students and foster youth, who are more	$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		likely to experience trauma or housing instability. A robust and reliable safety infrastructure that includes proactive de-escalation practices will reduce fear during emergencies, support the development of a trauma-sensitive school culture, and improve student mental health by mitigating chronic stressors that hinder learning and behavior. For families, especially those in YUSD's under-resourced neighborhoods, this program will provide reassurance that their children are protected by advanced systems capable of real-time coordination with emergency services. Ultimately, this integrated approach not only increases physical safety but also nurtures a stable, secure environment that is essential for both academic achievement and emotional well-being.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide opportunities for students, parents, community members and organizations to participate in all aspects of the educational environment to support and enhance student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One of the YUSD School Board's shared beliefs is that learning is a collective responsibility among students, families, teachers, schools, and the community. Transparency and meaningful partnerships with students, parents, and community members are essential to the work of educating children. The District values participation and diverse perspectives, recognizing that outcomes improve when planning is collaborative. During the 2023–24, 2024–25, and 2025–26 school years, the District continued to expand its presence on social media, including the creation of "Crushing It" videos to recognize staff and share these efforts with the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Family Engagement: # of Educational Partners who participate in Educational Partner Survey	2023-24 119 Data Source: Educational Partner Survey	2024-25 120 Data Source: Educational Partner Survey	2025-26 121 Data Source: Educational Partner Survey	150	+3
3.2	Student Engagement: # of Students who participate in Climate Survey	2023-24 245	2024-25 244	2025-26 283	300	+38

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Educational Partner Survey	Data Source: Educational Partner Survey	Data Source: Educational Partner Survey		
3.3	Operational Site Level Advisory Groups	2023-24 CES, RES, and YHS/Ed. Opts have operational SSCs Data Source: Internal Data	2024-25 CES, RES, and YHS/Ed. Opts have operational SSCs Data Source: Internal Data	2025-26 CES, RES, and YHS/Ed. Opts have operational SSCs Data Source: Internal Data	CES, RES, and YHS/Ed Opts have operational SSCs	no difference
3.4	Operational District Level Advisory Groups	2023-24 District has operational Budget Advisory Committee and Parent Advisory Committee Data Source: Internal Data	2024-25 District has operational Budget Advisory Committee and Parent Advisory Committee Data Source: Internal Data	2025-26 District has operational Budget Advisory Committee and Parent Advisory Committee Data Source: Internal Data	District has operational Budget Advisory Committee and Parent Advisory Committee	no difference

Goal Analysis [2025-26]

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

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

Action 3.1, 3.2, 3.3, and 3.4 are all non-contributing actions that work together to solicit input from educational partners to inform the design of the district's programs and services so that the needs of all student groups are met. Action 3.1 is an action to administer the annual Educational Partner Survey. The purpose of the survey is to gather information that will promote parental involvement for all students, including students with high needs and those with special needs. The results are also reported as part of the annual Local Indicator Report.

Action 3.2 is an action to administer the annual Climate Survey. Action 3.3 focused on site- and district-level advisory groups such as School Site Councils and the district's Parent Advisory Committee and Budget Advisory Committee. These groups include representatives from unduplicated student groups to ensure meaningful collaboration on strategies that utilize district resources to best support all student groups.

Action 3.4 was a contract with the Donovan Group to improve communication with families and build greater school connections. These actions were fully implemented as planned. The School Site Councils met four (4) times during the year, the Parent Advisory Committee met on August 27, 2025, January 14, 2026, and May 27, 2026 with a diverse group of parents that represented the unduplicated student groups, and the Budget Advisory Committee met September 8, 2025, December 10, 2025, March 2, 2026, and June 22, 2026 which also included educational partners that are representative of the district's diverse student population. A continuing challenge in implementing these actions is ensuring that educational partner input reflects the diversity of all student groups. To overcome this, the district facilitated English learner information sessions conducted by teachers, developed more targeted supports for English learners, and expanded outreach to non-English-speaking families through the assistance of a bilingual liaison.

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.

There were no material differences.

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

Action 3.1, 3.2, 3.3, and 3.4 work together to solicit input from educational partners to inform the design of the district's programs and services so that the needs of all student groups are met. Action 3.1 and 3.2 are actions to administer annual surveys to educational partners. Action 3.3 is an action to conduct district-level advisory groups. Action 3.4 was a contract with the Donovan Group to improve communication with families and build greater school connections. The metrics used to measure the effectiveness of these actions include the number of respondents to the two annual district surveys, an accounting of the schools that have operational School Site Councils, and confirmation of operational district-level advisory groups.

These actions were partially effective in making progress toward the goal as evidenced, in part, by a small increase in the number of partners responding to the Educational Partner Survey from 120 in 2024-25 to 121 in 2025-26. The target is to receive at least 150 survey responses each year. The challenge with implementing these actions is ensuring the survey responses to the Educational Partner Survey are representative of all student groups. So, the district also solicited responses to the survey questions through other strategies, such as School Site Council meetings, the Parent Advisory Committee meetings, and the Budget Advisory Committee meetings, which include meetings with non-English speaking families and families of students with disabilities, so that the students with the greatest needs are met.

The Donovan Group is a team of communication professionals that helped the district market, prepare visuals, and conduct outreach as needed. The team also helped with translation services. The team provided services in communication planning, content creation, graphic design, video production, media relations, branding, marketing, and data infographics to help interpret CAASPP, survey, and Healthy Kids Survey data. There were challenges associated with ensuring the members of these committees represent all student groups, especially unduplicated students. The district addressed these challenges by actively recruiting the parents of the unduplicated student groups to participate in school- and district-level councils and committees. A strategy the district continues to use is to actively recruit parents through teacher-led English learner information sessions.

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 3.4 title was revised to Home-to-School Partnerships and any references to The Donovan Group was removed. The services will continue at the site level.

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	Educational Partner Survey	District annually administers an Educational Partner Survey and shares data with the School Board (staff time) in order to gather information that will promote parental involvement for all students, including socioeconomically disadvantaged students and those with special needs. The District reports findings as part of annual Local Indicator Report.	$1,000.00	No
3.2	Climate Survey	District annually administers Climate Survey and shares data with the School Board (staff time). The District reports findings as part of annual Local Indicator Report.	$1,000.00	No
3.3	School and District Advisory Groups	School sites will have operational School Site Council and District will have an operational Parent Advisory Committee and Budget Advisory Committee (staff time).These groups include representatives of unduplicated students so the group can review data and meaningfully collaborate on ways to utilize resources to best support all students, including low-income students.	$2,000.00	No
3.4	Home-to-School Partnerships	Schools will build strong home-to-school partnerships by offering robust family outreach and translation services. Schools will provide timely updates, including the results of the California Assessment of Student Performance and Progress (CAASPP) testing and community survey results.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	For the 2024-25 school year only: Within three years, all students at Coarsegold Elementary and Raymond Granite High School, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will demonstrate growth toward meeting or exceeding standards in English Language Arts and math as measured by the CAASPP and other local assessments. Additionally, as measured by the Suspension Rate Indicator, the suspension rate for all students, particularly students with disabilities, socioeconomically disadvantaged, Hispanic, and White students, will significantly decline. For the 2025-26 and 2026-27: Within three years, all students at the newly identified schools, Ahwahnee High School, Evergreen High School, and Raymond Granite High School, particularly socioeconomically disadvantaged students, will demonstrate growth toward meeting or exceeding standards in English Language Arts and math as measured by the CAASPP and other local assessments. Additionally, as measured by the Suspension Rate Indicator, the suspension rate for all students, particularly socioeconomically disadvantaged students, will significantly decline.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As per California Education Code 42238.024 which was enacted by Senate Bill 114 (2023-24), schoolsites that have nonstability rates greater than 25 percent and socioeconomically disadvantaged student rates greater than 70 percent are eligible for LCFF Equity Multiplier funding. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at the identified schoolsites. School districts are required to document the efforts to improve outcomes for students at these schoolsites beginning with the 2024–25 LCAP. This goal is required as documentation of YUSD's efforts to improve outcomes for students at Ahwahnee High School, Evergreen High School, and Raymond Granite High School.

2024 EQUITY MULTIPLIER SCHOOLS UPDATE:

In 2024, the nonstability rate for Coarsegold was 26.8%. The nonstability rate for Raymond Granite High School in 2024 was 42.9%. The percentage of socioeconomically disadvantaged students at Coarsegold in 2023 was 75%. The percentage of socioeconomically disadvantaged students at Raymond Granite High School in 2023 was 75%. During the 2024-25 school year, Goal 4 was focused on these schools. In the 2025-26 LCAP, Goal 4 changed because Coarsegold is no longer identified as an Equity Multiplier school based on 2024-25

data.

2025 EQUITY MULTIPLIER SCHOOLS UPDATE:

Based on 2024-25 data, two (2) new schools are eligible for Equity Multiplier Funds. Eligibility for funds is based on the 2024-25 school year's nonstability rates greater than 25 percent and socioeconomically disadvantaged (SED) pupil rates greater than 70 percent. The Equity Multiplier Funds will be used to supplement programs at these schools by providing evidence-based services and support for students. The newly eligible schools are Ahwahnee High School (54.3% nonstability, 71% SED, 35 students) and Evergreen High School (33.9% nonstability, 76% SED, 46 students). Raymond Granite continues to be eligible for Equity Multiplier Funds.

2026 EQUITY MULTIPLIER SCHOOLS UPDATE:

Based on 2025-26 data, the same three (3) schools that were eligible for Equity Multiplier Funds last year are eligible again in 2026-27. Eligibility for funds is based on the 2025-26 school year's nonstability rates greater than 25 percent and socioeconomically disadvantaged (SED) pupil rates greater than 70 percent. The Equity Multiplier Funds will be used to supplement programs at these schools by providing evidence-based services and supports for students. The (3) schools that are eligible this year: Ahwahnee High School (56% nonstability, 79% SED, 66 students), Evergreen High School (39% nonstability, 80% SED, 61 students), and Raymond Granite High School (88% nonstability, 88% SED, <11 students).

2023 REQUIRED ACTIONS UPDATE:

In the 2024-25 LCAP, Goal 4 included required actions for Coarsegold Elementary to address their performance on the 2023 California School Dashboard as summarized below:

ELA Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, White students
Math Academic Indicator: RED - Schoolwide, students with disabilities, socioeconomically disadvantaged students, Hispanic students, White students
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students, students with disabilities, Hispanic students, White students

2024 REQUIRED ACTIONS UPDATE:
Since Coarsegold is no longer identified as an Equity Multiplier school, the required actions for Coarsegold listed above have been moved to Goals 1 and 2 in the 2025-26 LCAP. (Note: Carryover Equity Multiplier funds specific to Coarsegold are included in Action 4.3.)

In the 2025-26 LCAP, Goal 4 will include required actions for Ahwahnee High School to address its performance on the 2023 California School Dashboard as summarized below:

Ahwahnee High School:

Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students

2025 REQUIRED ACTIONS UPDATE:
In the 2026-27 LCAP, Goal 4 will include required actions for Ahwahnee High School to address its performance on the 2023 California School Dashboard as summarized below:

Ahwahnee High School:
Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA	2023 (% of students who met or exceeded standard) COARSEGOLD All: 21.90 EL: <11 students SED: 19.13 SWD: 6.45 White: 27.58 RAYMOND GRANITE <11 students Data Source: DataQuest	2024 (% of students who met or exceeded standard) COARSEGOLD All: 18.32 EL: 0.00 SED: 17.73 SWD: 2.78 White: 20.87 RAYMOND GRANITE <11 students 2024 EQUITY MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS <11 students EVERGREEN HS	2025 (% of students who met or exceeded standard) COARSEGOLD All: 20.10 EL: 0.00 SED: 17.27 SWD: 4.55 White: 26.09 RAYMOND GRANITE <11 students AHWAHNEE HS All: 0.00 EL: <11 students SED: <11 students SWD: <11 students White: <11 students	COARSEGOLD All: 35.0 EL: 30.0 SED: 35.0 SWD: 15.0 White: 40.0 RAYMOND GRANITE <11 students AHWAHNEE HS <11 students EVERGREEN HS <11 students	% of students who met or exceeded standard in ELA COARSEGOLD All: -1.80 EL: NA SED: -1.86 SWD: -1.90 White: -1.49 RAYMOND GRANITE NA AHWAHNEE HS NA EVERGREEN HS NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<11 students Data Source: DataQuest	EVERGREEN HS All: 47.06 EL: <11 students SED: 36.36 SWD: <11 students White: 54.54 Data Source: DataQuest		
4.2	CAASPP Math	2023 (% of students who met or exceeded standard) COARSEGOLD All: 10.12 EL: <11 students SED: 8.77 SWD: 6.66 White: 11.50 RAYMOND GRANITE <11 students Data Source: DataQuest	2024 (% of students who met or exceeded standard) COARSEGOLD All: 15.34 EL: 7.69 SED: 13.58 SWD: 2.94 White: 19.78 RAYMOND GRANITE <11 students 2024 EQUITY MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS <11 students EVERGREEN HS <11 students	2025 (% of students who met or exceeded standard) COARSEGOLD All: 13.92 EL: 7.69 SED: 10.07 SWD: 0.00 White: 20.65 RAYMOND GRANITE <11 students AHWAHNEE HS All: 0.00 EL: <11 students SED: <11 students SWD: <11 students White: <11 students EVERGREEN HS All: 0.00	COARSEGOLD All: 25.0 EL: 20.0 SED: 25.0 SWD: 15.0 White: 30.0 RAYMOND GRANITE <11 students AHWAHNEE HS <11 students EVERGREEN HS <11 students	% of students who met or exceeded standard in math COARSEGOLD All: +3.80 EL: NA SED: +1.30 SWD: -6.66 White: +9.15 RAYMOND GRANITE NA AHWAHNEE HS NA EVERGREEN HS NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: DataQuest	EL: <11 students SED: <11 students SWD: <11 students White: 0.00 Data Source: DataQuest		
4.3	English Learner Progress	2022-23 COARSEGOLD 30.8% making progress towards English Proficiency (ELPI) RAYMOND GRANITE <11 students Data Source: Dashboard	2023-24 COARSEGOLD 27.3% making progress towards English Proficiency (ELPI) RAYMOND GRANITE <11 students 2024 EQUITY MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS <11 students EVERGREEN HS <11 students Data Source: Dashboard	2024-25 COARSEGOLD 60.0% making progress towards English Proficiency (ELPI) RAYMOND GRANITE <11 students AHWAHNEE HS <11 students EVERGREEN HS <11 students Data Source: Dashboard	COARSEGOLD 50.0% making progress towards English Proficiency (ELPI) RAYMOND GRANITE <11 students AHWAHNEE HS <11 students EVERGREEN HS <11 students	COARSEGOLD +29.2% making progress towards English Proficiency (ELPI) RAYMOND GRANITE NA AHWAHNEE HS NA EVERGREEN HS NA
4.4	Suspension Rate	2022-23 COARSEGOLD All: 15.5	2023-24 COARSEGOLD All: 20.5	2024-25 COARSEGOLD All: 8.7	Less than 3% for all groups	COARSEGOLD All: -6.8 EL: -5.0 SED: -6.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 5.0 SED: 14.0 SWD: 25.8 Hisp: 11.0 White: 16.8 RAYMOND GRANITE <11 students Data Source: Dashboard	EL: 13.6 SED: 21.2 SWD: 21.5 Hisp: 17.5 White: 20.7 RAYMOND GRANITE <11 students 2024 EQUITY MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS All: 6.7 EL: <11 students SED: <11 students SWD: <11 students White: <11 students EVERGREEN HS All: 0.0 EL: <11 students SED: 0.0 SWD: <11 students White: 0.0 Data Source: Dashboard	EL: 0.0 SED: 7.7 SWD: 12.7 Hisp: 10.6 White: 7.9 RAYMOND GRANITE <11 students AHWAHNEE HS All: 31.8 EL: <11 students SED: 32.7 SWD: 46.7 Hisp: 25.0 White: 32.4 EVERGREEN HS All: 1.6 EL: <11 students SED: 0.0 SWD: <11 students Hisp: 0.0 White: 2.7 Data Source: Dashboard		SWD: -13.1 Hisp: -0.4 White: -8.9 RAYMOND GRANITE NA AHWAHNEE HS All: +25.1 EL: NA SED: NA SWD: NA Hisp: NA White: NA EVERGREEN HS All: +1.6 EL: NA SED: no difference SWD: NA Hisp: NA White: +2.7
4.5	Local Benchmark Reading	2024 Growth Score (aReading)	2025 Growth Score (aReading)	2026 Achievement Levels - Average, High Average,	60% growth score for all grades	2025-26 comparison not available as the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		COARSEGOLD 3rd 49% 4th 47% 5th 63% 6th 49% 7th 57% 8th 44% RAYMOND GRANITE HS NA Data Source: Local Data	COARSEGOLD 3rd 44% 4th 40% 5th 57% 6th 51% 7th 47% 8th 54% RAYMOND GRANITE HS NA 2024 EQUITY MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS NA EVERGREEN HS NA Data Source: Local Data	High (NWEA MAP Reading) COARSEGOLD 3rd 53% 4th 39% 5th 40% 6th 56% 7th 46% 8th 41% RAYMOND GRANITE HS <11 students AHWAHNEE HS 57% EVERGREEN HS 71% Data Source: Local Data		district transitioned to NWEA MAP assessments in 2025-26. The comparison below reflects growth from 2023-24 to 2024-25 only. COARSEGOLD 3rd -5% 4th -7% 5th -6% 6th +2% 7th -10% 8th +10% RAYMOND GRANITE NA AHWAHNEE NA EVERGREEN NA
4.6	Local Benchmark Math	2024 Growth Score (aMath) COARSEGOLD 3rd 26% 4th 54% 5th 44% 6th 39% 7th 40% 8th 55%	2025 Growth Score (aMath) COARSEGOLD 3rd 38% 4th 42% 5th 47% 6th 49% 7th 51% 8th 50%	2026 Achievement Levels - Average, High Average, High (NWEA MAP Math) COARSEGOLD 3rd 60% 4th 34% 5th 36%	60% growth score for all grades	2025-26 comparison not available as the district transitioned to NWEA MAP assessments in 2025-26. The comparison below reflects growth from 2023-24 to 2024-25 only.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RAYMOND GRANITE <11 students Data Source: Local Data	RAYMOND GRANITE <11 students 2024 EQUITY MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS NA EVERGREEN HS NA Data Source: Local Data	6th 18% 7th 48% 8th 48% RAYMOND GRANITE <11 students AHWAHNEE HS 31% EVERGREEN HS 29% Data Source: Local Data		COARSEGOLD 3rd +12% 4th -12% 5th +3% 6th +10% 7th +11% 8th -5% RAYMOND GRANITE NA AHWAHNEE NA EVERGREEN NA
4.7	Chronic Absenteeism	2022-23 COARSEGOLD All: 47.1 EL: 73.3 SED: 51.8 SWD: 54.2 Foster: 22.7 Homeless: 25.0 Am. Ind.: 64.2 Hisp: 41.3 White: 51.6 2 or more: 34.5 RAYMOND GRANITE <11 students Data Source: Dashboard	2023-24 COARSEGOLD All: 43.3 EL: 33.3 SED: 48.0 SWD: 50.0 Foster: 14.3 Homeless: 28.6 Am. Ind.: 47.8 Hisp: 44.0 White: 46.9 2 or more: 29.4 RAYMOND GRANITE <11 students 2024 EQUITY	2024-25 COARSEGOLD All: 40.4 EL: 42.1 SED: 46.0 SWD: 43.5 Foster: <11 students Homeless: 58.3 Am. Ind.: 51.9 Hisp: 43.1 White: 41.3 2 or more: 28.1 RAYMOND GRANITE <11 students	Less than 20% for all groups	COARSEGOLD All: -6.7 EL: -31.2 SED: -5.8 SWD: +10.7 Foster: NA Homeless: 33.3 Am.Ind.: -12.3 Hisp: -1.8 White: -10.3 2 or more: -6.4 RAYMOND GRANITE NA AHWAHNEE HS All: -3.8 EL: <11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MULTIPLIER SCHOOLS UPDATE: AHWAHNEE HS All: 92.9 EL: <11 students SED: 95.8 SWD: <11 students White: 88.2 EVERGREEN HS All: 80.4 EL: <11 students SED: 87.5 SWD: <11 students White: 84.4 Data Source: Dashboard/DataQuest	AHWAHNEE HS All: 89.1 EL: <11 students SED: 88.6 SWD: <11 students White: 80.8 EVERGREEN HS All: 44.1 EL: <11 students SED: 36.2 SWD: <11 students White: 45.7 Data Source: Dashboard/DataQuest		SED: -7.2 SWD: <11 students White: -7.4 EVERGREEN HS All: -36.3 EL: <11 students SED: -51.3 SWD: <11 students White: -38.7

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.

Action 4.1 was implemented as planned providing a multi-tiered system of academic support for all students attending Equity Multiplier schools including reading (Lexia) and math (ST Math) interventions. School-wide Response to Intervention (RTI) academic programs included Tier I classroom instruction consisting of 50 minutes per day of mathematics and 100 minutes per day of Reading/ELA instruction. Tier II support was provided in small group settings, while Tier III interventions were delivered through targeted tutoring. A Teacher on Special Assignment (TOSA) provided direct support to both students and teachers to strengthen the implementation of Tier II and Tier III interventions at the school sites. Through quarterly benchmark assessments and teacher recommendations, the challenge of providing timely and targeted interventions was effectively addressed. Universal screeners in mathematics provided the schools with data to identify at-risk students. The screeners were administered in September 2025 and January 2026. A persistent challenge is the high student mobility rate

within the equity multiplier schools, which means that identified students may not remain in the district long enough to fully benefit from Tier 1 first instruction or Tier II or Tier III interventions.

Action 4.2 focused on providing teachers with professional development to support the effective implementation of standards-aligned English Language Arts, Math, and Science curricula. This included training on the use of baseline and interim assessments, data analysis, and behavioral interventions. A key component was increasing awareness of behavioral intervention plans for students with disabilities and equipping teachers with specific strategies to support these students in core content areas. These strategies included the use of IEP-designated accommodations, differentiated instruction delivered through small groups or targeted in-class interventions, and scaffolding supports designed to prepare students for successful learning experiences. This action was implemented as planned in that professional development opportunities were provided to teachers. The challenge of transferring what is learned through professional development into classroom instructional practices was supported by providing release time to plan collaboratively and full implementation of PLCs to structure collaborative time, allowing teachers to analyze data, align instructional strategies, and apply new learning more consistently in their classrooms.

Action 4.3 provided a multi-tiered system of support so that students have access to intervention staff and social, emotional, and behavioral interventions as needed, including things such as individual and group counseling, psych-educational groups, Check In/Check Out, social-emotional learning lessons and activities, restorative practices, and referrals to outside agencies. While the activities outlined in this action were implemented as planned, concerns remained regarding the equitable distribution of services. A common challenge in a small district is the effective allocation of human resources where they are most needed.

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.

There were no material differences.

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

A description of the effectiveness or ineffectiveness of the actions in Goal 4 will focus on public and internal data for students attending Ahwahnee High School and Evergreen High School. Data is not reported for students attending Raymond Granite (<11 students) to protect student privacy and ensure data reliability.

Actions 4.1 and 4.2 work together to provide students with a multi-tiered system of academic support that is strengthened through teacher professional development. Measuring the effectiveness of this action using CAASPP ELA and math results is not feasible, as 2024–25 was the first year that Ahwahnee High School and Evergreen High School each had more than 11 students. As a result, there is no prior-year data available for comparison to determine whether improvements occurred. In 2025, 0.0% of Ahwahnee's students met or exceeded standards in ELA or math. There were no significant student groups at Ahwahnee. At Evergreen in 2025, 47.06% met or exceeded standards in ELA, and 0.0% of students met or exceeded standards in math. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, there were fewer than 11 students at Raymond Granite, so local measures are not reported. As measured by the NWEA MAP Reading assessment in 2025-26, 57% at Ahwahnee scored at the average, high average, or high level of achievement in reading and 71% at Evergreen scored at the average, high average, or high level

of achievement in reading. In 2025-26, 31% at Ahwahnee scored at the average, high average, or high level of achievement in math, as measured by the NWEA MAP Math assessment, and 29% at Evergreen scored at the average, high average, or high level of achievement in math.

Action 4.3 provided students with a multi-tiered system of social-emotional support that includes a continuous process review cycle to create and sustain positive school cultures and climates that are respectful and supportive, where students and staff can thrive. The action was partially effective in making progress toward Goal 4 as measured by the suspension rate and chronic absenteeism rate at Ahwahnee and Evergreen. In 2024-25, chronic absenteeism decreased at both schools. At Ahwahnee, the overall chronic absenteeism rate was 89.1%, decreasing from 92.9% in 2023-24. At Evergreen, the overall chronic absenteeism rate was 44.1%, decreasing from 80.4% in the previous year. However, the suspension rate increased for both schools in 2024-25. The suspension rate at Ahwahnee increased to 31.8% in 2024-25 from 6.7% in the previous year, and at Evergreen to 1.6% in 2024-25 from 0.0% in the previous year.

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

Goal 4 language was revised to include the 2026-27 school year.
Goal 4 explanation of why the LEA has developed this goal was revised to include data on the three equity multiplier schools and update the required actions information.
Action 4.1 was revised to change TOSA to an intervention teacher.

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	Multi-Tiered Systems of Support (Academic)	YUSD will ensure student access to a comprehensive intervention program to address ELA and math performance for all students (schoolwide) at Ahwahnee High School, Evergreen High School, and Raymond Granite High School. Ahwahnee High School, Evergreen High School, and Raymond Granite High School will provide an inclusive, equitable, student-centered academic program aligned to the California Content Standards through integrated, comprehensive multi-tiered systems of support that offer career technical educational opportunities in the areas of culinary arts, forensic science, and agriculture science, integrated STEAM educational opportunities, and targeted intensive individualized interventions. A digital learning platform will be accessible to students that provides accredited,	$192,926.00	No

Action #	Title	Description	Total Funds	Contributing
		high-quality online courses delivered through short, interactive videos that incorporate storytelling, animations, and real-world scenarios to enhance student engagement and retention. The platform offers flexible credit recovery programs that allow students to retake courses and earn credits at their own pace, with built-in diagnostics to identify and address learning gaps. The School's master schedules are designed to allow students access to interventions in reading and math. A school-wide RTI (Response to Intervention) academic needs program will be implemented, beginning with Tier 1 in the classroom, Tier II in small groups, and Tier III in tutoring. An intervention teacher (0.5 FTE) will provide direct support to students and teachers at the Awahnee HS and Evergreen HS to strengthen Tier II and Tier III interventions in literacy and math. PLCs will be implemented within the Schools to collaboratively examine student data, share instructional practices, set goals for student achievement, and continuously improve teaching strategies.		
4.2	Professional Development	YUSD will provide professional learning opportunities for teachers at Ahwahnee High School, Evergreen High School, and Raymond Granite High School to improve ELA and math performance for all students. The professional learning opportunities for teachers will also help to increase the graduation rates overall. Teachers will learn how to support high school students share their reasoning and problem-solving processes with other students to enhance engagement. Content area curriculum coaching will support the implementation of strategies and techniques learned during professional development using techniques such as project-based strategies and trauma-informed practices. Professional learning will focus on supporting teachers with the effective implementation of continuous process review cycles to support rigorous instruction. Professional learning opportunities will support the effective implementation of the standards-aligned English Language Arts, Math, and Science curriculum. The adopted curriculum includes web-based diagnostics, targeted instructional grouping as well as intervention lessons for students struggling to attain skills mastery. Professional learning	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities will focus on the implementation of baseline and interim assessments and data analysis.		
4.3	Multi-Tiered Systems of Support (Social-Emotional)	Required Action: The Schools will provide a social-emotional support system with resources and strategies to support students in forming positive connections with others. Ahwahnee High School: Suspension Rate: RED - Schoolwide, socioeconomically disadvantaged students Students will have access to a wellness area and intervention support staff and social, emotional, and behavioral interventions as needed, including individual and group counseling, psych-educational groups, Check In/Check Out, Social-Emotional Learning (SEL) lessons and activities, use of restorative practices, and referrals to outside agencies. Counseling and mental health services are provided through individualized support to students who may be experiencing challenges with social and/or emotional well-being. A Student Attendance and Behavior Advocate will play a critical role in supporting student success by addressing issues related to attendance, behavior, and overall engagement in school. Their primary goal will be to help students stay in school, attend regularly, and behave in ways that support a positive learning environment. A Student and Community Services Coordinator will support student well-being and strengthen the relationship between schools, families, and the broader community. This Coordinator will be focused on removing barriers to student success by connecting them and their families to resources, services, and opportunities that promote academic, social, and emotional development. Carryover Equity Multiplier funds specific to Coarsegold Elementary School will be used to fund elementary school aides to enhance safety and supervision. The elementary school aides will communicate and reinforce	$685,897.00	No

Action #	Title	Description	Total Funds	Contributing
		safety procedures, maintain expectations for student interactions, intervene quickly and appropriately in the event of conflict or potential bullying, and positively support students to create a safe environment for students.		

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
$3,282,232.00	$277,713.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.469%	0.000%	$0.00	19.469%

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
1.4	**Action:** Multi-Tiered Systems of Support (Academic) **Need:** Low-income students and foster youth at YUSD are performing below their peers in ELA and math compared to all students in the district and statewide. In 2022-23, in ELA, 31.39% of students met or exceeded standards overall, whereas only	This action will address the needs of low-income students, English learners, and foster youth by ensuring they are supported by teachers who are well-equipped to deliver differentiated instruction, scaffolded learning experiences, and integrate social-emotional learning (SEL) support within core academic subjects. Teachers will focus on integrating routine, flexible student groupings, and tiered assignments into daily instruction based on literacy and math curriculum-embedded screeners/assessments. Districtwide PLCs will	CAASPP ELA CAASPP Math Graduation Rate NWEA MAP Reading NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	24.49% of low-income students, 4.35% of English learners, and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards overall, whereas only 15.33% of low-income students, 4.35% of English learners, and 0% of foster youth met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students, 6.90% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students, 3.23% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall, whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the	strengthen teachers' skills to provide flexible student groupings and tiered assignments through collaboration, sharing of ideas, engaging in cycles of inquiry, examining data, identifying challenges, and developing solutions. By creating more inclusive and responsive classroom environments, this approach significantly increases the likelihood that these students will engage with grade-level content, close learning gaps, and successfully progress alongside their peers. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, all students will benefit from teachers who are skilled at providing differentiated instruction, hands-on learning opportunities, and in-class interventions that will work to close the achievement gap.	

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
	graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income students and foster youth face significant, ongoing barriers that disrupt their ability to meet academic content standards throughout their educational experience. As indicated through empathy interviews with our most vulnerable populations, these barriers include food insecurity, housing instability, lack of reliable transportation, and limited access to the Internet. Such challenges can negatively impact their ability to focus, attend school consistently, and engage fully in instruction, placing them at greater risk of falling behind academically and not meeting grade-level expectations. YUSD English learners experience challenges with grade-level content due to limited academic language skills. YUSD English learners' language skills contribute to		

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
	significant achievement gaps between English learners and students who speak English only. In 2023-24, 6.9% of English learners met or exceeded standards in ELA compared to 28.01% of English-only students. In the area of math, 3.23% of English learners met or exceeded standards in math compared to 18.11% of English-only students. In 2024-25, 13.79% of English learners met or exceeded standards in ELA compared to 38.04% of English-only students. In the area of math, 3.33% of English learners met or exceeded standards in math compared to 18.83% of English-only students. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD English learners need skilled teachers who can effectively scaffold learning and teach using strategies that explicitly develop academic vocabulary to access grade-level content. **Scope:** LEA-wide		
1.5	**Action:** Intervention Periods at YHS	This action will address the needs of low-income students, English learners, and foster youth by	CAASPP ELA CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-income students, English learners, and foster youth at YHS are performing below their peers in ELA and math compared to all students in the district and statewide. The following results are specific to YHS students only: In 2022-23, in ELA, 45.60% of students met or exceeded standards overall, whereas only 28.81% of low-income students, English learners (<11 students), and foster youth (<11 students) met or exceeded standards. In math, 23.39% of students met or exceeded standards overall, whereas only 20.69% of low-income students, English learners (<11 students), and foster youth (<11 students) met or exceeded standards. In 2023-24, in ELA, 38.74% of students met or exceeded standards overall, whereas only 30.88% of low-income students, 8.33% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 13.52% of students met or exceeded standards overall, whereas only 7.35% of low-income students, 8.33% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, in ELA, 52.94% of students met or exceeded standards overall, whereas 42.19% of low-income students (English learners and foster youth <11 students) met or exceeded	providing them with intervention classes with smaller class sizes so that teachers can provide more individualized support to close the achievement gap in ELA and math. The opportunity to learn in an intervention setting with individualized support will greatly increase the chances for these students to master the content needed to graduate with their peers. Students will be identified for graduation interventions using an early warning system. The system will routinely audit data to identify students who fail core subjects or receive low standardized test scores. The system will also monitor engagement indicators like chronic absenteeism, frequent tardiness, and behavioral referrals that may lead to academic deficiencies. The data will be paired with referrals from teachers or counselors to ensure that at-risk students are enrolled in target intervention classes before they fall too far behind. While this action is principally directed toward the specific needs of low-income students English learners, and foster youth, all students will benefit from small class sizes and individualized, customized instruction provided by credentialed teachers.	Graduation Rate NWEA MAP Reading NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standards. In math, 7.84% of students met or exceeded standards overall, whereas 4.69% of low-income students (English learners and foster youth <11 students) met or exceeded standards. The performance of YHS low-income students declined significantly from 2022-23 to 2023-24 in math, from 20.69% meeting or exceeding standards to 7.35%, and then decreased again in 2024-25 to 4.69%. The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math.		

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	In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income students and foster youth experience barriers that interfere with learning and regular attendance at school, such as food insecurity, housing instability, and challenges with reliable transportation, as indicated through empathy interviews with our most vulnerable populations. YUSD English learners experience challenges with grade-level content due to limited academic language skills. These challenges interfere with passing high school courses and put low-income students, English learners, and foster youth at greater risk of not graduating. **Scope:** Schoolwide		
1.7	**Action:** Teacher Collaboration **Need:** Low-income students and foster youth at YUSD are performing below their peers in ELA and math compared to all students in the district and statewide. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50%	YUSD will address the needs of low-income students through an LEA-wide approach by committing the PLCs framework to meet the specific needs of low-income students, foster, and homeless youth. YUSD will also focus on data analysis, lesson study, and the vertical alignment of instruction through PLCs. While this action is principally directed toward the specific needs of low-income students, all students will benefit from teachers who are committed to	CAASPP ELA CAASPP Math Graduation Rate NWEA MAP Reading NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of low-income students (foster youth <11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students (foster youth <11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall, whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. Although there are fewer than 11 foster youth in 2024-25, historical data indicates a need for this action. The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26.	the PLC framework and who are skilled at answering the four critical questions of a PLC.	

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	In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. The disparate performance of low-income students indicates the need to cultivate a culture of collective responsibility through the PLC framework. To address these learning gaps, YUSD will leverage highly functional PLCs to establish data-driven instructional practices and targeted, hands-on differentiation within the instructional day. In our experience, PLCs will build the capacity of our teachers to work collaboratively, ensuring they can effectively answer the four critical questions of a PLC. 1) Identifying precisely what low-performing students need to learn. 2) Analyzing real-time evidence of student learning to drive daily adjustments. 3) Designing systematic, differentiated interventions during the school day. 4) Extending learning opportunities for students who have already mastered the core concepts.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Technology **Need:** Low-income students are performing below their peers in ELA and math compared to all students in the district and statewide. In 2022-23, in ELA, 31.39% of students met or exceeded standards overall, whereas only 24.49% of low-income students. In math, 19.73% of students met or exceeded standards overall, whereas only 15.33% of low-income students met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students, 6.90% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students, 3.23% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall,	A condition of low-income families is a lack of access to digital devices at home to support the completion of school work including research and writing assignments. Additionally, access to the internet is a problem in the rural areas of the district. Reliable access to technology resources both in school and at home will directly address the needs of low-income students. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, all students will benefit from access to technology.	CAASPP ELA CAASPP Math NWEA MAP Reading NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income families have limited resources to invest in the technology needed for each child in the family to have access to a personal electronic device to support learning at home. The 21st-Century learning opportunities that are needed to meet or exceed standards require reliable student access to technology both at home and at school.		

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	Scope: LEA-wide		
1.9	**Action:** Educational Options **Need:** The mission of the YUSD's non-traditional school settings is to accept students as they are and guide them on individual pathways to academic success in gaining skills to achieve their full potential. The district geography is extremely rural in areas presenting a challenge for low-income students and their families to balance work and school. Oftentimes, low-income students may have to decide between prioritizing work over school due to financial pressures. This circumstance can result in a widening of the performance gap between low-income students and their peers. In 2022-23, in ELA, 31.39% of students met or exceeded standards overall whereas only 24.49% of low-income students met or exceeded standards. In math, 19.73% of students met or exceeded standards overall whereas only 15.33% of low-income students met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall whereas 23.50% of low-income students, 6.90% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall	This action allows our students to access a broad course of study in a non-traditional school setting. Priority for space in these programs is granted to low-income students, foster youth, and English learners. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, no student will be excluded from having access to a non-traditional school setting if it meets their needs.	CAASPP ELA CAASPP Math NWEA MAP Reading NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	whereas 13.06% of low-income students, 3.23% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. **Scope:**		

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	LEA-wide		
1.11	**Action:** Data Management System **Need:** Low-income students, English learners, and foster youth at YUSD are performing below their peers in ELA and math compared to all students in the district and statewide. In 2022-23, in ELA, 31.39% of students met or exceeded standards overall, whereas only 24.49% of low-income students and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards overall, whereas only 15.33% of low-income students and 0% of foster youth met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students and 6.90% of English learners (foster <11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students and 3.23% of English learners (foster <11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall,	This action will support low-income students, English learners, and foster youth by equipping teachers and administrators with the tools needed to identify and address individual learning needs. NWEA MAP in reading and math will help track student progress, identify students in need of intervention, and support classroom, school, and district-level planning. It will enable the use of data-driven instruction, scaffolded learning opportunities, and integrated academic support within core subjects. By providing timely and targeted interventions, this approach greatly enhances the chances that these students can access grade-level content, close achievement gaps, and advance successfully with their peers. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, all students will benefit from the tracking of their performance so that timely and targeted interventions and supports can be provided when needed.	CAASPP ELA CAASPP Math Graduation Rate NWEA MAP Reading NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. The graduation rate has increased steadily over the past three years from 79.9% in 2023-24 to 80.3% in 2024-25, and 86.0% in 2025-26. The graduation rate has also increased for low-income students from 80.9% to 81.5%, and 85.2%, respectively. Trend data is not available for ELs and LTELs due to insignificant numbers. However, the graduation rate for ELs in 2025-26 was 92.3% and for LTELs was 90.9%. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income students and foster youth face significant, ongoing barriers that disrupt their ability to meet academic content standards throughout their educational experience. As indicated through empathy interviews with our most vulnerable populations, these barriers include food insecurity, housing instability, lack of reliable		

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	transportation, and limited access to the Internet. Such challenges can negatively impact their ability to focus, attend school consistently, and engage fully in instruction, placing them at greater risk of falling behind academically and not meeting grade-level expectations. YUSD English learners experience challenges with grade-level content due to limited academic language skills. YUSD English learners' language skills contribute to significant achievement gaps between English learners and students who speak English only. In 2023-24, 6.9% of English learners met or exceeded standards in ELA compared to 28.01% of English-only students. In the area of math, 3.23% of English learners met or exceeded standards in math compared to 18.11% of English-only students. In 2024-25, 13.79% of English learners met or exceeded standards in ELA compared to 38.04% of English-only students. In the area of math, 3.33% of English learners met or exceeded standards in math compared to 18.83% of English-only students. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math.		

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	YUSD low-income students, foster youth, and English learners need a districtwide system to track their performance so that timely and targeted interventions and supports can be provided by skilled teachers. **Scope:** LEA-wide		
1.13	**Action:** Educational and Data Consultants **Need:** Low-income students, English learners, and foster youth are performing below their peers in ELA and math compared to all students in the district and statewide. In 2022-23, in ELA, 31.39% of students met or exceeded standards overall, whereas only 24.49% of low-income students, 4.35% of English learners, and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards overall, whereas only 15.33% of low-income students, 4.35% of English learners, and 0% of foster youth met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students, 6.90% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.14% of students met or	The data consultant will provide access to timely data to inform instructional decision-making and the identification of appropriate supports and interventions to help minimize the impact of these circumstances on low-income students, English learners, and foster youth. The educational consultant will support the needs of unduplicated students through the development of an effective district-level plan that works to reduce inequities in the system that may unintentionally widen the achievement gap or contribute to disparate rates and lack of access to appropriate supports and interventions. The educational consultants will build the capacity of YUSD staff to analyze and utilize data effectively, implement evidence-based instructional strategies, and design inclusive learning environments that address the diverse academic and socio-emotional needs of unduplicated students. Support will be provided through collaborative planning sessions and guidance on monitoring strategies to ensure interventions are targeted, responsive, and aligned with student needs.	CAASPP ELA CAASPP Math ELPI NWEA MAP Reading NWEA MAP Math

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	exceeded standards overall, whereas 13.06% of low-income students, 3.23% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall, whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, 56.7% of English learners made progress towards English language proficiency as measured by the ELPI. This is an increase of 27.8% over 2023-24. LTELs also demonstrated significant progress, with 60.0% of English learners making progress towards English language proficiency, an increase of 32.2% over 2023-24. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math.	While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, all students will benefit from the services of a skilled data consultant who will provide timely data to inform instructional decision-making and the identification of appropriate supports and interventions.	

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	YUSD low-income students and foster youth face significant, ongoing barriers that disrupt their ability to meet academic content standards throughout their educational experience. As indicated through empathy interviews with our most vulnerable populations, these barriers include food insecurity, housing instability, lack of reliable transportation, and limited access to the Internet. Such challenges can negatively impact their ability to focus, attend school consistently, and engage fully in instruction, placing them at greater risk of falling behind academically and not meeting grade-level expectations. YUSD English learners experience challenges with grade-level content due to limited academic language skills. YUSD English learners' language skills contribute to significant achievement gaps between English learners and students who speak English only. In 2023-24, 6.9% of English learners met or exceeded standards in ELA compared to 28.01% of English-only students. In the area of math, 3.23% of English learners met or exceeded standards in math compared to 18.11% of English-only students. In 2024-25, 13.79% of English learners met or exceeded standards in ELA compared to 38.04% of English-only students. In the area of math, 3.33% of English learners met or exceeded standards in math compared to		

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	18.83% of English-only students. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income students, foster youth, and English learners will benefit from the services of a skilled data consultant who will provide timely data to inform instructional decision-making and the identification of appropriate supports and interventions. **Scope:** LEA-wide		
1.14	**Action:** Teacher on Special Assignment (TOSA) / Elementary Teacher **Need:** Low-income students, English learners, and foster youth are performing below their peers in ELA and math compared to all students in the district and statewide. In 2022-23, in ELA, 31.39% of students met or exceeded standards overall, whereas only 24.49% of low-income students, 4.35% of English learners, and 16.66% of foster youth met or exceeded standards. In math, 19.73% of students met or exceeded standards	Research (Sanders and Rivers, 1996, Darling-Hammond, 2000; Rivkin, Hanushek & Kain, 2005) has repeatedly demonstrated that, within grade levels, the most dominant factor affecting student academic gain is teacher effectiveness. Educational best practices indicate that well-prepared instruction with content focus from effective teachers has a significant impact on low-income students and English learners. As a result of support from the TOSA including teacher coaching, model lessons, and support with data analysis to guide the instructional process, the academic outcomes of low-income students, English learners, and foster youth as measured by	CAASPP ELA CAASPP Math NWEA MAP Reading NWEA MAP Math

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	overall, whereas only 15.33% of low-income students, 4.35% of English learners, and 0% of foster youth met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students, 6.90% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students, 3.23% of English learners, and foster youth (<11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall, whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math.	CAASPP assessments or local assessments, will show growth in ELA and math. This action is provided on an LEA-wide basis because all students benefit from effective instructional practices supported by the TOSA. However, low-income students, English learners, and foster youth will benefit most from teachers who are skilled at providing differentiated instruction and in-class interventions that work to close the achievement gap.	

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	In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. **Scope:** LEA-wide		
1.16	**Action:** Professional Learning Communities (PLCs) **Need:** Low-income students, English learners, and foster youth districtwide are performing below their peers in ELA and math compared to all students in the district and statewide. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students, 6.90% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students, 3.23% of English learners, and foster youth (<11 students) met or exceeded standards. In 2023-24, in ELA, 27.48% of students met or exceeded standards overall, whereas 23.50% of low-income students and 6.90% of English learners (foster <11 students) met or	Research by Stoll et al. (2006) found that PLCs help embed professional development into the daily work of teachers, making improvement efforts more sustainable and aligned with school goals. DuFour et al. (2006) emphasized that PLCs help create a culture of collaboration, where teachers share best practices, examine student work, and use data to guide instruction. As a result of districtwide PLCs, the outcomes of low-income students, English learners, and foster youth as measured by CAASPP assessments or local assessments, will show growth in ELA and math. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, all students will benefit from regular teacher collaboration.	CAASPP ELA CAASPP Math NWEA MAP Reading NWEA MAP Math

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	exceeded standards. In math, 17.14% of students met or exceeded standards overall, whereas 13.06% of low-income students and 3.23% of English learners (foster <11 students) met or exceeded standards. In 2024-25, in ELA, 39.64% of students met or exceeded standards overall, whereas 31.15% of low-income students, 13.79% of English learners, and foster youth (<11 students) met or exceeded standards. In math, 17.85% of students met or exceeded standards overall, whereas 13.60% of low-income students, 3.33% of English learners, and foster youth (<11 students) met or exceeded standards. Growth data for local assessments is not yet available as the NWEA MAP assessments in reading and math were administered for the first time in 2025-26. In 2025-26, 59% of low-income students scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 47% of low-income students scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income students and foster youth face significant, ongoing barriers that disrupt their ability to meet academic content standards throughout their educational experience. These barriers include food insecurity, housing instability, lack of reliable transportation, and limited access to the		

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
	Internet. Such challenges can negatively impact their ability to focus, attend school consistently, and engage fully in instruction, placing them at greater risk of falling behind academically and not meeting grade-level expectations. YUSD English learners experience challenges with grade-level content due to limited academic language skills. YUSD English learners' language skills contribute to significant achievement gaps between English learners and students who speak English only. In 2023-24, 6.9% of English learners met or exceeded standards in ELA compared to 28.01% of English-only students. In the area of math, 3.23% of English learners met or exceeded standards in math compared to 18.11% of English-only students. Slightly more LTELs met or exceeded standards at 7.14% in ELA, but fewer in math, with 0% meeting or exceeding standards. In 2024-25, 13.79% of English learners met or exceeded standards in ELA compared to 38.04% of English-only students. In the area of math, 3.33% of English learners met or exceeded standards in math compared to 18.83% of English-only students. A higher percentage of LTELs met or exceeded standards at 28.57% in ELA, but fewer in math, with 0% meeting or exceeding standards. In 2025-26, 35% of English learners scored at		

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	the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average, or high level of achievement in math as measured by NWEA MAP Math. YUSD low-income students, foster youth, and English learners need skilled teachers who collaborate regularly to share ideas and strategies, engage in cycles of inquiry, examine data, identify challenges, and develop solutions. **Scope:** LEA-wide		
2.3	**Action:** High School and Educational Options Assistant Principals **Need:** The 2023 suspension rate for YUSD is significantly higher compared to the state's overall average of 3.4%. In 2023, the suspension rate for YUSD overall was 10.3%, which increased from 9.0% in 2022. English learners experienced a decline in suspensions. For English learners, suspensions declined from 8.3% in 2022 to 4.5% in 2023. For low-income students, suspensions increased by 0.9% to 12.1% in 2023. This is considerably higher than the suspension rate for low-income students statewide of 4.5%.	The assistant principal will provide behavioral interventions and supports to students such as restorative practices and alternatives to suspensions. The action is provided on a program-wide basis and will be available to all students within the Educational Options programs, but is principally directed to meet the unique needs of low-income students and foster youth. District data shows a disproportionately higher percentage of students who attend these programs have higher rates of suspensions and are also low-income and foster youth students. Low-income and foster youth students experience higher rates of childhood trauma that can impact behavior at school and lead to higher rates of suspensions.	Suspension Rate Chronic Absenteeism Rate Attendance Rate Safety: Climate Survey Connectedness: Climate Survey Positive Climate: Educational Partner Survey

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
	In 2024, the suspension rate for YUSD was significantly higher compared to the state's overall average of 3.2% and low-income average of 4.0%. In 2024, the suspension rate for YUSD overall was 11.1%, which increased from 10.3% in 2023. The suspension rate for English learners increased significantly from 4.5% in 2023 to 10.7% in 2024, and increased slightly for low-income students from 12.2% in 2023 to 13.0% in 2024. The suspension rate for foster youth, however, decreased significantly from 34.4% in 2023 to 13.2% in 2024. In 2025, the suspension rate for YUSD decreased to 8.1% from 11.1% in 2023-24, but continues to be higher than the state's average of 2.9%. The suspension rate for English learners decreased to 9.5% in 2025 from 10.7% in 2024. For low-income students, the suspension rate also decreased to 9.4% in 2025 from 13.0% in 2024. However, the suspension rate for foster youth increased to 14.7% in 2025 from 13.2% in 2024. The attendance rate increased from 89.0% in 2023-24 to 90% in 2024-25, and then to 93% in 2025-26. Some of the survey data is showing the opposite trend of the state indicators, indicating a continued need for this action. The Climate Survey indicated that over the past three years, students have been feeling less safe at school. In 2023-24, 65% of students		

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	"agreed or strongly agreed" that they feel safe at school. In 2024-25, that percentage fell to 56%. Then in 2025-26, the percentage dropped again to 50% of students reporting they feel safe at school. Moving in the other direction, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%. The results of the Positive Climate: Educational Partner Survey have also shown a slight decline from 65% of educational partners in 2023-24 "agreeing or strongly agreeing" that YUSD provides a positive school climate to 58% in 2024-25 and 58% in 2025-26. **Scope:** Schoolwide		
2.4	**Action:** Enrichment Activities: Transportation for Sports/Athletics/Field Trips **Need:** The 2023 Chronic Absenteeism Indicator showed a decline in the percentage of students chronically absent from 59.9% in 2022 to 41.3% in 2023. There were also declines in each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to	Low-income students, English learner students, and foster youth need to experience learning opportunities that work to increase their engagement in school. These experiences should be relevant to their daily lives and build upon their prior experiences. This opportunity can be achieved, at least partially, through enrichment activities outside the classroom. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, especially the	Chronic Absenteeism Rate Attendance Rate Connectedness: Climate Survey

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
	61.9%, for foster youth from 84.6% to 26.1%, for low-income students from 65.2% to 46.3%. Although the district experienced a decline in chronic absenteeism in 2023, the rate is still higher than the state's chronic absenteeism rate of 24.3%. For low-income students, the state's chronic absenteeism rate was 29.9%, and for English learners was 26.3%. In 2024, the Chronic Absenteeism Indicator showed another decline in the percentage of students chronically absent from 41.3% in 2023 to 38.4% in 2024. Although the rate is still higher than the state's chronic absenteeism rate of 18.6%. Again, there were decreases in chronic absenteeism for low-income students and English learners, however, chronic absenteeism increased for foster youth and homeless students. Chronic absenteeism for low-income students decreased from 46.4% in 2023 to 44.8% in 2024 and for English learners from 62.9% in 2023 to 34.8% in 2024. For foster youth, chronic absenteeism increased from 26.1% in 2023 to 31.6% in 2024, and for homeless youth from 30.8% in 2023 to 52.1% in 2024. In 2025, chronic absenteeism continued to decrease to 33.0% chronically absent in 2025 from 38.4% in 2024. The rate, however, is still greater than the state's average of 17.1%. Chronic absenteeism also decreased for all significant student groups except students of 2 or more races. Chronic absenteeism for English learners declined from 34.8% to	circumstances of low-income students and foster youth who may not otherwise have access to enrichment activities due to financial conditions that result in unreliable personal transportation, all students will benefit from access to enrichment activities.	

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
	31.0%, for low-income students from 44.8% to 36.5%, and for homeless students from 52.1% to 45.2%. There were fewer than 11 foster youth in 2025, so a comparison is not possible. The attendance rate increased from 89.0% in 2023-24 to 90% in 2024-25, and then to 93% in 2025-26. More students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%. YUSD's low-income students, English learners, and foster youth continue to experience comparatively higher chronic absenteeism rates due to challenges with housing instability and lack of reliable transportation, as indicated through empathy interviews with our most vulnerable populations, Such challenges can negatively impact their ability to attend school regularly, which leads to increased disengagement from school and their peers. **Scope:** LEA-wide		
2.7	**Action:** Transportation	Providing transportation services helps to reduce chronic absenteeism and increase attendance rates by getting students to school safely and on	Chronic Absenteeism Rate Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent from 59.9% in 2022 to 41.3% in 2023. There were also declines in each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to 61.9%, for foster youth from 84.6% to 26.1%, for low-income students from 65.2% to 46.3%. Although the district experienced a decline in chronic absenteeism in 2023, the rate is still higher than the state's chronic absenteeism rate of 24.3%. For low-income students, the state's chronic absenteeism rate was 29.9%, and for English learners was 26.3%. In 2024, the Chronic Absenteeism Indicator showed another decline in the percentage of students chronically absent from 41.3% in 2023 to 38.4% in 2024. Although the rate is still higher than the state's chronic absenteeism rate of 18.6%. Again, there were decreases in chronic absenteeism for low-income students and English learners, however, chronic absenteeism increased for foster youth and homeless students. Chronic absenteeism for low-income students decreased from 46.4% in 2023 to 44.8% in 2024 and for English learners from 62.9% in 2023 to 34.8% in 2024. For foster youth, chronic absenteeism increased from 26.1% in 2023 to 31.6% in 2024, and for homeless youth from 30.8% in 2023 to 52.1% in 2024.	time. This action is provided on an LEA-wide basis because all students have access to transportation services. However, it is principally directed to meet the needs of low-income students and foster youth who may not otherwise have access to reliable transportation.	

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
	In 2025, chronic absenteeism continued to decrease to 33.0% chronically absent in 2025 from 38.4% in 2024. The rate, however, is still greater than the state's average of 17.1%. Chronic absenteeism also decreased for all significant student groups except students of 2 or more races. Chronic absenteeism for English learners declined from 34.8% to 31.0%, for low-income students from 44.8% to 36.5%, and for homeless students from 52.1% to 45.2%. There were fewer than 11 foster youth in 2025, so a comparison is not possible. The attendance rate increased from 89.0% in 2023-24 to 90% in 2024-25, and then to 93% in 2025-26. **Scope:** LEA-wide		
2.8	**Action:** Culture & School Climate Program **Need:** The 2023 suspension rate for YUSD was significantly higher compared to the state's overall average of 3.4% and low-income average of 4.5%. In 2023, the suspension rate for YUSD overall was 10.3%, which increased from 9.0% in 2022. English learners and Hispanic students experienced a decline in suspensions. For English learners, suspensions declined from 8.3% in 2022 to 4.5% in 2023. For Hispanic students, suspensions declined from 10.5% in 2022 to	Professional development from Aspiring Higher will provide staff with the knowledge and skills needed to effectively create a culture where all students feel included, supported, and safe. Professional development will provide staff with evidence-based approaches to discipline, including tools for creating learning environments that lead to the success of all students. Psychologists' services will help to reduce suspension rates districtwide. SABAs will help improve school connectedness, reduce chronic absenteeism, and increase access to academic and social-emotional supports.	Suspension Rate Chronic Absenteeism Rate Attendance Rate Safety: Climate Survey Connectedness: Climate Survey Positive Climate: Educational Partner Survey

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
	8.4% in 2023. All other student groups experienced slight increases in suspensions, with White students experiencing the greatest increase of 7.3% in 2022 to 10.2% in 2023. In 2024, the suspension rate for YUSD was significantly higher compared to the state's overall average of 3.2% and low-income average of 4.0%. In 2024, the suspension rate for YUSD overall was 11.1%, which increased from 10.3% in 2023. The suspension rate for English learners increased significantly from 4.5% in 2023 to 10.7% in 2024, and increased slightly for low-income students from 12.2% in 2023 to 13.0% in 2024. The suspension rate for foster youth, however, decreased significantly from 34.4% in 2023 to 13.2% in 2024. In 2025, the suspension rate for YUSD decreased to 8.1% from 11.1% in 2023-24, but continues to be higher than the state's average of 2.9%. The suspension rate for English learners decreased to 9.5% in 2025 from 10.7% in 2024. For low-income students, the suspension rate also decreased to 9.4% in 2025 from 13.0% in 2024. However, the suspension rate for foster youth increased to 14.7% in 2025 from 13.2% in 2024. The attendance rate increased from 89.0% in 2023-24 to 90% in 2024-25, and then to 93% in 2025-26. Some of the survey data is showing the opposite trend of the state indicators,	While this action is principally directed towards the specific needs of low-income students, all students will benefit from teachers who are skilled at providing differentiated instruction, hands-on learning opportunities, and in-class interventions that will work to close the achievement gap. However, this action is principally directed to low-income students and foster youth who may experience more childhood traumas that contribute to feelings of insecurity or lead to behaviors that require a more skilled staff to provide the appropriate interventions and supports.	

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	indicating a continued need for this action. The Climate Survey indicated that over the past three years, students have been feeling less safe at school. In 2023-24, 65% of students "agreed or strongly agreed" that they feel safe at school. In 2024-25, that percentage fell to 56%. Then in 2025-26, the percentage dropped again to 50% of students reporting they feel safe at school. Moving in the other direction, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%. The results of the Positive Climate: Educational Partner Survey have also shown a slight decline from 65% of educational partners in 2023-24 "agreeing or strongly agreeing" that YUSD provides a positive school climate to 58% in 2024-25 and 58% in 2025-26. **Scope:** LEA-wide		
2.9	**Action:** Analytics Platform **Need:** In 2024, the suspension rate for YUSD was significantly higher compared to the state's overall average of 3.2% and low-income average of 4.0%. In 2024, the suspension rate	The analytics platform and live data dashboards will help to reduce suspensions by providing real-time, actionable insights that help staff identify and address student behavior issues before they escalate. The dashboards will be used to flag students showing early warning signs, which will allow staff to intervene proactively with counseling,	Suspension Rate Chronic Absenteeism Rate Attendance Rate Safety: Climate Survey Connectedness: Climate Survey

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
	for YUSD overall was 11.1% which increased from 10.3% in 2023. The suspension rate for English learners increased significantly from 4.5% in 2023 to 10.7% in 2024, and increased slightly for low-income students from 12.2% in 2023 to 13.0% in 2024. The suspension rate for foster youth, however, decreased significantly from 34.4% in 2023 to 13.2% in 2024. In 2025, the suspension rate for YUSD decreased to 8.1% from 11.1% in 2023-24, but continues to be higher than the state's average of 2.9%. The suspension rate for English learners decreased to 9.5% in 2025 from 10.7% in 2024. For low-income students, the suspension rate also decreased to 9.4% in 2025 from 13.0% in 2024. However, the suspension rate for foster youth increased to 14.7% in 2025 from 13.2% in 2024. YUSD's low-income students and English learners are experiencing increasing suspension rates. The goal is to deepen the district's understanding of this trend through the use of live dashboards that provide real-time, data-driven insights into student behavior, trends, and patterns. Through a deeper understanding of student behaviors and patterns, more appropriate and timely interventions and alternatives to suspension can be implemented. The 2023 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent from 59.9% in 2022 to	behavior support plans, or restorative practices before suspension becomes necessary. The analytics platform and live data dashboards will support a reduction in chronic absenteeism by helping schools monitor attendance in real-time, identify at-risk students early, and implement targeted interventions quickly. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, especially the needs of YUSD low-income students and English learners who are experiencing higher suspension rates, all students will benefit from the use of an analytics platform and live data dashboards to reduce the suspension rate, reduce chronic absenteeism, and increase attendance rates.	Positive Climate: Educational Partner Survey

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
	41.3% in 2023. There were also declines in each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to 61.9%, for foster youth from 84.6% to 26.1%, for low-income students from 65.2% to 46.3%. Although the district experienced a decline in chronic absenteeism in 2023, the rate is still higher than the state's chronic absenteeism rate of 24.3%. For low-income students, the state's chronic absenteeism rate was 29.9%, and for English learners was 26.3%. In 2024, the Chronic Absenteeism Indicator showed another decline in the percentage of students chronically absent from 41.3% in 2023 to 38.4% in 2024. Although, the rate is still higher than the state's chronic absenteeism rate of 18.6%. Again, there were decreases in chronic absenteeism for low-income students and English learners, however, chronic absenteeism increased for foster youth and homeless students. Chronic absenteeism for low-income students decreased from 46.4% in 2023 to 44.8% in 2024 and for English learners from 62.9% in 2023 to 34.8% in 2024. For foster youth, chronic absenteeism increased from 26.1% in 2023 to 31.6% in 2024, and for homeless youth from 30.8% in 2023 to 52.1% in 2024. In 2025, chronic absenteeism continued to decrease to 33.0% chronically absent in 2025 from 38.4% in 2024. The rate, however, is still greater than the state's average of 17.1%.		

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
	Chronic absenteeism also decreased for all significant student groups except students of 2 or more races. Chronic absenteeism for English learners declined from 34.8% to 31.0%, for low-income students from 44.8% to 36.5%, and for homeless students from 52.1% to 45.2%. There were fewer than 11 foster youth in 2025, so a comparison is not possible. However, historically, foster youth chronic absenteeism data demonstrates a need for this action. The attendance rate increased from 89.0% in 2023-24 to 90% in 2024-25, and then to 93% in 2025-26. Some of the survey data is showing the opposite trend of the state indicators, indicating a continued need for this action. The Climate Survey indicated that over the past three years, students have been feeling less safe at school. In 2023-24, 65% of students "agreed or strongly agreed" that they feel safe at school. In 2024-25, that percentage fell to 56%. Then in 2025-26, the percentage dropped again to 50% of students reporting they feel safe at school. Moving in the other direction, more students are feeling connected to school. In 2023-24, 52% reported feeling connected to school. In 2024-25, the percentage fell slightly to 50%. Then, in 2025-26, the percentage of students feeling connected to school increased to 57%.		

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 results of the Positive Climate: Educational Partner Survey have also shown a slight decline from 65% of educational partners in 2023-24 "agreeing or strongly agreeing" that YUSD provides a positive school climate to 58% in 2024-25 and 58% in 2025-26. **Scope:** LEA-wide		
2.10	**Action:** Safe Learning Environment **Need:** The 2023 Chronic Absenteeism Indicator shows a decline in the percentage of students chronically absent from 59.9% in 2022 to 41.3% in 2023. There were also declines in each significant student group from 2022 to 2023. Chronic absenteeism for English learners declined from 63.6% to 61.9%, for foster youth from 84.6% to 26.1%, and for low-income students from 65.2% to 46.3%. Although the district experienced a decline in chronic absenteeism in 2023, the rate is still higher than the state's chronic absenteeism rate of 24.3%. For low-income students, the state's chronic absenteeism rate was 29.9%, and for English learners was 26.3%. In 2024, the Chronic Absenteeism Indicator showed another decline in the percentage of students chronically absent from 41.3% in 2023 to 38.4% in 2024. Although the rate is	Low-income students and foster youth need to experience learning opportunities that are safe, supportive, and responsive to their unique challenges. Creating environments where these students feel secure is essential for their academic engagement, emotional well-being, and long-term success. Investments in systems to enhance safety and build strong school-community partnerships are key to ensuring that every student has the opportunity to thrive. While this action is principally directed toward the specific needs of low-income students, English learners, and foster youth, especially low-income students and foster youth who may feel disengaged from school due to high chronic absenteeism, by prioritizing the safety and well-being of YUSD's most vulnerable student populations, all students will benefit from a safe school environment.	Attendance Rate Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	still higher than the state's chronic absenteeism rate of 18.6%. Again, there were decreases in chronic absenteeism for low-income students and English learners, however, chronic absenteeism increased for foster youth and homeless students. Chronic absenteeism for low-income students decreased from 46.4% in 2023 to 44.8% in 2024 and for English learners from 62.9% in 2023 to 34.8% in 2024. For foster youth, chronic absenteeism increased from 26.1% in 2023 to 31.6% in 2024, and for homeless youth from 30.8% in 2023 to 52.1% in 2024. In 2025, chronic absenteeism continued to decrease to 33.0% chronically absent in 2025 from 38.4% in 2024. The rate, however, is still greater than the state's average of 17.1%. Chronic absenteeism also decreased for all significant student groups except students of 2 or more races. Chronic absenteeism for English learners declined from 34.8% to 31.0%, for low-income students from 44.8% to 36.5%, and for homeless students from 52.1% to 45.2%. There were fewer than 11 foster youth in 2025, so a comparison is not possible. However, historically, foster youth chronic absenteeism data demonstrates a need for this action. The attendance rate increased from 89.0% in 2023-24 to 90% in 2024-25, and then to 93% in 2025-26. YUSD's low-income students and foster youth face ongoing barriers that disrupt their ability		

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	to attend school regularly throughout their educational experience. As indicated through empathy interviews with our most vulnerable populations, these barriers include food insecurity, housing instability, and lack of reliable transportation. Such challenges can negatively impact their ability to focus, attend school consistently, and engage fully in instruction, placing them at greater risk of falling behind academically and not meeting grade-level expectations. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.15	**Action:** Support Best Practices English Learners **Need:** In 2022-23, of the 59 English learners in the district, 28 are LTELs. Based on the 2023 Summative ELPAC, 19.05% of LTELs scored Level 4 compared to 20.0% of all English learners. An analysis of the 2023 CAASPP ELA assessment showed that fewer than 11 LTELs took the assessment due to only	A certificated English Learner (EL) support teacher will be dedicated to addressing the needs of English learners across the district. This teacher will support classroom teachers through professional development, collaboration on instructional strategies, and guidance on language support services. They will also assist with differentiation and improving outcomes for English learners. The support teacher will act as a liaison for Spanish-speaking families to promote communication, resource access, and	CAASPP ELA EL and LTEL CAASPP Math EL and LTEL NWEA MAP Reading EL and LTEL NWEA MAP Math EL and LTEL ELPI EL and LTEL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students in grades 3-8 and once in high school taking the exam. Overall, 4.35% of English learners scored proficient on the 2023 CAASPP ELA assessment. In 2023-24, of the 65 English learners in the district, 32 are LTELs. Based on the 2024 Summative ELPAC, 7.14% of LTELs scored Level 4 compared to 9.09% of all English learners. An analysis of the 2024 CAASPP assessments showed that 7.14% of LTELs in ELA and 0% of LTELs in math met or exceeded standards compared to 6.90% of all English learners in ELA and 3.23% of all English learners met or exceeded standards in math. In 2024-25, of the 66 English learners in the district, 40 are LTELs. Based on the 2025 Summative ELPAC, 10.0% of LTELs scored Level 4 compared to 12.23% of all English learners. An analysis of the 2025 CAASPP assessments showed that 28.57% of LTELs in ELA and 0.0% of LTELs in math met or exceeded standards compared to 13.79% of all English learners in ELA and 3.33% of all English learners met or exceeded standards in math. In 2024-25, 56.7% of English learners made progress towards English language proficiency as measured by the ELPI. This is an increase of 27.8% over 2023-24. LTELs also demonstrated significant progress, with 60.0% of English learners making progress towards	engagement. They will provide supplemental language support to students through targeted interventions, vocabulary development, and academic/social language practice.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English language proficiency, an increase of 32.2% over 2023-24. YUSD English learners experience challenges with grade-level content due to limited academic language skills. YUSD English learners' language skills contribute to significant achievement gaps between English learners and students who speak English only. In 2023-24, 6.9% of English learners met or exceeded standards in ELA compared to 28.01% of English-only students. In the area of math, 3.23% of English learners met or exceeded standards in math compared to 18.11% of English-only students. Slightly more LTELs met or exceeded standards at 7.14% in ELA, but fewer in math, with 0% meeting or exceeding standards. In 2024-25, 13.79% of English learners met or exceeded standards in ELA compared to 38.04% of English-only students. In the area of math, 3.33% of English learners met or exceeded standards in math compared to 18.83% of English-only students. A higher percentage of LTELs met or exceeded standards at 28.57% in ELA, but fewer in math, with 0% meeting or exceeding standards. In 2025-26, 35% of English learners scored at the average, high average, or high level of achievement in reading as measured by NWEA MAP Reading, and 17% of English learners scored at the average, high average,		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	or high level of achievement in math as measured by NWEA MAP Math. YUSD English learners will benefit from the services of a dedicated, certificated English learner support teacher who will support classroom teachers with targeted professional development, collaborate on effective instructional strategies, assist with differentiation, and guide teachers on the implementation of appropriate language support services to improve outcomes. **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.

The District plans to continue to allocate concentration funds to Goal 1, Action 15. The concentration grant add-on funds will be used to pay for a TOSA to support Coarsegold Elementary, Ahwahnee HS, and Evergreen HS. The TOSA will provide academic interventions, support teacher strategies, and develop plans to support student achievement with instruction focused on achievement data. The TOSA may also facilitate academic support meetings for students at Coarsegold Elementary, Ahwahnee HS, and Evergreen HS. Our English language learners, foster youth, and socioeconomically disadvantaged students perform far below the state and district average. This position will enable the TOSA to work with other teachers and staff focused on instructional, and cultural and climate outcomes. The TOSA will lead professional development and facilitate collaboration, empowering teachers to map out curriculum scope and sequence, administer common formative assessments, and use assessment data to plan targeted instruction and monitor student progress. By leveraging the district's real-

time data system, the TOSA will help teachers synthesize and understand information for planning and intervention. Specifically, the TOSA will guide teachers in analyzing this data to drive instructional decisions, including re-teaching core concepts, designing targeted interventions, and preparing students for CAASPP summative assessments.

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	Yosemite High School: 1:22, Rivergold Elementary School: 1:26, Yosemite Falls: N/A	Evergreen: N/A, Ahwahnee High School: 1:33, Raymond Granite: N/A, CES: 1:14
Staff-to-student ratio of certificated staff providing direct services to students	Yosemite High School: 1:17, Rivergold Elementary School 1:17, Yosemite Falls: 1:22	Evergreen: 1:54 (includes single section students), Ahwahnee High School: 1:17, Raymond Granite: 1:5, CES: 1:17

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	$16,858,454.00	3,282,232.00	19.469%	0.000%	19.469%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,407,929.00	$837,013.00	$3,209,133.00	$802,993.00	$11,257,068.00	$7,698,335.00	$3,558,733.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruit and Retain High Quality Teachers	All	No			All Schools	Ongoing	$26,398.00	$0.00				$26,398.00	$26,398.00	
1	1.2	Curriculum	All	No			All Schools	Ongoing	$0.00	$176,457.00	$56,127.00	$104,090.00	$16,240.00	$0.00	$176,457.00	
1	1.3	Broad Course of Study	All	No			All Schools	Ongoing	$1,088,375.00	$118,949.00	$782,176.00	$425,148.00	$0.00	$0.00	$1,207,324.00	
1	1.4	Multi-Tiered Systems of Support (Academic)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$221,993.00	$146,000.00	$75,993.00			$221,993.00	
1	1.5	Intervention Periods at YHS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Yosemite High School	Ongoing	$126,178.00	$3,200.00	$129,378.00				$129,378.00	
1	1.6	Professional Development	All	No			All Schools	Ongoing	$0.00	$17,700.00	$17,700.00				$17,700.00	
1	1.7	Teacher Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$41,166.00	$46,193.00	$87,359.00				$87,359.00	
1	1.8	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$253,850.00	$325,000.00	$578,850.00				$578,850.00	
1	1.9	Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$570,619.00	$36,672.00	$607,291.00				$607,291.00	
1	1.10	Special Education	Students with Disabilities	No			All Schools	Ongoing	$2,698,245.00	$609,425.00	$0.00		$3,192,893.00	$114,777.00	$3,307,670.00	
1	1.11	Data Management System	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$37,000.00	$37,000.00				$37,000.00	

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			Low Income										
1	1.12	Support Best Practices for Long-Term English Learners (LTELs)	English Learners	No			All Schools	Ongoing	$0.00	$8,777.00				$8,777.00	$8,777.00	
1	1.13	Educational and Data Consultants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.14	Teacher on Special Assignment (TOSA) / Elementary Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$215,000.00	$0.00	$215,000.00				$215,000.00	
1	1.15	Support Best Practices English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$198,622.00	$7,000.00	$205,622.00				$205,622.00	
1	1.16	Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,711.00	$0.00	$6,711.00				$6,711.00	
2	2.1	Multi-Tiered Systems of Support (Social-Emotional)	All	No			All Schools	Ongoing	$1,000.00	$6,000.00	$1,000.00	$6,000.00			$7,000.00	
2	2.2	Student Leadership Opportunities	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.3	High School and Educational Options Assistant Principals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Educational Options	Ongoing	$141,490.00	$0.00	$141,490.00				$141,490.00	
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$240,000.00	$240,000.00				$240,000.00	
2	2.5	Student Attendance Review Board	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.6	Custodial & Maintenance Services	All	No			All Schools	Ongoing	$1,665,346.00	$545,348.00	$2,210,694.00				$2,210,694.00	
2	2.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$550,000.00	$550,000.00				$550,000.00	
2	2.8	Culture & School Climate Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$330,031.00	$0.00	$330,031.00				$330,031.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Analytics Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.10	Safe Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$22,500.00	$22,500.00				$22,500.00	
3	3.1	Educational Partner Survey	All	No			All Schools	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.2	Climate Survey	All	No			All Schools	Ongoing	$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.3	School and District Advisory Groups	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
3	3.4	Home-to-School Partnerships	All	No			All Schools	2026	$0.00	$0.00	$0.00				$0.00	
4	4.1	Multi-Tiered Systems of Support (Academic)	All Students with Disabilities	No			Specific Schools: Ahwahnee High School, Evergreen High School, and Raymond Granite High School	Ongoing	$82,879.00	$110,047.00		$192,926.00			$192,926.00	
4	4.2	Professional Development	All Students with Disabilities	No			Specific Schools: Ahwahnee High School, Evergreen High School, and Raymond Granite High School	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.3	Multi-Tiered Systems of Support (Social-Emotional)	All Students with Disabilities	No			Specific Schools: Ahwahnee High School, Evergreen High School, and Raymond Granite High	Ongoing	$244,425.00	$441,472.00		$32,856.00		$653,041.00	$685,897.00	

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
							School									

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
$16,858,454.00	3,282,232.00	19.469%	0.000%	19.469%	$3,332,232.00	0.000%	19.766 %	**Total:**	$3,332,232.00
								LEA-wide Total:	$2,855,742.00
								Limited Total:	$205,622.00
								Schoolwide Total:	$270,868.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Multi-Tiered Systems of Support (Academic)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,000.00	
1	1.5	Intervention Periods at YHS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Yosemite High School	$129,378.00	
1	1.7	Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,359.00	
1	1.8	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$578,850.00	
1	1.9	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$607,291.00	
1	1.11	Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	Educational and Data Consultants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.14	Teacher on Special Assignment (TOSA) / Elementary Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,000.00	
1	1.15	Support Best Practices English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$205,622.00	
1	1.16	Professional Learning Communities (PLCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,711.00	
2	2.3	High School and Educational Options Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Educational Options	$141,490.00	
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,000.00	
2	2.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,000.00	
2	2.8	Culture & School Climate Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,031.00	
2	2.9	Analytics Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.10	Safe Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,008,882.00	$11,020,292.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruit and Retain High Quality Teachers	No	$25,874.00	$50,673.00
1	**1.2**	Curriculum	No	$240,000.00	$288,091.00
1	**1.3**	Broad Course of Study	No	$1,398,485.00	$1,500,000.00
1	**1.4**	Multi-Tiered Systems of Support (Academic)	Yes	$80,000.00	$80,000.00
1	**1.5**	Intervention Periods at YHS	Yes	$33,091.00	$32,681.00
1	**1.6**	Professional Development	Yes	$45,000.00	$0
1	**1.7**	Teacher Collaboration	No	$40,000.00	$40,000.00
1	**1.8**	Technology	Yes	$561,795.00	$533,500.00
1	**1.9**	Educational Options	Yes	$757,106.00	$630,083.00
1	**1.10**	Special Education	No	$3,250,385.00	$3,166,876.00
1	**1.11**	Data Management System	Yes	$50,000.00	$50,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Support Best Practices for Long-Term English Learners (LTELs)	No	$9,301.00	$1,000.00
1	1.13	CTE Project-Based Learning	No	$10,000.00	$10,000.00
1	1.14	Educational and Data Consultants	Yes	$15,000.00	$15,000.00
1	1.15	Teacher on Special Assignment (TOSA)	Yes	$114,867.00	$117,300.00
1	1.16	Support Best Practices English Learners	Yes	$178,697.00	$197,726.00
1	1.17	Professional Learning Communities (PLCs)	Yes	$6,000.00	$42.00
2	2.1	Multi-Tiered Systems of Support (Social-Emotional)	No	$13,000.00	$7,990.00
2	2.2	Student Leadership Opportunities	No	$2,000.00	$2,000.00
2	2.3	High School and Educational Options Assistant Principals	Yes	$155,533.00	$153,930.00
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Yes	$225,000.00	$300,000.00
2	2.5	Student Attendance Review Board	No	$2,000.00	$2,000.00
2	2.6	Custodial & Maintenance Services	No	$2,270,673.00	$2,200,000.00
2	2.7	Transportation	Yes	$500,000.00	$650,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Culture & School Climate Program	Yes	$299,904.00	$269,900.00
2	**2.9**	Analytics Platform	Yes	$25,000.00	$25,000.00
2	**2.10**	Safe Learning Environment	Yes	$40,000.00	$42,500.00
3	**3.1**	Educational Partner Survey	No	$1,000.00	$1,000.00
3	**3.2**	Climate Survey	No	$1,000.00	$1,000.00
3	**3.3**	School and District Advisory Groups	No	$2,000.00	$2,000.00
3	**3.4**	Donovan Group	No		
4	**4.1**	Multi-Tiered Systems of Support (Academic)	No	$153,657.00	$150,000.00
4	**4.2**	Professional Development	No	$0.00	$0
4	**4.3**	Multi-Tiered Systems of Support (Social-Emotional)	No	$502,514.00	$500,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,088,369	$3,086,993.00	$3,097,662.00	($10,669.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Multi-Tiered Systems of Support (Academic)	Yes	$80,000.00	$80,000.00		
1	1.5	Intervention Periods at YHS	Yes	$33,091.00	$32,681.00		
1	1.6	Professional Development	Yes	$45,000.00	$0		
1	1.8	Technology	Yes	$561,795.00	$533,500.00		
1	1.9	Educational Options	Yes	$757,106.00	$630,083.00		
1	1.11	Data Management System	Yes	$50,000.00	$50,000.00		
1	1.14	Educational and Data Consultants	Yes	$15,000.00	$15,000.00		
1	1.15	Teacher on Special Assignment (TOSA)	Yes	$114,867.00	$117,300.00		
1	1.16	Support Best Practices English Learners	Yes	$178,697.00	$197,726.00		
1	1.17	Professional Learning Communities (PLCs)	Yes	$6,000.00	$42.00		
2	2.3	High School and Educational Options Assistant Principals	Yes	$155,533.00	$153,930.00		
2	2.4	Enrichment Activities: Transportation for Sports/Athletics/Field Trips	Yes	$225,000.00	$300,000.00		
2	2.7	Transportation	Yes	$500,000.00	$650,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.8**	Culture & School Climate Program	Yes	$299,904.00	$269,900.00		
2	**2.9**	Analytics Platform	Yes	$25,000.00	$25,000.00		
2	**2.10**	Safe Learning Environment	Yes	$40,000.00	$42,500.00		

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)
$16,069,628	$3,088,369	0%	19.219%	$3,097,662.00	0.000%	19.277%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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