



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jacinto Unified School District

CDS Code: 33672490000000

School Year: 2026-27

LEA contact information:

Dulce Noriega

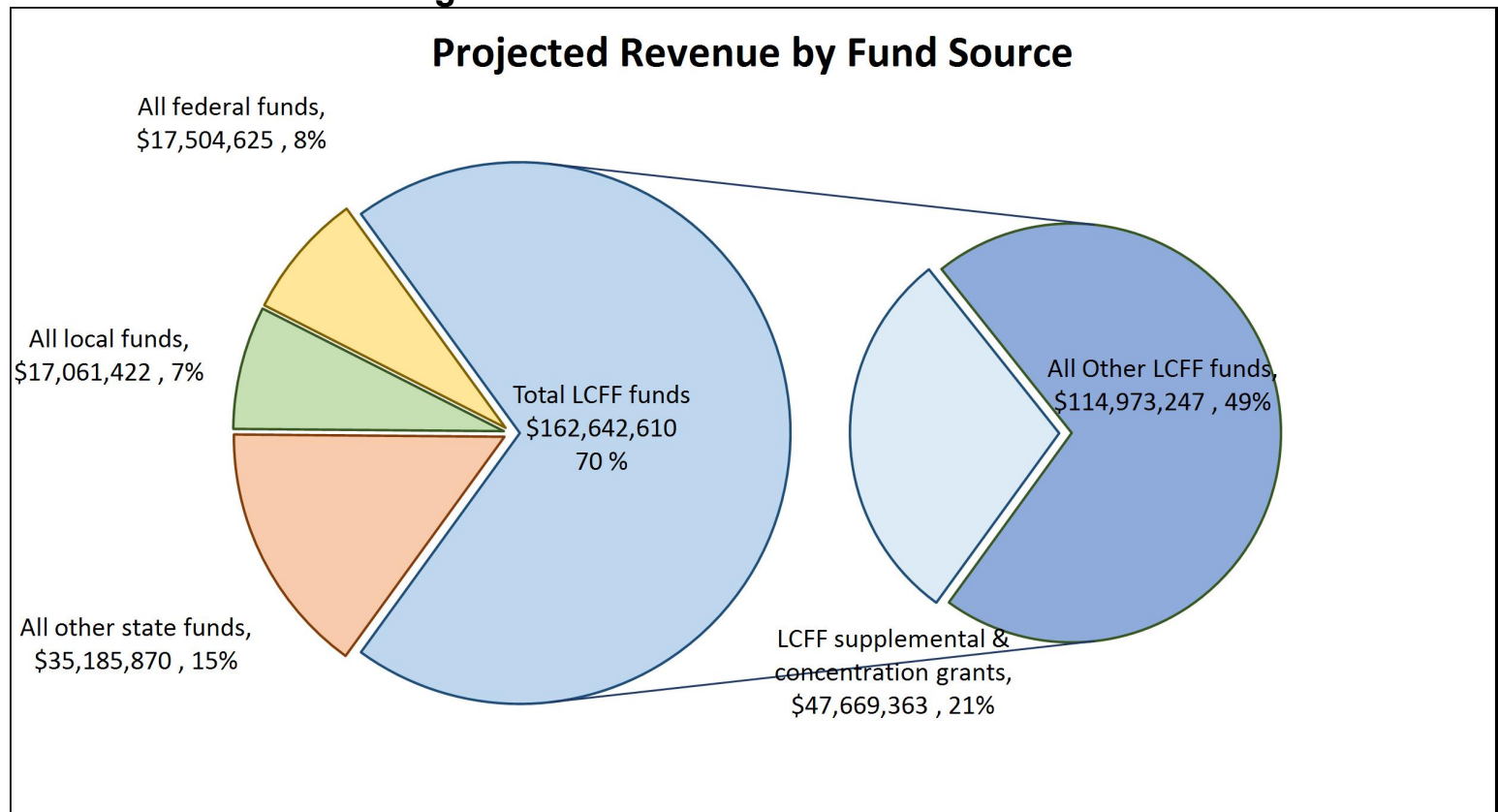
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

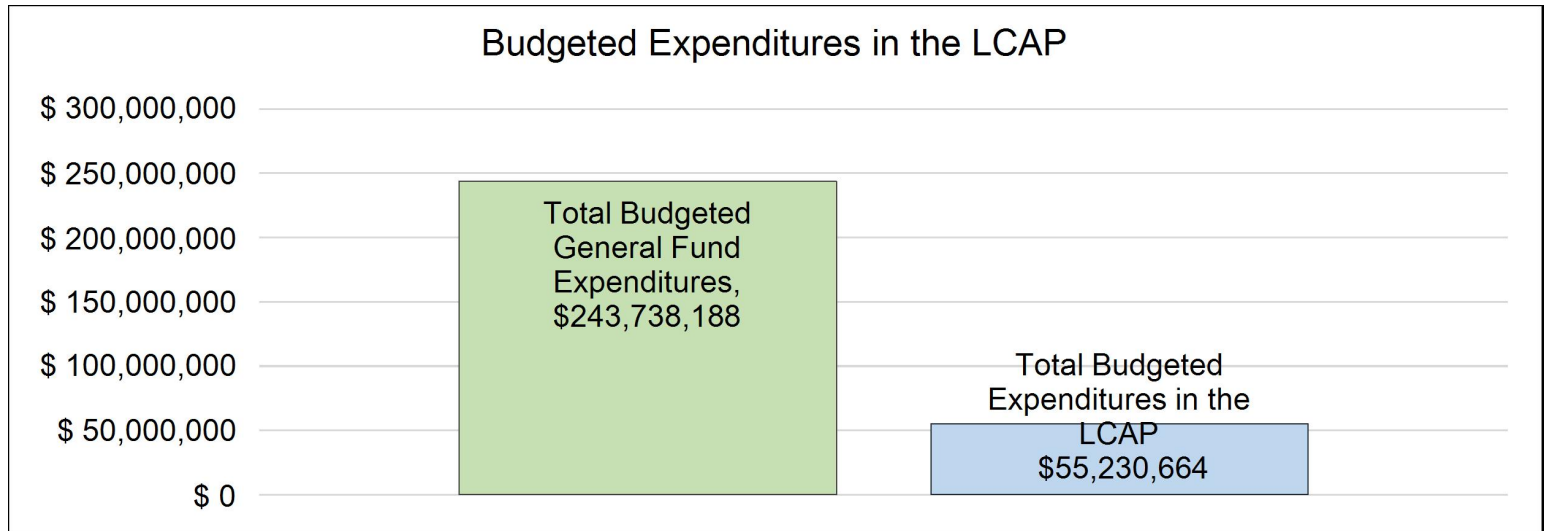


This chart shows the total general purpose revenue San Jacinto Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Jacinto Unified School District is \$232,394,527, of which \$162,642,610 is Local Control Funding Formula (LCFF), \$35,185,870 is other state funds, \$17,061,422 is local funds, and \$17,504,625 is federal funds. Of the \$162,642,610 in LCFF Funds, \$47,669,363 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 San Jacinto 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: San Jacinto Unified School District plans to spend \$243,738,188 for the 2026-27 school year. Of that amount, \$55,230,664 is tied to actions/services in the LCAP and \$188,507,524 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

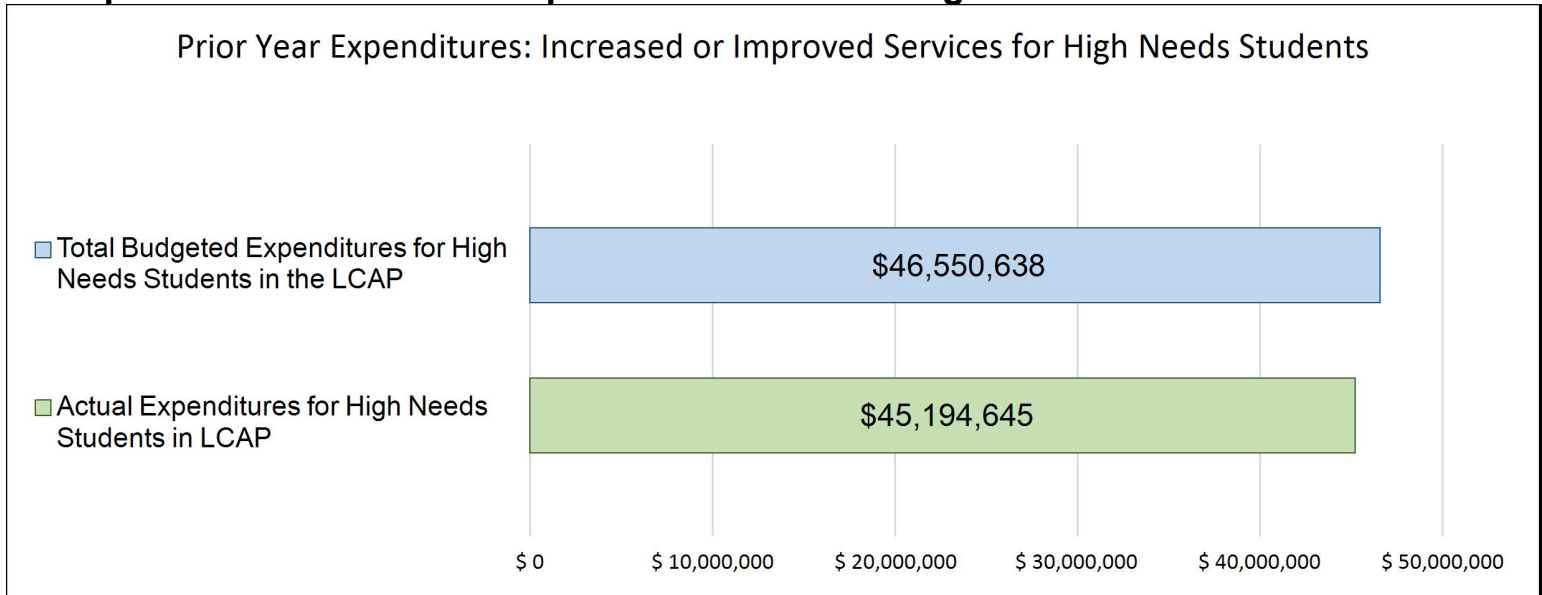
Core instructional program costs, administrative services costs, operational expenses including utilities, rents and leases, special education, guest teachers and staff expenses, insurance costs, other post-employment benefits, and fixed payroll costs including increases in the employer cost for PERS, STRS, as well as STRS on-behalf payments.

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

In 2026-27, San Jacinto Unified School District is projecting it will receive \$47,669,363 based on the enrollment of foster youth, English learner, and low-income students. San Jacinto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Jacinto Unified School District plans to spend \$48,296,227 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 San Jacinto 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 San Jacinto 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, San Jacinto Unified School District's LCAP budgeted \$46,550,638 for planned actions to increase or improve services for high needs students. San Jacinto Unified School District actually spent \$45,194,645 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$1,355,993 had the following impact on San Jacinto Unified School District's ability to increase or improve services for high needs students:

Position vacancies and the use of other funds outside the LCAP impacted the total actual LCAP expenditures when compared to the total budgeted LCAP expenditures. These differences did not impact the overall increased or improved services for high needs students in 2025-26. Carryover funds have been included in the 26-27 LCAP Goals and Actions.



# 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                                       |
|-------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------|
| San Jacinto Unified School District | Dulce Noriega<br>Assistant Superintendent of Educational Services | dnoriega@sanjacinto.k12.ca.us<br>(951) 929-7700 x4259 |

## 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.

San Jacinto Unified School District is located in the city of San Jacinto, California, about 85 miles east of Los Angeles and 90 miles north of San Diego. The city has about 55,500 residents, and the average household income is around \$80,600. The district has 16 schools serving students from Transitional Kindergarten (TK) through 12th grade. These include: 7 elementary schools (TK–5), 2 middle schools (grades 6–8), 1 school of choice, San Jacinto Leadership Academy serving grades 6–12, 1 comprehensive high school (grades 9–12), 1 middle college high school, 2 alternative schools for high school students, 1 TK–8 virtual school, San Jacinto Technology Institute and 1 TK-8 School of choice Edward Hyatt World Dual Language Academy. All elementary schools offer Transitional Kindergarten, and the district provides three half-day and three full-day state preschool programs. The district also offers a program for young adults ages 18–22 who are transitioning to adulthood, as well as an adult education program. All schools in the district follow a traditional school calendar.

San Jacinto Unified School District is a diverse district that serves approximately 10,136 students (Panorama, 2026). The approximate demographic break down includes the following: 1% of students identify as American Indian, 1% as Asian and Pacific Islander, 8% African American, 79% Hispanic, 7% White, .5% Filipino, and 3% multiple ethnicities. Furthermore, approximately 91% of students are Socioeconomically Disadvantaged, with 17% English Learners, 16% Differently Abled students, 2% McKinney Vento/Homeless and 1% Foster Youth (Panorama, April 2026).

The mission of San Jacinto Unified School District is: SJUSD provides equity and access to ensure each and every student achieves high levels of learning while developing cultural responsiveness and social responsibility.

The vision of San Jacinto Unified School District is the following: SJUSD's safe, nurturing, transformative and equitable culture ensures each and every student graduates college and career-ready with a passion for learning, the motivation to live responsibly and the capacity to be problem solvers as they successfully navigate their unique futures.

SJUSD has a variety of specialized programs, such as, but not limited to, Leader in Me School, Middle Years International Baccalaureate program, high school International Baccalaureate program, Advanced Placement program, Building Assets and Reducing Risks (BARR) program, a wide range of Career Technical Education programs, Advancement Via Individual Achievement (AVID), Science, Technology, Engineering and Math (STEAM), a Middle College Program, a Puente Program, Junior Reserve Officer Training Corp (JROTC), Dual and Concurrent Enrollment with Mount San Jacinto College, and extracurricular activities such as instrumental/vocal music, athletics, and the performing arts.

Equity Multiplier Schools: The eligibility criteria for these funds requires that schools have a non-stability rate (students moving in and out of school in a given year) of 25% or higher. In 2024-25 the schools in San Jacinto Unified School District that qualify for the equity multiplier funds included: Monte Vista Middle School (25.42% non-stability rate), Mountain Heights Academy (69.06% non-stability rate), Mountain View High School (74.3% non-stability rate), North Mountain Middle School (26.13% non-stability rate), San Jacinto Elementary School (26.6% non-stability rate), and San Jacinto Technology Institute (56.39% non-stability rate). The schools that qualified for Equity Multiplier Funds for the 2025-26 school year were the following: Mountain Heights Academy (56% non-stability rate), Mountain View High School (73% non-stability rate), Park Hill Elementary School (25% non-stability rate), San Jacinto Elementary School (29% non-stability rate), and San Jacinto Technology Institute (60% non-stability rate). The schools that qualified for Equity Multiplier Funds for the 2026-27 School year are Mountain Heights Academy, Mountain View High School, and San Jacinto Technology Institute.

## Reflections: Annual Performance

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

### Successes:

In 2025-26 SJUSD continued to focus on strengthening their Multi-Tiered Systems of Support (MTSS), specifically strengthening Tier 1 support and Quality First Instruction. Based on a review of state and local data, SJUSD experienced several areas of measurable progress. Most notably, performance on the CAASPP, English Language Arts (ELA) assessment improved, with 33.3% of students meeting or exceeding standards in 2025 compared to 28.9% in 2024 (2025 CA Dashboard). Growth was seen across all student groups in ELA, indicating broad-based improvement in literacy outcomes. In the 2025-26 school year SJUSD implemented tiered literacy support in the elementary schools by incorporating the 95% program which enabled students to receive targeted literacy support and allowed for the master schedule to be modified to ensure there was Tier 2 time and enrichment available to students. Mathematics achievement also showed a modest increase, with 16.9% of students meeting or exceeding standards in 2025, up from 15.2% in 2024 (2025 CA Dashboard). Foster students, Homeless students, Socioeconomically Disadvantaged students and English Learners had growth on the statewide assessment for math based on the 2025 California Dashboard. While this reflects positive movement, mathematics remains an identified area for continued focus and improvement. Additionally, College and Career readiness indicators demonstrated significant gains. The percentage of students meeting ELA college readiness through the Early Assessment Program (EAP) increased from 13.2% to 15%. Additionally, 41.6% of the Class of 2025 met College and Career Indicator (CCI) preparedness standards, a substantial increase from 29% in 2024. Socioeconomically

Disadvantaged students had significant improvement in CCI preparedness with 40.5% of students being prepared, a 9.5% improvement. Long-Term English Learners also had growth in CCI preparedness with 17.6%. A-G completion rates also improved significantly, with 46% of seniors meeting requirements compared to 29% in the prior year (2025 CA Dashboard). School climate data reflects incremental improvements in students' sense of belonging. At the elementary level, 68% of students reported a favorable sense of belonging, representing a 2% increase and scoring in the 80th percentile Nationally. At the secondary level, favorable responses increased to 36%, also a 2% gain. While these trends are positive, fostering a stronger sense of belonging remains an area for continued growth (Fall Panorama Student Survey, 2025). In 2025-26 SJUSD implemented two Youth Empowerment Symposiums (Y.E.S) which entailed training student ambassadors to lead 3 symposiums at the high school level focused on improving students' sense of belonging and empowering students to develop initiatives to improve their schools culture and climate. Additionally at the middle school SJUSD contracted with the ANEW which provided team-building and leadership development experiences that helped students build meaningful relationships and strengthen their connection to the school community. Through collaborative activities and personal growth opportunities, students develop confidence, navigate group dynamics, and recognize their ability to contribute positively. By fostering inclusive participation and student voice, the program promotes a strong sense of belonging, ensuring students feel valued, connected, and engaged in their school environment.

Student engagement and outcomes showed additional progress. According to the 2025 California Dashboard the graduation rate increased to 93.3% for the Class of 2025, up from 92.1% in 2024. Socioeconomically Disadvantaged students had a 93.2% graduation rate, which was a 1% growth compared to 2024, English Learners had a 89.3% graduation rate (4% improvement), and Long-Term English Learners had a 3.9% increase with 92% graduating. Suspension rates slightly declined to 3.0%, compared to 3.3% in the prior year. Foster students, Homeless students, English Learners, and Long-Term English Learners had a decline in suspensions compared to 2024 (2025 CA Dashboard) indicating stable improvement in school climate conditions. SJUSD schools continue to implement PBIS and earned the following state recognitions for 2024-25: Megan Cope Elementary School, Mountain View High School and North Mountain Middle School earned the highest level of recognition with a Platinum award. Edward Hyatt World Language Academy, Monte Vista Middle School, Juan Bautista De Anza Elementary, San Jacinto Leadership Academy, San Jacinto High School, and San Jacinto Leadership Academy earned Gold recognition. Jose Antonio Estudillo Elementary, Park Hill Elementary, and San Jacinto Technical Institute earned Silver Awards. In 2025-26 SJUSD earned a grant in collaboration with Riverside County Office of Education which enabled the district to develop and implement Wellness Rooms at 9 school sites. This has provided opportunities for increased social-emotional wellbeing activities.

According to the 2025 California dashboard the chronic absenteeism rate increased to 25.1% compared to 24.1% in 2024, highlighting the need for targeted strategies to improve student attendance and engagement. This school year SJUSD joined the RAISE (Raising Attendance & Improving Student Engagement) collaborative which uses improvement science and research based strategies to reduce chronic absenteeism which three of SJUSD schools participated in the pilot. Based on their success all of SJUSD schools will be implementing RAISE's five foundational practices that are part of the change package in the 2026-27 school year. Based on local data as of May 5, 2026 SJUSD's chronic absenteeism rate was 18% district wide.

Family engagement data reflects strong positive perceptions. 96% of families reported satisfaction with their child's school experience, 95% indicated that schools effectively provide information about programs and resources, and 88% reported being encouraged to participate in advisory groups or decision-making processes. Based on the 2024 California School Dashboard data, SJUSD was identified as being in Differentiated Assistance (D.A) for Students with Disabilities due to Students with Disabilities scoring in the red for English Language Arts (-114.9 points below the standard), Mathematics (-147.5 points below the standard), and College and Career Indicators (6.5% prepared-very low performance). Based on the 2025 California Dashboard Students with Disabilities had growth in all three areas. In English Language Arts

Students with Disabilities improved by 9.2 points in distance from standard (-105.7 points below the standard), mathematics showed growth with 7.2 points in distance from standard (-140.3 points below the standard), and growth in College and Career Indicators with a growth of 8.4% of seniors being prepared for College/Career (total of 14.8% being college/career prepared). SJUSD is pleased to report they have exited Differentiated Assistance for Students with Disabilities due to growth in English Language Arts, Mathematics and College and Career Indicators.

Overall, SJUSD has demonstrated meaningful progress across multiple priority areas, particularly in ELA achievement, college and career readiness, and graduation outcomes. At the same time, the district recognizes the need to accelerate growth in mathematics, reduce chronic absenteeism, and continue strengthening student connectedness to ensure equitable outcomes for all students. San Jacinto Unified School District (SJUSD) meets the criteria for the use of Learning Recovery Emergency Block Grant (LREBG) funds through the implementation of evidence-based pupil supports designed to address barriers to learning and improve student academic outcomes. For the 2026–27 school year, SJUSD will utilize approximately \$1.3 million in LREBG funds to support Action 1.13, which funds elementary Multi-Tiered System of Supports (MTSS) Learning Support Teachers on Special Assignment (TOSAs). The selection of this action was based on the district's identified need to strengthen foundational literacy skills and language comprehension for elementary students, as reflected in the SJUSD needs assessment and 2025 California Dashboard English Language Arts (ELA) data. Dashboard results demonstrated ongoing achievement gaps and the need for intensified literacy intervention and instructional support for students performing below grade level. In response, SJUSD identified the expansion of tiered literacy supports and evidence-based instructional practices aligned to the science of reading as a priority strategy for accelerating learning recovery and improving student achievement outcomes. Action 1.13 aligns with allowable uses of LREBG funds because it provides integrated academic and pupil support services through MTSS structures that address barriers to learning and improve access to targeted intervention. MTSS Learning Support TOSAs will support school sites in implementing tiered literacy interventions, coaching staff on evidence-based practices, and ensuring that students receive appropriate levels of support based on identified needs. Elementary sites will utilize mCLASS and i-Ready screening data to identify students in need of intervention, monitor progress, and adjust supports accordingly. These efforts are designed to improve student literacy outcomes, strengthen early intervention systems, and ensure that students receive timely and targeted academic support.

#### Areas for Growth:

##### Differentiated Assistance Identification-

Based on the 2025 California School Dashboard data, SJUSD is identified as being in Differentiated Assistance (D.A) for two student groups, Homeless students and Students with two or more races. Homeless students are in D.A. due to students scoring at the lowest performance level (red) in two areas: English Language Arts (-103.1 points below the standard) and for having a 49.3% Chronic Absenteeism rate which was a 7.8% increase from the previous year (2025 CA Dashboard). Students with two or more races are in Differentiated Assistance due to scoring in the lowest performance level (red) for suspension rates increasing to 5.5% which is a 3.3% increase compared to the previous year and for having an increase in chronic absenteeism at 25.8% (2025 CA Dashboard). Through actions in SJUSD's LCAP, Homeless students and students with 2 or more races will be provided additional targeted support in English Language Arts and targeted support for factors that contribute to suspensions and chronic absences. School site leaders will continue to be provided additional support and coaching from district leaders to work on strengthening systems to support Homeless students and students with 2 or more races in the areas of academics, behavior, and social/emotional. To ensure that Students with Disabilities remain out of Differentiated Assistance SJUSD will continue to provide targeted support in English Language Arts, Math, and College/Career indicators. Additionally, Teachers on Special

Assignment will provide support and coaching to assist teachers in implementing Quality First Instruction inclusive of training on scaffolding, differentiation, and classroom practices to support behavior and social emotional learning.

Below are the student groups in SJUSD that performed at the lowest performance level (red) and the area according to the 2023 California Dashboard:

Academic Indicator:

English Language Arts-English Learners, Homeless Students, Students with Disabilities, and African American Students

Math-Socioeconomically Disadvantaged Students, English Learners, Foster Youth, Homeless students, Students with Disabilities, African American, American Indian, and Hispanic students.

College and Career Indicator-Students With Disabilities

Pupil Engagement:

Chronic Absenteeism-Homeless Students and Asian Students

Below are the student groups in SJUSD that performed at the lowest performance level (red) according to the 2024 California Dashboard:

Academic Indicator:

English Language Arts-English Learners, Long-Term English Learners, Foster Youth, Homeless students, Students with Disabilities, American Indian Students and African American Students

Math-English Learners, Long-Term English Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, American Indian students, Hispanic students, and Multiple Race students.

College and Career Indicators-Students with Disabilities

Pupil Engagement:

Chronic Absenteeism-Pacific Islander

Below are the school sites in SJUSD that have been identified according the CA Dashboard (2023) for having lowest performance levels (red) on a specific data indicator:

San Jacinto High School

Academic Indicator: Math

Mountain View High School

Academic Indicator: English Language Arts, Math, College and Career Indicator

Mountain Heights Academy

Academic Indicator: College and Career Indicator

Park Hill Elementary School

Academic Indicator: English Language Arts, Math

San Jacinto Elementary School

Academic Indicator: English Language Arts, Math

Estudillo Elementary School

Pupil Engagement: Chronic Absenteeism

De Anza Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI)

Megan Cope Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI)

San Jacinto Technology Institute

Academic Indicator: English Learner Progress Indicator (ELPI)

Below are student groups with schools that performed at the lowest performance level(red) (CA Dashboard 2023):

San Jacinto High School

Academic Indicator:

English Language Arts-English Learners, Students with Disabilities, and African American students

Math-Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Hispanic students

Pupil Engagement:

Graduation Rates-Students with Disabilities

School Climate:

Suspension Rates-English Learners, Homeless students, American Indian students

SJHS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red.

Some of the actions include focusing on parent engagement via contracting services for Parent Institute for Quality Education (PIQE), providing professional development to implement the Eight Standards for Mathematical Practice and on differentiation practices. Additionally, professional development will be offered for English teachers to support the student groups in the red, focused targeted support/interventions for students struggling with behavior, and provide an intervention for SWD focused on foundational reading strategies

Mountain View High School

Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, Hispanic students

Math-Socioeconomically Disadvantaged

College and Career Indicators-Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Homeless students, Hispanic students

MVHS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include focusing on providing targeted support in English Language Arts and math to student groups in the red by funding extra duty for staff to provide interventions/instruction. Through their Equity Multiplier funds MVHS will also be providing a new Film/Media CTE program and a pre-apprenticeship program.

Mountain Heights Academy

Academic Indicator:

College and Career Indicator-Socioeconomically Disadvantaged

MHA's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include focusing on providing targeted support in English Language Arts and math to student groups in the red by funding extra duty for staff to provide interventions/instruction, provide professional development for staff on using Ellevation platform to monitor English Learners, as well as engaging parents by providing workshops to support families. Through their Equity Multiplier funds MVHS will also be providing a new CTE program and a pre-apprenticeship program.

San Jacinto Leadership Academy

Academic Indicator:

Math-English Learners

SJLA's School Plan for Student Achievement (SPSA) for 2024-25 includes providing professional development to teachers on strategies and scaffolds that support making meaning of text (through academic language and comprehension) targeting Long Term English Learner Students (LTEL) in 9th-12th grade (district adopted curriculum/platforms). Additionally, certificated staff will identify domain specific vocabulary in concepts procedures and create a peer tutoring model that supports domain specific language with LTELs.

Monte Vista Middle School

Academic Indicator:

English Language Arts-English Learners, Students with Disabilities

Math-English Learners

School Climate:

Suspensions-African American students

MVMS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include increasing parent/family engagement by providing i-Ready parent/guardian workshops that will provide iReady support resources for home use. In order to address the low performance of all students, with a focus on English Learners and Students with Disabilities, teachers will be trained on implementing scaffolds/differentiation to reteach standards. Additionally, teachers will be provided release time to participate in coaching cycles that focus on establishing routines for self-regulation, class expectations, and non-verbal cues. MVMS's Equity Multiplier funds will provide professional development for teachers on going deeper into content standard and provide a MTSS Teacher on Special Assignment to strengthen the behavior and social/emotional supports for students, specifically student groups in the red.

#### North Mountain Middle School

##### Academic Indicator:

English Language Arts--English Learners, African American students

Math-African American students

NMMS's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing California Association for Bilingual Education (CABE) Family and Community Engagement workshops for parents/guardians, as well as providing after school support for English Learners that is focused on the writing domain to support reclassification. NMMS plans on offering professional development for math teachers focused on differentiation tool training through Edia platform. To address the need for the gradual release of responsibility, teachers will also be provided with professional development.

#### Record Elementary School

##### Academic Indicator:

English Language Arts-Students with Disabilities

Pupil Engagement:

Chronic Absenteeism-African American students

School Climate:

Suspensions-African American students

Record's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing professional development from iReady in the use of the ELA and Math Toolbox resources to scaffold learning for students, provide Strategy Share for families to increase collaboration with the site and families on instructional practices, and provide professional development for staff on how to implement Check In/Check Out for students who are chronically absent and/or struggling with behavior.

#### De Anza Elementary School

##### Academic Indicator:

English Language Arts-Students with Disabilities

English Learner Progress Indicator (ELPI) (School in Red for ELPI)

Math--Students with Disabilities

Pupil Engagement:

Chronic Absenteeism-Multiple Races

De Anza's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. In order to address the low performance of all students, with a focus on Students with Disabilities, Two or More Races, White, and English Learners, 1st and 2nd grade teachers will receive extra duty pay to attend professional development focused on implementing the word chains strategy to effectively and explicitly teach phonics to support reading. Teachers will also receive release time to participate in modeling/coaching and receive feedback on the strategy. In order to address the low performance of all students, with a focus on Students with Disabilities, Two or More Races, White, and English Learners, 3rd-5th grade teachers will receive professional development focused on vocabulary development through the Words to Know instructional routine to effectively increase word knowledge to improve reading comprehension. In order to address the low performance of all students, with a focus on Students with Disabilities, White, and English Learners, teachers will receive additional professional development on the Read, Write, Draw math strategy to teach number sense. In order to address the low performance of all English Language Learners , with a focus on our ARLETs , designated ELD teachers will be provided

with release time to observe and receive feedback and coaching, focused on using text reconstruction during designated ELD with a focus on summary writing skills. Additionally the site will provide additional funding to staff to provide attendance interventions for students who are chronically absent.

#### Estudillo Elementary School

Academic Indicator:

English Language Arts-English Learners, Students with Disabilities

Math-Students with Disabilities

Pupil Engagement:

Chronic Absenteeism-Socioeconomically Disadvantaged, English Learners, Students with Disabilities, African American Students, White Students

Estudillo's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Some of the actions include providing professional development for 3rd-5th grade teachers on engaging students in mathematics learning, provide funding to support the implementation of a math parent night, a parent night for English Learners including Long Term English Learners to provide an overview of strategies to continue Language acquisition, and an attendance night aimed at students who are in the red for chronic absenteeism. Additionally, the plan includes providing teachers two days of professional development provided by the EL Department that focuses on integrated and designated ELD strategies to improve vocabulary development. Check in - Check out system will be implemented to support student groups in the red for chronic absenteeism.

#### Megan Cope Elementary School

Academic Indicator:

English Language Arts-Students with Disabilities

English Learner Progress Indicator (ELPI) (School in Red for ELPI)

Pupil Engagement:

Chronic Absenteeism-White students

Megan Cope's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. To address the low performance of English Learners and Students with Disabilities in the domain of reading comprehension, Megan Cope Elementary will provide 2 days of professional development by a Corwin Consultant for 28 teachers, in grades K-5 and SAI Teachers. Teachers will receive professional development in text dependent questions that pertain to: general understanding, key details, and vocabulary and text structure. This will be done through the coaching cycle (lesson design, modeling, observing, and feedback). To address the low performance of SWD, EL, SED, and HIS students in Math, 6 hours (2 hours/each trimester) of extra duty time will be provided to four 4th grade teachers and 1 SAI teacher to receive additional coaching through co-planning, modeling, and feedback in an effort to build the capacity of the implementation of the 3 reads strategy to improve 4th grade student's problem solving skills. To address chronic absenteeism for White students extra duty will be paid to a staff member to provide weekly check-ins with parents of students who are chronically absent. Additionally, to improve parent engagement the SPSA includes providing a Parent Institute for Quality Engagement.

#### Park Hill Elementary School

Academic Indicator:

English Language Arts--Socioeconomically Disadvantaged, English Learners, Students with Disabilities, African American Students, Hispanic Students

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

School Climate:

Suspensions-Student with Disabilities, Multiple Races

Park Hill's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. Park Hill Elementary will provide teachers in Kindergarten-5th, 3 half days each of release time each trimester to co-plan, model, and provide feedback on the text reconstruction strategy and other identified math strategies through core content to support vocabulary development. Provide modeling of comprehension strategy using African American literature to help improve ELA for African American students. To address the needs of the LTEL and ARTEL students, Park Hill will provide 4 teachers release time to co-plan, model and provide feedback on test reconstruction strategy during designated ELD time. In order to decrease chronic absenteeism and suspension rates, Park Hill Elementary will build a parent leadership team, with representatives from designated disproportionate students groups, to develop capacity in communicating attendance and behavior expectations. We will provide training costs for 3 parents and 3 school staff to participate in professional development from Family Leadership, Inc., on parent leadership. Implementation data will be measured by parent participation in parent led workshops.

San Jacinto Elementary School

Academic Indicator:

English Language Arts-Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Hispanic students

Math--Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Hispanic students

School Climate:

Suspensions: Students with Disabilities, African American students

SJE's School Plan for Student Achievement (SPSA) for 2024-25 includes providing intensive support for the student groups in the red. In order to address the needs of all students, focusing on AA and SWD, release time will be provided for teachers to participate in a coaching cycle focusing on the implementation of the Cognitive Content Dictionary Strategy to improve vocabulary development. In order to address the needs of all students, focusing on AA and SWD, 2 days of release time will provide for teachers to participate in a coaching cycle focusing on the implementation of math PD. To address the need of English learners, forced on ARLETs, release time will be provided to attend a training that will focus on using data from iReady and additional resources to improve vocabulary development and how those resources can be used during designated ELD. SJE will also implement Check In/Check Out to support students struggling with behavior.

San Jacinto Technology Institute

Academic Indicator: English Learner Progress Indicator (ELPI) (School in Red for ELPI)

SJTI's School Plan for Student Achievement (SPSA) for 2024-25 includes providing professional development on Specific Strategies of Discussion Round Table (DRT) and Text Rendering (TR) as part of the first read in Close Reading for vocabulary instruction and comprehension of grade level text. Provide professional development for teachers to target academic vocabulary in mathematics through Ellevation Math for ELL's to effectively support English Language Learners and Students with Disabilities. To support students with content outside of school hours, provide 24/7 tutoring through "Paper Tutoring".

Below are the student groups in SJUSD that performed at the lowest performance level (red) and the area according to the 2025 California Dashboard:

Academic Indicator:

English Language Arts-Homeless students  
Math-Long-Term English Learners and African American students

Pupil Engagement:

Chronic Absenteeism-English Learners, Long-Term English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, students with two or more races

School Climate:

Suspension Rate-Students with 2 or more races

Below are the school sites in SJUSD that have been identified according to the CA Dashboard (2025) for having lowest performance levels (red) on a specific data indicator.

Mountain View High School

Academic Indicator: English Learner Progress Indicator (ELPI), College and Career Indicator

Monte Vista Middle School

Academic Indicator: Math

Pupil Engagement: Chronic Absenteeism

North Mountain Middle School

Pupil Engagement: Chronic Absenteeism

San Jacinto Technology Institute

Pupil Engagement: Chronic Absenteeism

Park Hill Elementary School

Academic Indicator: Math

Estudillo Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI)

Megan Cope Elementary School:

Pupil Engagement: Chronic Absenteeism

Record Elementary School

Pupil Engagement: Chronic Absenteeism

San Jacinto Elementary School

Academic Indicator: English Learner Progress Indicator (ELPI), English Language Arts, Math

## Pupil Engagement: Chronic Absenteeism

Below are student groups that performed at the lowest performance level(red) listed by school site and indicator (CA Dashboard 2025):

### Mountain View High School

Academic Indicator- College/Career: English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students scored in the red performance level.

### Mountain Heights Academy

Academic Indicator-College/Career: Socioeconomically Disadvantaged students.

### San Jacinto Technology Institute

Pupil Engagement-Chronic Absenteeism: Hispanic and Socioeconomically Disadvantaged students.

### Monte Vista Middle School

Academic Indicator-Math: African American students and Students with Disabilities.

Pupil Engagement-Chronic Absenteeism: African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

School Climate-Suspensions: African American students and Homeless students.

### North Mountain Middle School

Academic Indicator-Math: Long-Term English Learners and Students with Disabilities.

Pupil Engagement-Chronic Absenteeism: African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, students with two or more races, Socioeconomically Disadvantaged students, Students with Disabilities, and White students.

### Megan Cope Elementary

Pupil Engagement-Chronic Absenteeism: African American students, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

### De Anza Elementary

Pupil Engagement-Chronic Absenteeism: English Learners and Hispanic students.

### Edward Hyatt World Language Academy

Pupil Engagement-Chronic Absenteeism: English Learners

### Park Hill Elementary

Academic Indicator-English Language Arts: African American students

Academic Indicator- Math: African American students and Students with Disabilities

Pupil Engagement-Chronic Absenteeism: Homeless students and Students with Disabilities

School Climate-Suspensions: African American students and Students with Disabilities

Record Elementary School

Academic Indicator-English Language Arts: Students with Disabilities

Academic Indicator-Math: Students with Disabilities

Pupil Engagement-Chronic Absenteeism: English Learners, Hispanic students, Socioeconomically Disadvantaged, Students with Disabilities

San Jacinto Elementary

Academic Indicator-English Language Arts: English Learners, Hispanic students, Socioeconomically Disadvantaged students

Academic Indicator-Math: English Learners, Hispanic students, Socioeconomically Disadvantaged students

Academic Indicator-English Learner Progress Indicator: English Learners

Pupil Engagement-Chronic Absenteeism: English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities

School Climate-Suspensions: African American students

SJUSD will address the identified needs of the above student groups, and/or schools through focusing on the three LCAP goals. Goal 1-- Academic Performance: In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. Based upon using improvement science to determine how to best support students, student groups, and school sites that are in the red (lowest performance level) one of the primary drivers leading to the above data is that students experience inconsistent instruction, therefore goal one's focus on continuous improvement is embedded with the Multi-Tiered System of Supports framework, focusing on improving consistency in Quality First Instruction. SJUSD will provide support by providing supplemental instructional materials and resources that extend core adoptions and improve Quality First Instruction. SJUSD will enhance professional development opportunities for teachers to improve implementation of evidenced based strategies'. Additionally, SJUSD will strengthen systems to monitor the implementation of evidence based strategies and measure student progress, and utilize data to implement a tiered system of supplemental and intensive supports within Quality First Instruction to address the individual needs of designated student groups identified as under performing. Goal 1 will continue to specifically focus on developing a districtwide literacy plan based on the "Science of Reading." The Science of Reading focuses on phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. SJUSD's K-2nd grade instructional focus will be on developing foundational skills (print concepts, phonological awareness, phonics and word recognition, fluency, foundational skills for English Learners) and meaning making. 3rd-5th grade instructional focus will focus on meaning making with complex text and content knowledge-language. SJUSD's MTSS Specialists will continue to lead efforts to strengthen tier 2 supports in literacy and mathematics at the elementary level.

Goal 2- Engagement: Engage students and parents/guardians by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally. By fostering a positive school culture/climate that is safe, culturally responsive and fosters supportive relationships, and engages parents/families. Goal 2 will provide a Multi-Tiered System of support for social/emotional and behavior. School leaders who have student groups in the red will be provided additional coaching and support on how to increase metrics in goal 2 (chronic absenteeism, student connectedness, behavior, graduation rates). This action will enable supplemental and targeted support to student groups in the red, as well as provide a comprehensive parent/family engagement plan, a Multi-Tiered attendance plan, tiered approaches to supporting behavior and

ensuring that each site has what they need to implement their school safety plans. In 2026-27 SJUSD will scale out the five foundational practices that are part of the RAISE initiative to continue to reduce chronic absenteeism. Additionally, SJUSD will roll out the Children and Youth Behavioral Health Initiative to build the infrastructure to increase behavioral and mental health services for students and families. Although these funds are not part of the LCAP, the system will help SJUSD reach goal 2.

Goal 3-Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study. This action will support school sites and student groups in the red by providing access to 21st century materials, providing coaching, professional development and support to new teachers, and providing access to standard materials.

By focusing on these goals, utilizing a Multi-Tiered System of Supports framework that addresses the whole child (academic, behavior, and social-emotional) and focusing on Quality First Instruction (QFI) which addresses the social/emotional, behavior, academic, and attendance domains in the classroom (Tier 1) SJUSD is confident that they will continue to see growth in student performance indicators.

## Reflections: Technical Assistance

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

San Jacinto Unified School District is eligible for Differentiated Assistance based on the 2025 CA Dashboard for two student groups. It is eligible for Homeless students in English Language Arts (priority 4) and Chronic Absenteeism Rates (Priority 5). SJUSD is also eligible for Differentiated Assistance for students with two or more races in Suspension Rates (Priority 6) and Chronic Absenteeism Rates (Priority 5). In response, SJUSD is actively engaged in continuous improvement efforts and is working in collaboration with the Riverside County Office of Education and the Raising Attendance & Improving Student Engagement (RAISE) network to address the identified areas of need. As part of this work, SJUSD will be implementing the Five Foundational Practices to reduce chronic absenteeism, with a focus on strengthening attendance systems, data monitoring, and targeted interventions.

Several LCAP actions support these efforts. To address English Language Arts outcomes for Homeless students, SJUSD is funding Curriculum Teachers on Special Assignment (TOSAs) and Multi-Tiered System of Supports (MTSS) Specialists who will focus on foundational literacy and tiered supports. These staff provide coaching, professional development, and targeted instructional support to improve outcomes for identified student groups.

To address chronic absenteeism, Action 2.1 includes the implementation of a Multi-Tiered Attendance Plan that provides targeted support to school sites with the highest rates of chronic absenteeism, including those serving Homeless students and students identified as two or more Races. This includes site-specific interventions, increased progress monitoring, and collaboration with families.

Additionally, Actions 2.2 and 2.3 provide school counseling supports to address attendance and behavioral needs through targeted interventions, case management, and social-emotional supports. Elementary Assistant Principals and Deans further support these efforts by implementing tiered behavior and attendance interventions at the site level.

Through these coordinated efforts, SJUSD is working to reduce chronic absenteeism, improve academic outcomes in English Language Arts, and decrease suspension rates for identified student groups, with the goal of exiting Differentiated Assistance status.

SJUSD will continue to support Student with Disabilities to ensure that this student group remains out of Differentiated Assistance. The district has worked closely with Riverside County Special Education Local Plan Area (SELPA), Riverside County Office of Education (RCOE), and Compliance and Improvement Monitoring process (CIM) efforts to ensure that MTSS is being implemented to provide targeted and intensive support, as well as ensuring that progress monitoring is occurring.

## 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.

There are no schools in SJUSD that are eligible for Comprehensive Support and Improvement (CSI). SJUSD is proud to report in 2025-26 Mountain View High School exited eligibility for Comprehensive Support and Improvement for performing in the lowest performance level (red) on the California School Dashboard for English Language Arts, Math, and College and Career Indicators. Based on the 2025 CA Dashboard MVHS was in the red for English Learner Progress and College and Career Indicators. SJUSD will continue to monitor and provide support to Mountain View High School. SJUSD will continue to provide support to Mountain View High School to ensure the site remains out of Comprehensive Support and Improvement.

### ***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 San Jacinto Unified School District supported Mountain View High School (MVHS) in developing a Comprehensive Support and Improvement (CSI) plan rooted in a thorough needs assessment and root cause analysis. While the school was initially identified based on the College and Career Indicator (CCI), the analysis revealed broader instructional and equity gaps in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Identified resource inequities included limited access to standards-aligned curriculum, weak intervention systems, and a high number of out-of-field teacher assignments. To address these needs, the district conducted classroom walkthroughs using the Quality First Instruction tool and provided targeted feedback. Professional learning, including ALAS training, was delivered to MVHS teachers, alongside ongoing support from the district's ELD team. The district also facilitated regular check-in meetings with the principal to review data, monitor CCI progress, and plan next steps to improve college and career readiness outcomes. In addition, the Human Resources and Educational Services departments collaborated to analyze out-of-field assignments and implement a plan to ensure teachers were appropriately credentialed and placed.

District-level support further included collaborative planning with the Secondary Curriculum Director, the State and Federal Programs Director, and a Riverside County Office of Education (RCOE) Assessment and Accountability and Continuous Improvement administrator. These partners provided technical assistance in selecting evidence-based strategies, aligning the plan to district LCAP goals, and reviewing equity-focused resource allocations. The school engaged in a comprehensive educational partner feedback process, including eight School Site Council (SSC) meetings and eight English Learner Advisory Committee (ELAC) meetings throughout the year. These groups contributed feedback on plan priorities, recommended interventions, and approved updates to the School Plan for Student Achievement (SPSA), which serves as the CSI plan. The resulting CSI plan included goals and actions across four key areas:

- ELA: Deployment of multilingual paraprofessionals for in-class support and a temporary Instructional Coach/TOSA to implement Quality First Instruction (QFI) and deliver teacher coaching and after-hours professional development.
- Math: Staff training on Edmentum accommodations and UC Doorways alignment, establishment of a seat-based Math Lab, and site visits to high-performing continuation schools.
- ELD: GLAD training, planning time with release days, ongoing support from contracted RCOE coaches (including observations and personalized professional learning), and paraprofessional support in core classes.
- College and Career: Field trips to colleges and vocational programs, consulting with the National Center for School Transformation (including a school audit and leadership coaching), training on course code and student scheduling systems, and development of a registered pre-apprenticeship program in sustainable horticulture. Professional development also included coaching and college/career readiness training for site leaders and instructional staff.

These interventions were designed to address systemic inequities and build capacity for long-term improvement. In the 2025-26 school year SJUSD's NET Teachers On Special Assignment will also offer coaching and support to teachers as well as continued GLAD training.

### ***Monitoring and Evaluating Effectiveness***

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

The San Jacinto Unified School District will continue to monitor and evaluate the implementation and effectiveness of MVHS's CSI plan using a multi-tiered approach involving site, district, and county-level oversight. Implementation fidelity will be tracked through instructional walkthroughs, coaching logs, training attendance, monthly principal check ins to review plan and data, as well as educational partner meeting minutes.

Effectiveness will be measured through analysis of key data sources, including:

- Quality First Instruction (QFI) rubrics
- Formative assessment data (e.g., NWEA MAP for ELA/Math)
- College and Career Indicator (CCI) metrics
- Number of students enrolled in and completing the Pre-Apprenticeship Program.
- English Learner Progress Indicator (ELPI)
- Master schedule and course code audits

Student work samples and survey data (pre/post, where applicable)

The District's Educational Services Department will continue to support the site in analyzing these data quarterly and making course corrections as needed. SSC and ELAC will continue to play key roles in reviewing progress and advising on plan updates. Collaboration with RCOE will provide an external lens to evaluate coaching impact and ensure instructional shifts are meeting student needs. These processes will help ensure continuous improvement and alignment with the LEA's broader LCAP goals focused on academic performance, engagement, and equitable learning conditions.

# 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Certificated and Classified Staff | <p>-2 LCAP Town Hall meetings were offered to all staff, parents and community members. One virtual meeting was held on January 29, 2026 and one hybrid meeting on April 2, 2026. The content for these meeting included a review of the district/board priorities, which is inclusive of the LCAP Goals, a highlight of action items and metrics for each goal. At the April 2nd meeting proposed modifications to the LCAP were shared. At both meetings participants were provided time to ask questions and provide feedback. A LCAP Feedback form was provided to participants at the April 2nd meeting.</p> <p>-1 Wellness Staff Survey administered in November 2025-The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</p> <p>-1 LCAP Staff Survey administered in March 2026-The survey gathered staff feedback regarding the LCAP goals.</p> <p>Feedback from the above activities were documented, organized by goal, themes and suggestions. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate into the LCAP.</p> |
| Parents/Guardians/Families        | <p>-2 LCAP Town Halls were offered to families, guardians, staff, and community members. One virtual meeting was held on January 29, 2026 and one hybrid meeting on April 2, 2026. The content for these meetings included a review of the district/board priorities, which is inclusive of the LCAP Goals, a highlight of action items and metrics for each goal. During the April 2nd meeting proposed LCAP</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Educational Partner(s) | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                        | <p>modifications were shared. Participants were provided time to ask questions and provide feedback at both meetings. Additionally, a LCAP feedback form was provided to participants at the April 2nd meeting.</p> <p>-2 Parent/Family LCAP Advisory Councils were held on February 12, 2026 and March 11, 2026. This group consisted of 2 parent/guardians from each school site, and parent leaders from each of our advisory councils (DELAC, African American Advisory Council, Special Education Advisory Council, Native American Advisory Council, and Foster/McKinney Vento Advisory Council). The content for these meetings included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a review of action items and metrics for each goal. Student group data pertaining to each goal was reviewed. Participants were provided time to ask questions and provide feedback.</p> <p>-2 Family/Parent Surveys were administered in the Fall of 2025 and during the Spring of 2026. The survey content was focused on parent engagement related to LCAP goals. Families and parents of unduplicated students and Students With Disabilities completed this survey.</p> <p>-1 LCAP presentation and feedback session were held for the Special Education Advisory Council on February 26, 2026. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback.</p> <p>-2 LCAP presentations and feedback sessions were held for the District Advisory Council on February 23, 2026 and April 1, 2026. The content of the meeting included a review of LCAP goals, actions, metrics, and included opportunities for feedback. The content for the second meeting was a review of the action items, goals, and proposed modifications for the 2026-27 LCAP. Opportunities for feedback were provided during the meetings.</p> <p>-2 LCAP presentations and feedback session were held for the District English Language Advisory Council on January 15, 2026 and May 13, 2026. The content of the presentation included a review of LCAP goals, actions, metrics, and included opportunities for feedback. During the May 13th meeting information about proposed LCAP modifications were discussed and opportunities to provide feedback was given.</p> |

| Educational Partner(s)               | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                      | <p>**Feedback from the above activities was documented, organized by goal, themes, and recommendations. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Community Partners                   | <p>2 LCAP Town Halls were offered to families, guardians, staff, and community members. One virtual meeting was held on January 29, 2026 and one hybrid meeting on April 2, 2026. The content for these meetings included a review of the district/board priorities, which is inclusive of the LCAP Goals, a highlight of action items and metrics for each goal. During the April 2nd meeting proposed LCAP modifications were shared.</p> <p>**Feedback from the above activities was documented, organized by goal, themes, and suggestions. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</p>                                                                                                                                                                                              |
| Management (Certificated/Classified) | <p>-1 LCAP Staff Survey administered in March 2026. The survey gathered staff feedback regarding the LCAP goals.</p> <p>-1 LCAP presentation and feedback session was held on March 3, 2026. The content for this meeting included a review of the district/board priorities, which is inclusive of the the LCAP Goals, a highlight of action items and metrics for each goal. Participants were provided time to ask questions and provide feedback.</p> <p>-1 LCAP presentation and feedback session provided to principals and district leaders on April 1, 2026 to review proposed LCAP modifications for the 2026-27 LCAP.</p> <p>**Feedback from the above activities was documented, organized by goals, themes, and recommendations. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</p> |
| Union Leaders                        | <p>-2 LCAP Town Hall meetings were offered to all staff, parents and community members. One virtual meeting was held on January 29, 2026 and one hybrid meeting on April 2, 2026. The content for these meeting included a review of the district/board priorities, which is</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Educational Partner(s) | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                        | <p>inclusive of the LCAP Goals, a highlight of action items and metrics for each goal. At the April 2nd meeting proposed modifications to the LCAP were shared. At both meetings participants were provided time to ask questions and provide feedback. A LCAP Feedback form was provided to participants at the April 2nd meeting.</p> <ul style="list-style-type: none"> <li>-1 Wellness Staff Survey administered in November 2025. The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</li> <li>-1 LCAP Staff Survey administered in March 2026. The survey gathered staff input regarding views on the school culture/climate, and staff/student well-being.</li> <li>-1 SJTA Union LCAP Advisory sessions were held on March 23, 2026. LCAP goals, action items, and metrics were reviewed. Additionally, proposed modifications were shared with union leaders. Participants were provided opportunities to provide feedback and as questions during the meeting.</li> <li>-1 CSEA Union LCAP Advisory sessions were held on March 13, 2026. LCAP goals, action items, and metrics were reviewed. Proposed modifications were reviewed during this meeting. Opportunity for feedback and questions was provided.</li> </ul> <p>**Feedback from the above activities was documented, organized by goals, themes and suggestions. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP.</p> |
| SELPA                  | <p>SJUSD had an LCAP feedback session with area SELPA Administrator on April 15, 2026. LCAP goals, action items, and metrics were reviewed. Proposed modifications were reviewed during this meeting. Opportunity for feedback and questions was provided.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Students               | <ul style="list-style-type: none"> <li>-2 Student surveys were administered, one in the Fall 2025 and one in the Spring 2026 to students in grades 3-12th via Panorama.</li> <li>-From January 2026 through February 2026 the following student focus groups were facilitated and included SJUSD student board representatives who helped facilitate the sessions: <ul style="list-style-type: none"> <li>--1 Focus Group held on February 23, 2026 with Foster students at San Jacinto High School</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Educational Partner(s)                  | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                         | <p>--1 Focus Group on February 23, 2026 with Homeless students at San Jacinto High School</p> <p>--1 Superintendent Student LCAP Advisory Focus Group on February 2, 2026 comprised of unduplicated student groups and representatives from all student groups.</p> <p>--2 Focus groups held at Monte Vista Middle School held on January 20, 2026 comprised of a variety of grade levels and unduplicated student groups.</p> <p>--2 Focus groups held at North Mountain Middle School on January 26, 2026 comprised of a variety of grade levels and unduplicated student groups.</p> <p>--2 Focus groups held at San Jacinto Leadership Academy on February 9, 2026 comprised of a variety of grade levels and unduplicated student groups.</p> <p>--1 Focus groups held at San Jacinto Elementary School on February 10, 2026 comprised of unduplicated student groups.</p> <p>The content of the above meetings included a review of LCAP goals, metrics, actions, and specific questions related to each goal in order to get solution focused ideas to improve the school system.</p> <p><b>**Feedback from the above activities was documented and organized by goals, themes, and suggestions. The SJUSD LCAP team evaluated the feedback and used some of the feedback to incorporate in the LCAP. The summary of each focus group was shared with Principals from each site.</b></p> |
| Equity Multiplier Engagement with Staff | <p>San Jacinto Technology Institute--In April 2026 information and data was reviewed at a staff meeting. Staff was provided opportunities to give feedback as to how the Equity Multiplier funds should be used via a staff survey.</p> <p>Mt. View High School-The School sought input from staff during the whole group Friday staff meetings held in January, February, and March 2026. Mt. View High School's data and needs were reviewed prior to staff giving feedback on how to use the equity multiplier funds.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Educational Partner(s)                                      | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                             | <p>Mt. Heights Academy-The School sought input from staff during the whole group Friday staff meetings held in January, February, and March 2026. Mt. Heights Academy's data and needs were reviewed prior to staff giving feedback on how to use the equity multiplier funds.</p> <p>Although the below schools did not qualify for 2026-27 equity multiplier funds, remaining funds from the previous equity multiplier allotment still exist which is why each site engaged educational partners.</p> <p>San Jacinto Elementary- Staff was given an opportunity to provide input on how to use the site's equity multiplier funds during a staff meeting in March where data and needs of the school was shared. Staff were provided a survey in April of 2026 to get feedback.</p> <p>NMMS-During the Guiding Coalition meeting and Staff meetings the principal reviewed site data and needs. Staff were able to give input about ideas on how to use the remaining equity multiplier funds.</p> <p>MVMS-The school sought input from staff during the school site council meeting, and during Guiding Coalition meeting.</p> <p>Park Hill Elementary-The school sought input from staff during Site Leadership Team meetings and Staff meetings held during the 2025-26 school year.</p> |
| Equity Multiplier Engagement with Parent/Guardians/Families | <p>San Jacinto Technology Institute- In April 2026 a family survey was administered to get feedback about how to use equity multiplier funds.</p> <p>Mt. View High School-The School sought input from our School Site Council in November 2025, February 2026, and March 2026. English Language Advisory Council in in November 2025, February 2026, and March 2026. Mt. View High School's data and needs were reviewed prior to families and parents/guardians giving feedback. Additionally, Parents/families were able to provide feedback during the back to school night held in October 2025 and open house in March 2026.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Educational Partner(s)                     | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                            | <p>Mt. Heights Academy-The School sought input from our School Site Council in November 2025, February 2026, and March 2026. English Language Advisory Council in in November 2025, February 2026, and March 2026. Mt. View High School's data and needs were reviewed prior to families and parents/guardians giving feedback. Additionally, Parents/families were able to provide feedback during the back to school night held in October 2025 and open house held in March 2026.</p> <p>Although the below schools did not qualify for 2026-27 equity multiplier funds, remaining funds from the previous equity multiplier allotment still exist which is why each site engaged educational partners.</p> <p>San Jacinto Elementary--Parent/guardian feedback was solicited during Coffee with the Principal.</p> <p>North Mountain Middle School-During the Spring of 2026 English Learner Advisory Council and the School Site Council meeting parent/guardian feedback was provided on how to use the remaining equity multiplier funds.</p> <p>Monte Vista Middle School-During the Spring English Learner Advisory Council and the School Site Council meeting data and needs were reviewed. Parent/Guardians were given the opportunity to provide feedback on how to use the equity multiplier funds.</p> <p>Park Hill Elementary- Parents/Guardians were provided an opportunity to give feedback during the August, October, December, February Coffee with the Principal meetings. Information and opportunities for feedback were provided during the March ELAC meetings and during the February and March school site council meetings.</p> |
| Equity Multiplier Engagement with Students | San Jacinto Technology Institute-In April 2026 a student survey was administered to gather feedback from students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Educational Partner(s)             | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p>Mt. View High School-Student input was also gained from exit interviews and student survey was also administered in the Fall of 2025, and Spring of 2026.</p> <p>Mt. Heights Academy-Student input was also gained from exit interviews. A student survey was also administered in the fall of 2025 and in the Spring of 2026.</p> <p>Although the below schools did not qualify for 2026-27 equity multiplier funds, remaining funds from the previous equity multiplier allotment still exist which is why each site engaged educational partners.</p> <p>San Jacinto Elementary School-Student input was solicited during student focus groups that were held in the Spring of 2026, during a Rise Above meeting, and during a wellness room activity.</p> <p>North Mountain Middle School-Student input was solicited during the student focus groups that were held on January 26, 2026. Students were also administered surveys in the Fall and Spring.</p> <p>Monte Vista Middle School-Student input was solicited during the student focus groups that were held in January 20, 2026. Students were administered a survey during the Fall and Spring.</p> <p>Park Hill Elementary--Students were administered a survey in the fall and spring.</p> |
| Governing Board--Community Members | <p>3- Special Board Workshops were held on February 2, 2026, February 9, 2026, and March 30, 2026 to get feedback for the 2026-27 LCAP. Goals, metrics, actions were reviewed. The board provided feedback and recommendations. At the March 30th meeting proposed LCAP modifications were discussed.</p> <p>The 2026-27 LCAP draft was posted publicly on the district website on June 1, 2026.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Educational Partner(s)            | Process for Engagement                                                                                                              |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|                                   | The 2026-27 LCAP draft was presented at the regularly scheduled Board of Education meeting on June 8, 2026, for the Public Hearing. |
| Governing Board                   | Mid-Year Report was presenting to the Governing Board at the regularly scheduled meeting on January 22, 2026.                       |
| Governing Board Community Members | The 2026-27 LCAP was adopted at the regularly scheduled Board of Education Meeting on June 15, 2026.                                |

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

Through the engagement process, SJUSD gathered valuable input from educational partners regarding the needs of students and the effectiveness of current programs and services. This feedback directly informed the development of the 2026–27 LCAP and provided meaningful recommendations for improving the district’s educational system. The information and recommendations collected from meetings, discussions, and surveys were analyzed and common themes and priority areas were identified. These themes were used to guide the development of targeted goals and aligned actions to better address student needs and improve outcomes.

SJUSD's three goals were based on educational partner feedback provided during the development of the three year plan in the Spring of 2024. During the educational partner feedback for the 2026-27 Parents/Guardians and staff stressed the importance of reaching Goal 1: Academic Performance--In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. The actions that were influenced from educational partner feedback include the following:

Action 1.4: Career Technical Education Programs was informed by feedback from students and parents/guardians, who emphasized the importance of expanding and maintaining access to multiple CTE pathway options.

Action 1.6: Supplemental Resources to Support English Learners was informed by feedback from staff, students, and parents/guardians, who identified the need for additional supports to improve outcomes for English Learners. The District English Learner Advisory Committee (DELAC) also reviewed and supported this action, reinforcing the importance of targeted services for this student group.

Action 1.13: Foundational Literacy Support was informed by feedback from educational partners, particularly parents/guardians, who expressed appreciation for the tiered literacy supports implemented this year. The MTSS Specialist will be supported through the Learning Recovery Emergency Block Grant, this action will continue to enhance literacy instruction by strengthening students’ foundational literacy skills.

Educational Partner Feedback continues to support the importance of Goal 2: Engagement--Create student and parent engagement by embracing diversity, providing equitable access and cultivate an inclusive safe supportive learning environment where every student feels valued, engaged, and empowered to succeed academically, socially, and emotionally. The actions that were influenced from educational partner feedback include the following:

Action 2.1: Implement a Multi-Tiered Attendance Plan was developed in response to ongoing feedback from students, staff, and parents/guardians, who emphasized the importance of maintaining attendance incentives and targeted interventions to support student engagement. Educational partners highlighted the critical need to reduce chronic absenteeism and provided valuable recommendations to strengthen district systems. These included increasing personalized outreach to families and improving communication about available supports, such as access to resources and short-term independent study options.

Action 2.2: Implement a Comprehensive School Counseling Program was developed in response to feedback from students and parents/guardians, who emphasized the importance of access to school counselors to support student success. Educational partners also highlighted the need for targeted support for homeless students and undocumented students. Additionally, students and families expressed a strong need for expanded mental health and social-emotional learning (SEL) supports, further shaping this action to address students' overall well-being.

Action 2.3: Additional Support for Foster Youth and McKinney-Vento (Homeless) students was developed in response to feedback from parents/guardians and staff, who emphasized the need to strengthen support for these vulnerable student groups. This action focuses on enhancing services and resources to better address the academic and social-emotional needs of foster and homeless students. Additionally, this action is designed to support SJUSD in exiting Differentiated Assistance status for homeless students by addressing identified performance gaps, improving attendance and engagement, and ensuring targeted interventions and consistent monitoring of outcomes for this student group.

Action 2.5: Implement a Comprehensive Parent/Family Engagement Plan was informed by feedback from parents/guardians and staff. While parents/guardians expressed appreciation for the district's ongoing efforts to engage families, they also emphasized the need to further strengthen communication and build meaningful relationships. Educational partners identified the importance of providing targeted training opportunities for parents/guardians on academic support and available resources, which will be incorporated into the Parent University series. Additionally, parents and families recommended that the district review and refine scheduling practices for workshops and events to avoid multiple offerings on the same day, thereby increasing accessibility and participation.

Action 2.6: Assistant Principals and Deans was supported by feedback from educational partners, who emphasized the importance of maintaining these positions. Partners highlighted the critical role these staff members play in reducing behavior concerns, improving student attendance, and fostering a positive school culture and climate.

Action 2.8: Social Emotional Learning Curriculum and Action 2.9: Provide Social/Emotional Well-Being Support continue to be priorities based on consistent feedback from educational partners, particularly students and parents/guardians. Social Emotional Learning (SEL) emerged as a key theme across engagement efforts, with students and families emphasizing the importance of expanded support to promote student well-being and overall success.

Action 2.10: Student Enrichment Activities was developed based on feedback from parents/guardians, who noted the positive impact that enrichment and engagement opportunities have had on students. Educational partners appreciated that SJUSD expanded these opportunities to include and support Native students, Latino students, and their families. Parents and families also expressed appreciation for programs and events such as Kings and Queens initiatives, Heritage Month activities, and Youth Empowerment Symposium Ambassadors, highlighting their value in promoting student engagement and cultural connection.

Action 2.11: Positive School Culture, Climate, and Safety was developed in response to feedback from staff, students, and parents/guardians, who identified school safety, particularly at secondary sites as a priority. Educational partners consistently emphasized the importance of maintaining safe and supportive campus environments. School safety remains a central theme across engagement efforts, with partners highlighting the need for proactive measures to strengthen campus supervision, promote positive behavior, and ensure students feel safe, connected, and ready to learn.

Staff, parents/guardians and staff provided feedback about the importance of ensuring Goal 3- Conditions for Learning-SJUSD will maintain high quality staff, facilities, and access to a broad course of study is met. The actions that were influenced from educational partner feedback includes the following:

Action 3.1: Coaching and Support for New Teachers was informed by feedback from staff, who emphasized the importance of providing ongoing support for educators entering the profession. Educational partners also highlighted the need to ensure that newly hired Special Education (SPED) teachers receive targeted coaching and resources to be successful in their roles. This action is designed to strengthen instructional capacity by providing structured support, mentorship, and professional learning opportunities for new teachers, with particular attention to the unique needs of SPED staff.

Action 3.5: Provide Support to Each School to Allow for Academic Field Trips was developed in response to feedback from students and staff, who emphasized the value of experiential learning opportunities. Educational partners, particularly teachers, expressed strong support for this action, recognizing the positive impact that academic field trips have on student engagement, enrichment, and real-world connections to classroom learning.

Action 3.7: Elementary Physical Education (P.E.) Opportunities continue to be supported and valued by SJUSD's educational partners. Feedback indicates that these opportunities are both appreciated and requested, with educational partners, particularly teachers, emphasizing that maintaining and expanding elementary P.E. is essential for supporting student health, engagement, and overall well-being.

Action 3.8: Provide school supplies, field trips and enrichment activities for Foster and Homeless students was influenced by staff, parents/guardians and students who felt providing these student groups more support was a priority.

Action 3.9: Grow Our Own Program was developed in response to feedback from students and parents/guardians, who emphasized the importance of having a diverse workforce that reflects the student population. Educational partners, particularly staff, also expressed strong support for this action and highlighted its importance in building a sustainable pipeline of educators who are representative of and connected to the communities they serve.

Action 3.11: Provide Support to the Alder Program was influenced based on feedback from staff, parents/families, and students who have expressed the importance of having staff members that represent our community.

Mountain View High School has been identified as an Equity Multiplier school for the third year in a row. Educational partners met to review the goal that has been included in the LCAP. According the the 2023 CA Dashboard data students were at 4.8% prepared level for College and Career Readiness and 36% of students responded favorably to having a sense of belonging (Panorama Student Survey, Spring 2024).

Based on the 2025 CA Dashboard 4.6% of students were College and Career Ready and 50% of MVHS stated that they had a favorable sense of belonging (Panorama Student Survey, Spring 2026). To address this, the plan includes continuing to fund the Film/Media Career Technical Education Pathway, including an apprenticeship program, a Grow Our Own Teacher's Aide to provide support to students applying to the pre-apprenticeship program, as well as fund a Licensed Vocational Nurse to help improve student well-being and sense of belonging. Lastly, based on staff and student feedback MVHS has an action of implementing a 5 Star Student program to continue to help enhance PBIS activities to increase attendance, school climate, and increase a sense of belonging. (Goal 4, Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Mountain Heights Academy has been identified as an Equity Multiplier school for the third year. Educational partners met to examine the goal that has been included in the LCAP. In 2023 students were at a 8% prepared level for College and Career Readiness (2023 CA Dashboard). Based on the 2025 CA Dashboard students were at a 7.6% prepared level for College and Career Readiness. To address this, the plan continues to include funding a Film/Media Career Technical Education Pathway, including an apprenticeship program, and funding materials and supplies. (Goal 5, Actions 5.1,5.2,5.3)

San Jacinto Technical Institute has been identified for the third year in a row as an Equity Multiplier school. Educational partners met to re-examine the existing goal and make recommendations to improve the plan that has been included in the LCAP. Based on the 2025 CA Dashboard students scored --19 points distance from the grade level standard in English Language Arts and 37.8% of students were chronically absent (red performance level). The following student groups are in the red for chronic absenteeism: Hispanic and Socioeconomically Disadvantaged students (2025 CA Dashboard). The plan includes continuing to fund an Education Technology Teacher on Special Assignment that will provide professional development and coaching to support staff and students in the virtual setting focusing on increasing structured collaborative opportunities for students and student engagement to support attendance. Additionally the plan will fund action 6.5-On Site Daily Guest Teacher, this action will support virtual engagement strategies and provide teacher coverage during coaching cycles, as well as provide targeted attendance interventions and support to students in the red performance levels. Based on student and parent/family feedback actions 6.4-providing an instructional aide and 6.6-Extra Duty for Tutoring support enables students the ability to access more support services including tutoring services. (Goal 6, Actions 6.1, 6.2, 6.4, 6.5, 6.6)

Monte Vista Middle School was identified in 2023-24 as an Equity Multiplier school. Educational partners met to re-examine and review the goal that has been included in the LCAP. Based on the 2025 CA Dashboard students scored 65.5 points below the standard in English Language Arts. The following student groups were in the red: Academic Indicator-Math: African American students and Students With Disabilities. Pupil Engagement-Chronic Absenteeism: African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students With Disabilities. School Climate-Suspensions: African American students and Homeless students. To address this, the plan includes continuing to fund a Learning Support Teacher On Special Assignment who will work on improving systems to support behavior, social/emotional, and academics. (Goal 7, Action 7.5)

North Mountain Middle School was identified last year as an Equity Multiplier school. Educational partners met to re-examine the goal that has been included in the LCAP. Upon examining 2025 CA Dashboard North Mountain students scored 54.3 points below the standard in English Language Arts and the following student groups were in the red: Academic Indicator-Math: Long-Term English Learners and Students With Disabilities. Pupil Engagement-Chronic Absenteeism: African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, students with two or more races, Socioeconomically Disadvantaged students, Students With Disabilities, and White students. To address this, the plan includes continuing to fund a Learning Support TOSA who will focus on strengthening systems to support behavior, social/emotional learning, and academics. The plan includes funding an additional bilingual aide

to provide targeted support to Newcomer students, as well as funding additional sections of 7th grade success, and 8th grade ELA. (Goal 8, Actions, 8.1, 8.3, 8.4)

San Jacinto Elementary School has been identified as an Equity Multiplier school for the 2025-26 school year and was not eligible for 2026-27 funds. Educational partners met to develop, review the existing goal and make modifications of action items that have been included in the LCAP. According to the 2023 California Dashboard students 93.6 points below the grade level standard in English Language Arts (red performance level). The following student groups scored in the red (lowest performance level): English Learners scored 107.3 points below the standard, Hispanic students scored 93.6 points below the standard, Socioeconomically Disadvantaged students scored 93.6 points below the standard, and Students with Disabilities scored 164.9 points below the standard. Suspension data shows SJE had a 2.5% overall suspension rate with African American students having 6.2% suspension rate and Students with Disabilities having a 7.3% suspension rate (2023 CA Dashboard). Based on the 2025 CA Dashboard 16.7% of students met or exceeded the standards in English Language Arts, 5% of English Learners met or exceeded the standard in English Language Arts, 15.6% of Hispanic students met or exceeded the grade level standards, 7.69% of Students With Disabilities met the grade level standard in English Language, 16.5% of Socioeconomically Disadvantaged students met the grade level standard in English Language Arts. Suspension rates for 2025 were 3.2% To address this data, based on educational partner feedback the plan includes funding a classified position was added to the plan to help support students struggling with behavior, a bilingual instructional aide, a full-time front office clerk to support MTSS implementation and Family Engagement, and a contract for Let's Rise Above will be funded to support students struggling with behavior, attendance, and social/emotional concerns. Based on educational partner feedback this plan will also fund a bilingual instructional aide to assist English Learners specifically with foundational literacy skills, as well as funding a full time front office clerk that will assist with parent/family engagement and in strengthening MTSS supports for students struggling with chronic absenteeism. (Goal 9, Actions 9.2, 9.4, 9.5, 9.6)

Park Hill Elementary School received the Equity Multiplier funds for the 2025-26 school year and was not eligible for new funds for the 2026-27 school year. Educational partners met and provided feedback that influenced the goal and actions that have been included in the LCAP. The 2025 California School Dashboard shows that all students scored 71.7 points below the standard for English Language Arts, had a 2.8% suspension rate, and a 27.3% chronic absenteeism rate. Park Hill was in the red (lowest performance level) for the following student groups: Academic Indicator-English Language Arts: African American students, Academic Indicator- Math: African American students and Students With Disabilities

Pupil Engagement-Chronic Absenteeism: Homeless students and Students With Disabilities, School Climate-Suspensions: African American students and Students With Disabilities. The plan includes funding a Learning Support Teacher on Special Assignment that will assist with strengthening the tiered support system for academics, behavior, SEL, and attendance (MTSS). This position will work on developing intervention systems to support student academics, behavior, attendance, and Social Emotional Learning skills. Additionally, 2 classified positions will be funded to support students with behavior, academics, and SEL skills. A new action item for the 2026-27 school year is Action 10.5, which will fund the Building Assets Reducing Risks (BARR) program. (Goal 10, Actions 10.1, 10.2, 10.3, 10.5)

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                 | Type of Goal |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1      | Academic Performance: In order to increase preparedness for success after graduation (CCI), all students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English Learners (EL) will improve English language proficiency. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SJUSD is committed to improving quality first instruction with a focus on fully implementing the gradual release of responsibility framework that purposefully and gradually shifts the cognitive load from the teacher to the students. The teacher moves from modeling to guiding instruction to providing students with opportunities to collaborate before they engage in an independent learning experience. Goal 1 was created to align with the California State Public Accountability model and specifically to the California School Dashboard to improve the academic performance indicators, which include English Language Arts, Mathematics, College and Career Readiness and English Learner Performance. Utilizing an improvement science methodology, the District determined through data review and root cause analysis that our students experience inconsistent instruction. We believe that this is one of the primary drivers leading to the 2023 CA Dashboard data where our students in grades 3 - 8 and 11 scored -52.7 points below grade level performance standards in English Language Arts and -98 points below grade level performance standards in mathematics. Additionally, in ELA, 10 out of 12 student groups scored below the District average and were considered in the Red or Orange performance levels, with Students with Disabilities (SWD), English Learners (EL), Homeless and African American demonstrating the greatest need. In Math, 9 out of 12 student groups scored in the red with almost all groups scoring significantly lower than the District average, but Students with Disabilities (SWD) and Foster Youth (FY) demonstrating the highest need.

A review of the College and Career Indicator (CCI) (2023 CA Dashboard) shows that only 31.2% of all students demonstrate prepared for success after graduation and are reported as 'Low' on the dashboard. While this was an increase from the last time the CCI was reported in 2019, the dashboard did not report a change in prior status. When reviewing our student groups, Students with Disabilities (SWD) were reported as 'Very Low' at 7.8% while the remaining student groups were reported as 'Low' with Homeless (11.5%), English Learners (12.1%), African American (21.3%) and Socioeconomically Disadvantaged (30.2%) were below the district average. With low performance in multiple areas our Students with Disabilities (SWD) and Homeless student groups were identified for Differentiated Assistance through the state accountability model (2023 CA Dashboard).

The final academic performance indicator on the dashboard is the English Learner Progress Indicator (ELPI) which reported that 51.2% (2023 CA Dashboard) of our English Learners are making progress towards English language proficiency. Our local data does show that we

have continued to increase the number and percentage of English Learners that reclassify each year, even though the state has not released new reports since 2021.

In an effort of continuous improvement embedded within a Multi-Tiered System of Supports framework, the District has identified four major areas that drive the specific actions and services for Goal 1. SJUSD believes that to improve consistency in quality first instruction and meet the needs of our students and community we must:

1) Provide supplemental instructional materials and resources that extend our core adoptions and improve Quality First Instruction. The District recognizes that our current core adopted materials have gaps that need to be addressed to ensure students demonstrate proficiency at each grade level in reading, writing, speaking, listening and math while also learning essential information through other content areas. In order to meet the high need demonstrated through our state and local data, we need to provide a variety of supplemental instructional materials and resources.

2) Enhance professional development opportunities for teachers and instructional leaders through ongoing training, workshops and job embedded coaching to improve implementation of evidence based strategies. In order to address the specific needs of our students, especially with a focus on designated student groups determined through a detailed data analysis to be underperforming at a disproportionate rate, the District has identified a need to provide additional professional opportunities for teachers and instructional leaders that other funding sources cannot sustain.

3) Strengthen our systems to monitor implementation of evidence based strategies and measure student progress through formative and summative assessments. In order to determine whether or not the implementation of supplemental actions is improving student outcomes, the District has determined we need additional staff and resources to be able to monitor student achievement throughout the school year as well as support schools in analyzing their data.

4) Utilize data to implement a tiered system of supplemental and intensive supports embedded within Quality First Instruction to address the individual needs of designated students groups identified as underperforming. Even with excellent high quality first instruction, some students need additional time and support to be able to demonstrate grade level proficiency. The District recognizes the need for a tiered system of supplemental and intensive supports, while also providing the least restrictive inclusive environment for each and every student rather than pulling students out of their primary classroom to intervene.

By aligning the actions in goal 1 with measurable outcomes, SJUSD aims to create a transparent and accountable framework to increase preparedness for success after graduation and for students to demonstrate growth toward meeting or exceeding standards in English Language Arts, Mathematics, and English language proficiency.

## Measuring and Reporting Results

| Metric # | Metric                                           | Baseline               | Year 1 Outcome          | Year 2 Outcome           | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------------------------------|------------------------|-------------------------|--------------------------|---------------------------|----------------------------------|
| 1.1      | Percentage of students in grades 3-8 and 11 that | All: 29.7%<br>EL: 6.4% | ALL: 28.92%<br>EL: 5.1% | All: 33.33%<br>EL: 7.45% | All: 50.7%<br>EL: 27.4%   | All: 3.6%<br>EL: 1.1%            |

| Metric # | Metric                                                                                                                  | Baseline                                                                                                                                                                                                                 | Year 1 Outcome                                                                                                                                                                                                          | Year 2 Outcome                                                                                                                                                                                                                     | Target for Year 3 Outcome                                                                                                                               | Current Difference from Baseline                                                                                                            |
|----------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
|          | met or exceeded standards in ELA<br><br>Data Source: California Assessment of Student Performance and Progress (CAASPP) | SWD: 8.8%<br>SED: 27.8%<br>HOM: 15.5%<br>FY: 18.2%<br>HI: 29.1%<br>AI: 19.5%<br>AS: 44.1%<br>AA: 22.2%<br>2+: 29.0%<br>WH: 39.9%<br>Data Source: 2023 California Assessment of Student Performance and Progress (CAASPP) | SWD: 8.1%<br>SED: 26.9%<br>HOM: 15.4%<br>FY: 9.1%<br>HI: 28.0%<br>AI: 20.3%<br>AS: 53.9%<br>AA: 20.4%<br>2+: 32.5%<br>WH: 40.8%<br>Data Source: 2024 California Assessment of Student Performance and Progress (CAASPP) | SWD: 10.94%<br>SED: 32.21%<br>HOM: 15.68%<br>FY: 23.34%<br>HI: 32.63%<br>AI: 24.39%<br>AS: 76.47%<br>AA: 23.95%<br>2+: 33.79%<br>WH: 46.2%<br>Data Source: 2025 California Assessment of Student Performance and Progress (CAASPP) | SWD: 29.8%<br>SED: 49.8%<br>HOM: 36.5%<br>FY: 39.2%<br>HI: 50.1%<br>AI: 40.5%<br>AS: 65.1%<br>AA: 43.2%<br>2+: 50.0%<br>WH: 60.9%                       | SWD: 2.1%<br>SED: 4.4%<br>HOM: .18%<br>FY: 5.1%<br>HI: 3.5%<br>AI: 4.9%<br>AS: 32.4%<br>AA: 1.8%<br>2+: 4.8%<br>WH: 6.3%                    |
| 1.2      | Distance From Standard in ELA<br><br>Data Source: CA School Dashboard                                                   | All: -52.7<br>EL: -84.0<br>SWD: -113.3<br>SED: -57.5<br>HOM: -89.4<br>FY: -84.4<br>HI: -54.3<br>AI: -69.4<br>AS: -3.0<br>AA: -74.1<br>2+: -51.6<br>WH: -28.8<br>Data Source: 2023 CA School Dashboard                    | ALL: -56.2<br>EL: -86.3<br>SWD: -114.9<br>SED: -61.5<br>HOM: -97.6<br>FY: -118.3<br>HI: -58.5<br>AI: -92.6<br>AS: 4.1<br>AA: -72.7<br>2+: -46.2<br>WH: -28.3<br>Data Source: 2024 CA School Dashboard                   | ALL: -44.9<br>EL: -65.6<br>SWD: -105.7<br>SED: -48.1<br>HOM: -103.1<br>FY: -70.9<br>HI: -47.0<br>AI: -73.5<br>AS: -48.9<br>AA: -66.1<br>2+: -46.7<br>WH: -8.6<br>LTEL: -106.8<br>Data Source: 2025 CA School Dashboard             | All: -7.7<br>EL: -39.0<br>SWD: -68.3<br>SED: -12.5<br>HOM: -44.4<br>FY: -39.4<br>HI: -9.3<br>AI: -24.4<br>AS: 42.0<br>AA: -29.1<br>2+: -6.6<br>WH: 16.2 | All: 7.8<br>EL: 18.4<br>SWD: 7.6<br>SED: 9.4<br>HOM: -13.7<br>FY: 13.5<br>HI: 7.3<br>AI: -4.1<br>AS: 45.9<br>AA: 8.0<br>2+: 4.9<br>WH: 20.2 |
| 1.3      | Percentage of 11th grade student who met college readiness in ELA through EAP                                           | All: 10.3%<br>EL: 0.0%<br>SWD: 0.95%<br>SED: 10.2%                                                                                                                                                                       | ALL: 13.2%<br>EL: 0.0%<br>SWD: 1.1%<br>SED: 12.7%                                                                                                                                                                       | ALL: 15%<br>EL: 1%<br>SWD: 2%<br>SED: 15%                                                                                                                                                                                          | All: 31.3%<br>EL: 21.0%<br>SWD: 21.95%<br>SED: 31.2%                                                                                                    | All: 4.7%<br>EL: 1.0%<br>SWD: 1.05%<br>SED: 4.8%                                                                                            |

| Metric # | Metric                                                                                                                                                                    | Baseline                                                                                                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                                                      | Year 2 Outcome                                                                                                                                                                                             | Target for Year 3 Outcome                                                                                                                                      | Current Difference from Baseline                                                                                                                      |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Data Source: Dataquest                                                                                                                                                    | HOM: 0.0%<br>FY: <11 stu<br>HI: 9.8%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 6.5%<br>2+: 12.5%<br>WH: 17.3%<br>Data Source: Dataquest<br>2022-23                                                                                      | HOM: <11<br>FY: <11<br>HI: 12.0%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 15.4%<br>2+: 17.7%<br>WH: 24.2%<br>Data Source:<br>Dataquest 2023-24                                                                                          | HOM: <11%<br>FY: <11<br>HI: <11 stu<br>AI: 17%<br>AS: <11 stu<br>AA: 9%<br>2+: 7%<br>WH: 26 %<br>Data Source:<br>Dataquest 2024-25                                                                         | HOM: 21.0%<br>FY: NA% <11 stu<br>HI: 30.8%<br>AI: NA% <11 stu<br>AS: NA% <11 stu<br>AA: 27.5%<br>2+: 39.5%<br>WH: 38.3%                                        | HOM: <11<br>FY: <11 stu<br>HI: <11 stu<br>AI: <11 stu<br>AS: <11 stu<br>AA: 2.5%<br>2+: -5.5%<br>WH: 8.7%                                             |
| 1.4      | Percentage of students in grades 3-8 that met or exceeded standards in Reading through iReady<br><br>Data Source: Formative ELA Assessment (i-Ready) MOY 23-24 assessment | All: 27.0%<br>EL: 8.4%<br>SWD: 9.8%<br>SED: 25.6%<br>HOM: 17.2%<br>FY: 16.9%<br>HI: 26.1%<br>AI: 14.9%<br>AS: 52.2%<br>AA: 23.2%<br>2+: 30.3%<br>WH: 37.5%<br>Data Source: Formative ELA Assessment (i-Ready) MOY 23-24 assessment | ALL: 34.1%<br>EL: 8.4%<br>SWD: 13.1%<br>SED: 28.0%<br>HOM: 16.7%<br>FY: 35.3%<br>HI: 33.0%<br>AI: 15.5%<br>AS: 68.2%<br>AA: 26.3%<br>2+: 36.0%<br>WH: 50.2%<br>Data Source: Formative ELA Assessment (i-Ready) MOY 24-25 assessment | ALL: 27%<br>EL: 6%<br>SWD: 9 %<br>SED: 26%<br>HOM: 14%<br>FY: 6%<br>HI: 22%<br>AI: 22%<br>AS: 58%<br>AA: 23%<br>2+: 27%<br>WH: 37%<br>Data Source: Formative ELA Assessment (i-Ready) MOY 25-26 assessment | All: 36.3%<br>EL: 25.4%<br>SWD: 25.97%<br>SED: 35.0%<br>HOM: 36.3%<br>FY: 30.1%<br>HI: 35.8%<br>AI: 43.0%<br>AS: 47.5%<br>AA: 29.9%<br>2+: 36.95%<br>WH: 46.0% | All: 0%<br>EL: 2.4%<br>SWD: -0.8%<br>SED: .4%<br>HOM: -3.2%<br>FY: -10.9%<br>HI: -4.1%<br>AI: 7.1%<br>AS: 5.8%<br>AA: -0.2%<br>2+: -3.3%<br>WH: -0.5% |
| 1.5      | Percentage of students in grades 3-8 and 11 that met or exceeded standards in Math<br><br>Data Source: California Assessment of Student Performance and Progress (CAASPP) | All: 15.3%<br>EL: 4.4%<br>SWD: 5.0%<br>SED: 14.0%<br>HOM: 5.3%<br>FY: 9.1%<br>HI: 14.8%<br>AI: 10.3%<br>AS: 26.5%<br>AA: 8.9%                                                                                                      | ALL: 15.2%<br>EL: 3.0%<br>SWD: 5.1%<br>SED: 13.7%<br>HOM: 7.7%<br>FY: 3.0%<br>HI: 14.4%<br>AI: 10.1%<br>AS: 30.8%<br>AA: 10.5%                                                                                                      | ALL: 16.9%<br>EL: 4.4 %<br>SWD: 5.8%<br>SED: 15.8%<br>HOM: 10.9%<br>FY: 6.6%<br>HI: 16.4%<br>AI: 6.1%<br>AS: 47.0%<br>AA: 12.6%                                                                            | All: 55.6%<br>EL: 30.9%<br>SWD: 33.3%<br>SED: 43.9%<br>HOM: 37.2%<br>FY: 31.5%<br>HI: 43.7%<br>AI: 43.0%<br>AS: 90.9%<br>AA: 37.9%                             | All: 1.6%<br>EL: 0%<br>SWD: 0.8%<br>SED: 1.8%<br>HOM: 5.6%<br>FY: -2.5%<br>HI: 1.8 %<br>AI: -4.2 %<br>AS: 20.5%<br>AA: 3.7%                           |

| Metric # | Metric                                                                                                       | Baseline                                                                                                                                                                                                     | Year 1 Outcome                                                                                                                                                                                                | Year 2 Outcome                                                                                                                                                                                        | Target for Year 3 Outcome                                                                                                                                                       | Current Difference from Baseline                                                                                                                         |
|----------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                              | 2+: 16.0%<br>WH: 25.0%<br>Data Source: 2023 California Assessment of Student Performance and Progress (CAASPP)                                                                                               | 2+: 15.3%<br>WH: 26.2%<br>Data Source: 2024 California Assessment of Student Performance and Progress (CAASPP)                                                                                                | 2+: 17.5%<br>WH: 47.0%<br>Data Source: 2025 California Assessment of Student Performance and Progress (CAASPP)                                                                                        | 2+: 69.5%<br>WH: 70.0%                                                                                                                                                          | 2+: 1.5%<br>WH: 22%                                                                                                                                      |
| 1.6      | Distance From Standard in Math<br><br>Data Source: CA School Dashboard                                       | All: -98.0<br>EL: -121.1<br>SWD: -150.3<br>SED: -102.0<br>HOM: -129.0<br>FY: -141.1<br>HI: -99.7<br>AI: -130.0<br>AS: -34.2<br>AA: -121.3<br>2+: -89.4<br>WH: -67.7<br>Data Source: 2023 CA School Dashboard | ALL: -98.6<br>EL: -121.8<br>SWD: -147.5<br>SED: -103.8<br>HOM: -141.2<br>FY: -133.1<br>HI: -101.4<br>AI: -137.2<br>AS: -47.6<br>AA: -111.6<br>2+: -95.4<br>WH: -67.4<br>Data Source: 2024 CA School Dashboard | ALL: -93.3<br>EL: -109.3<br>SWD: -140.3<br>SED: -98.6<br>HOM: -129.4<br>FY: -123.9<br>HI: -94.8<br>AI: -128.9<br>AS: 1.2<br>AA: -116<br>2+: -93.6<br>WH: -63<br>Data Source: 2025 CA School Dashboard | All: -53.0<br>EL: -76.1<br>SWD: -105.3<br>SED: -57.0<br>HOM: -84.0<br>FY: -96.1<br>HI: -54.7<br>AI: -85.0<br>AS: -11.2<br>AA: -76.3<br>2+: -44.4<br>WH: -22.7                   | All: 4.7<br>EL: 11.8<br>SWD: 10.0<br>SED: 3.4<br>HOM: .4<br>FY: 17.2<br>HI: 4.9<br>AI: 1.1<br>AS: 33.0<br>AA: 5.3<br>2+: -4.2<br>WH: 4.7                 |
| 1.7      | Percentage of 11th grade student who met college readiness in Math through EAP<br><br>Data Source: Dataquest | ALL: 1.6%<br>EL: 0.0%<br>SWD: 0.9%<br>SED: 1.6%<br>HOM: 0.0%<br>FY: <11 stu<br>HI: 2.0%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 0.0%<br>2+: 0.0%<br>WH: 0.0%                                                    | ALL: 2.9%<br>EL: 0.0%<br>SWD: 0.0%<br>SED: 2.4%<br>HOM: <11<br>FY: <11 stu<br>HI: 2.5%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 0.0%<br>2+: 0.0%<br>WH: 8.6%                                                      | ALL: 3%<br>EL: 0%<br>SWD: 1%<br>SED: 3%<br>HOM: 5%<br>FY: <11 stu<br>HI: <11 stu<br>AI: <11 stu<br>AS: <11 stu<br>AA: 4%<br>2+: 0%<br>WH: 10%                                                         | ALL: 22.6%<br>EL: 21.0%<br>SWD: 21.9%<br>SED: 22.6%<br>HOM: 21.0%<br>FY: NA% <11 stu<br>HI: 22.96%<br>AI: NA% <11 stu<br>AS: NA% <11 stu<br>AA: 21.0%<br>2+: 21.0%<br>WH: 21.0% | All: 1.4 %<br>EL: 0%<br>SWD: 0.1%<br>SED: 1.4%<br>HOM: 5%<br>FY: < 11 stu<br>HI: < 11 stu<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 4%<br>2+: 0%<br>WH: 10% |

| Metric # | Metric                                                                                                                                                                      | Baseline                                                                                                                                                                                                                            | Year 1 Outcome                                                                                                                                                                                                                       | Year 2 Outcome                                                                                                                                                                                                       | Target for Year 3 Outcome                                                                                                                                          | Current Difference from Baseline                                                                                                                              |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                             | Data Source: Dataquest 2023                                                                                                                                                                                                         | Data Source: Dataquest 2024                                                                                                                                                                                                          | Data Source: Dataquest 2025                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                               |
| 1.8      | Percentage of students in grades 3-8 that met or exceeded standards in Math through iReady<br><br>Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path) | All: 14.4%<br>EL: 5.2%<br>SWD: 4.9%<br>SED: 12.4%<br>HOM: 7.8%<br>FY: 9.7%<br>HI: 13.7%<br>AI: 5.9%<br>AS: 35.6%<br>AA: 9.4%<br>2+: 15.5%<br>WH: 24.7%<br>Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path) | ALL: 22.9%<br>EL: 5.6%<br>SWD: 8.7%<br>SED: 9.6%<br>HOM: 4.8%<br>FY: 18.2%<br>HI: 22.1%<br>AI: 9.5%<br>AS: 56.5%<br>AA: 16.4%<br>2+: 21.2%<br>WH: 38.1%<br>Data Source: Formative Math Assessment (Schoolzilla, i-Ready, Exact Path) | ALL: 15%<br>EL: 2%<br>SWD: 6%<br>SED: 14%<br>HOM: 7%<br>FY: 3%<br>HI: 13%<br>AI: 12%<br>AS: 45%<br>AA: 11%<br>2+: 15%<br>WH: 21%<br>Data Source: Formative Math Assessment (Panorama, i-Ready)                       | All: 35.4%<br>EL: 26.2%<br>SWD: 25.9%<br>SED: 32.8<br>HOM: 28.8%<br>FOS: 30.7%<br>Hispanic: 34.7%<br>AI: 26.9%<br>AS: 56.6%<br>AA: 30.4%<br>2+: 36.5%<br>WH: 45.7% | All: 0.6 %<br>EL: -3.2%<br>SWD: 1.1%<br>SED: 1.6%<br>HOM: -0.8%<br>FY: -6.7%<br>HI: -0.7 %<br>AI: 6.1%<br>AS: 9.4%<br>AA: 1.6%<br>2+: -0.5%<br>WH: -3.7%      |
| 1.9      | Percentage of Students College/Career Ready<br><br>Data Source: California School Dashboard                                                                                 | ALL: 31.2%<br>EL: 12.1%<br>SWD: 7.8%<br>SED: 30.2%<br>HOM: 11.5%<br>FY: <11 stu<br>HI: 31.8%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 21.3%<br>2+: 13%<br>WH: 34.9%<br>Data Source: California School Dashboard 2023                    | All: 29.0%<br>EL: 13.2%<br>SWD: 6.5%<br>SED: 28.1%<br>HOM: 15.0%<br>FY: 5.9%<br>HI: 28.5%<br>AI: <11<br>AS: <11<br>AA: 26.6%<br>2+: 22.7%<br>WH: 40.4%<br>Data Source: California School Dashboard 2024                              | All: 41.6%<br>EL: 15.9%<br>LTEL: 17.6%<br>SWD: 14.8%<br>SED: 40.5%<br>HOM: 11.5%<br>FY: <11<br>HI: 41%<br>AI: <11<br>AS: <11<br>AA: 43.1%<br>2+: 35.7%<br>WH: 47.0%<br>Data Source: California School Dashboard 2025 | ALL: 55.2%<br>EL: 36.1%<br>SWD: 31.8%<br>SED: 54.2%<br>HOM: 35.5%<br>FY: <11 stu<br>HI: 55.8%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 45.3%<br>2+: 47.5%<br>WH: 58.9% | All: 10.4%<br>EL: 3.8%<br>SWD: 7%<br>SED: 10.3%<br>HOM: 0%<br>FY: < 11 stu<br>HI: 9.2%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 21.8%<br>2+: 22.7%<br>WH: 12.1% |

| Metric # | Metric                                                                                                   | Baseline                                                                                                                                                                                                                                                | Year 1 Outcome                                                                                                                                                                                                                                | Year 2 Outcome                                                                                                                                                                                                                                            | Target for Year 3 Outcome                                                                                                                                                                      | Current Difference from Baseline                                                                                                                                           |
|----------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.10     | Percentage of Students Meeting A-G<br><br>Data source: Dashboard Additional Reports                      | ALL: 39.9%<br>EL: 20.5%<br>SWD: 16.0%<br>SED: 38.0%<br>HOM: 18.8%<br>FY: 10.0%<br>HI: 38.4%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 38.9%<br>2+: 34.8%<br>WH: 44.9%<br>Data source: CA Dashboard Additional Reports 2023                                   | All: 36.0%<br>EL: 17.3%<br>SWD: 14.6%<br>SED: 35.0%<br>HOM: 22.2%<br>FY: 17.6%<br>HI: 35.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 32.5%<br>2+: 22.7%<br>WH: 46.6%<br>Data source: CA Dashboard Additional Reports 2024                         | All: 46.0%<br>EL: 24.5%<br>LTEL: 26.4%<br>SWD: 22.2%<br>SED: 44.9%<br>HOM: 16.7%<br>FY: <11<br>HI: 45.7%<br>AI: <11<br>AS: <11<br>AA: 47%<br>2+: 40.0%<br>WH: 45.5%<br>Data Source: California School Dashboard 2025                                      | ALL: 54.9%<br>EL: 35.5%<br>SWD: 31.0%<br>SED: 53.0%<br>HOM: 33.8%<br>FY: 25.0%<br>HI: 53.4%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 53.9%<br>2+: 49.8%<br>WH: 59.9%                               | All: 6.1 %<br>EL: 4%<br>SWD: 6.2%<br>SED: 6.9%<br>HOM: -2.1%<br>FY: <11 stu<br>HI: 7.3%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 8.1%<br>2+: 5.2%<br>WH: 0.6%                  |
| 1.11     | Percentage AP Exam (2) with 3 or higher<br><br>Data Source: CA School Dashboard additional report & Data | ALL: 8.9%<br>EL: 0.0%<br>SWD: 0.0%<br>SED: 7.7 %<br>HOM: 0.0%<br>FY: 0.0%<br>HI: 9.4%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 7.7%<br>FI: <11 stu<br>PI: <11 stu<br>2+: 0.0%<br>WH: 6.7%<br>Data Source: 2023 CA School Dashboard additional report & Data | ALL: 16.1%<br>EL: 0.0%<br>SWD: 10.0%<br>SED: 15.8%<br>HOM: 0.0%<br>FY: 0.0%<br>HI: 14.1%<br>AI: NA%<br>AS: NA%<br>AA: 14.3%<br>FI: NA%<br>PI: NA%<br>2+: 60.0%<br>WH: 17.4%<br>Data Source: 2024 CA School Dashboard additional report & Data | ALL: 44.2%<br>EL: 48.0%<br>LTEL: 54.5%<br>SWD: 10%<br>SED: 43.3%<br>HOM: 16.7%<br>FY: NA%<br>HI: 45.9%<br>AI: NA%<br>AS: NA%<br>AA: 25.0%<br>FI: NA%<br>PI: NA%<br>2+: 60%<br>WH: 41.9%<br>Data Source: 2025 CA School Dashboard additional report & Data | ALL: 25.1%<br>EL: 16.2%<br>SWD: 16.2%<br>SED: 23.9%<br>HOM: 36.2%<br>FY: 16.2%<br>HI: 25.2%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 23.9%<br>FI: <11 stu<br>PI: <11 stu<br>2+: 16.2%<br>WH: 22.9% | ALL: 35.3%<br>EL: 48%<br>SWD: 10%<br>SED: 35.6%<br>HOM: 16.7%<br>FY: <11 stu<br>HI: 36.5%<br>AI: NA%<br>AS: NA%<br>AA: 17.3%<br>AI: NA%<br>AS: NA%<br>2+: 60%<br>WH: 35.2% |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                   | Baseline                                                                                                                                                                                                                                                              | Year 1 Outcome                                                                                                                                                                                                                        | Year 2 Outcome                                                                                                                                                                                                                  | Target for Year 3 Outcome                                                                                                                                          | Current Difference from Baseline                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1.12     | <p>English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners who:<br/> A: Decreased at least one ELPI Level<br/> B: Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H<br/> C: Progressed at least on ELPI level<br/> D: Maintained ELPI Level 4</p> <p>Data Source: California School Dashboard 2023</p> | <p>Making progress towards English language proficiency: 51.2%<br/> Maintained: -1.6%</p> <p>ELPI Levels:<br/> A: 16.9%<br/> B: 32.4%<br/> C: 50.3%<br/> D: 0.4%<br/> Data Source: California School Dashboard 2023</p>                                               | <p>Making progress towards English language proficiency: 43.7%<br/> Declined: -7.5%</p> <p>ELPI Levels:<br/> A: 23.8%<br/> B: 32.1%<br/> C: 43.6%<br/> D: 0.5%<br/> Data Source: California School Dashboard 2024</p>                 | <p>Making progress towards English language proficiency: 41.8%<br/> Maintained: -1.9 %</p> <p>ELPI Levels:<br/> A: 22.50%<br/> B: 35.60%<br/> C: .60%<br/> D: 41.30%<br/> Data Source: California School Dashboard 2025</p>     | <p>Making progress towards English language proficiency: 61.2%<br/> Maintained: 0.0%</p> <p>ELPI Levels:<br/> A: 6.9%<br/> B: 30.4%<br/> C: 62.6%<br/> D: 0.1%</p> | <p>ELPI RATE declined -9.4</p> <p>ELPI Levels increase/decrease:<br/> A: 5.6%<br/> B: 3.2%<br/> C: 9.7%<br/> D: 40.9%</p> |
| 1.13     | <p>Reclassification Rate</p> <p>Data Source: Dataquest</p>                                                                                                                                                                                                                                                               | <p>No data released from CDE on DataQuest 2022-23</p> <p>Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 293 out of 1770 for the 2022-2023 school year as of May 3, 2023.</p> <p>16.6% reclassification rate</p> | <p>No data released from CDE on DataQuest 2022-23</p> <p>Although CDE has not produced the reclassification report, our SIS report shows that we reclassified 264 out of 1902 for the 2022-2023 school year as of April 25, 2024.</p> | <p>No data released from CDE on DataQuest 2024-25</p> <p>Although CDE has not produced the reclassification report, our SIS report shows we have reclassified 267 students out of 1836 for the 2024-25 as of April 9, 2026.</p> | <p>26.6% reclassification rate.</p>                                                                                                                                | <p>Decrease in reclassification rate -1.6%.</p>                                                                           |

| Metric # | Metric                                                                                                                                                                         | Baseline                                                                                                                                                                                                         | Year 1 Outcome                                                                                                                                                                                                    | Year 2 Outcome                                                                                                                                                                                                                     | Target for Year 3 Outcome                                                                                                                                                       | Current Difference from Baseline                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                |                                                                                                                                                                                                                  | 13.8% reclassification rate                                                                                                                                                                                       | 15% reclassification rate.                                                                                                                                                                                                         |                                                                                                                                                                                 |                                                                                                                                                             |
| 1.14     | Percentage of students who have completed BOTH UC/CSU Entrance Requirements (A-G) AND completed a CTE program (CTE Completer)<br><br>Data Source: Dashboard Additional Reports | ALL: 14.7%<br>EL: 6.0%<br>SWD: 4.7%<br>SED: 14.0%<br>HOM: 1.6%<br>FY: 0.0%<br>HI: 14.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 11.5%<br>2+: 8.7%<br>WH: 13.8%<br>Data Source: Dashboard Additional Reports 2023    | ALL: 13.4%<br>EL: 6.0%<br>SWD: 3.8%<br>SED: 12.9%<br>HOM: 9.5%<br>FY: 5.9%<br>HI: 12.8%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 15.0%<br>2+: 22.7%<br>WH: 17.2%<br>Data Source: Dashboard Additional Reports 2024    | ALL: 17.3%<br>EL: 6.9%<br>LTEL: 8.8%<br>SWD: 6.7%<br>SED: 16.8%<br>HOM: 3.7%<br>FY: <11 stu<br>HI: 18.1%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 16.7%<br>2+: 13.3%<br>WH: 10.6%<br>Data Source: Dashboard Additional Reports 2025    | ALL: 24.7%<br>EL: 16.0%<br>SWD: 14.7%<br>SED: 24.0%<br>HOM: 11.6%<br>FY: 10.0%<br>HI: 24.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 21.5%<br>2+: 18.7%<br>WH: 23.8%                | All: 2.6 %<br>EL: 0.9%<br>SWD: 2%<br>SED: 2.8%<br>HOM: 2.1%<br>FY: <11 stu<br>HI: 3.5%<br>AI: < 11 stu<br>AS: <11 stu<br>AA: 5.2%<br>2+: 4.6%<br>WH: -3.2%  |
| 1.15     | Percentage of students completing CTE program(s).<br><br>Data Source: Dashboard Additional Reports                                                                             | ALL: 22.4%<br>EL: 17.2%<br>SWD: 17.8%<br>SED: 22.1%<br>HOM: 3.2%<br>FY: 0.0%<br>HI: 22.7%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 21.3%<br>2+: 17.4%<br>WH: 19.5%<br>Data Source: Dashboard Additional Reports 2023 | ALL: 21.9%<br>EL: 12.0%<br>SWD: 10.1%<br>SED: 21.2%<br>HOM: 11.1%<br>FY: 5.9%<br>HI: 21.4%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 22.5%<br>2+: 22.7%<br>WH: 24.1%<br>Data Source: Dashboard Additional Reports 2024 | ALL: 25.7%<br>EL: 13.8%<br>SWD: 21.5%<br>SED: 25.3%<br>HOM: 7.4%<br>FY: <11 stu<br>HI: 26.3%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 21.2%<br>2+: 26.7%<br>WH: 25.8%<br>LTEL: 17.6%<br>Data Source: Dashboard Additional Reports 2025 | ALL: 32.4%<br>EL: 27.2%<br>SWD: 27.8%<br>SED: 32.1%<br>HOM: 13.2%<br>FY: 10.0%<br>HI: 32.7%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 31.3%<br>2+: 27.4%<br>WH: 19.5%<br>LTEL: 27.6% | All: 3.3%<br>EL: -3.4%<br>SWD: 3.7%<br>SED: 3.2%<br>HOM: 4.2%<br>FY: <11 stu<br>HI: 3.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: -0.1%<br>2+: 9.3%<br>WH: 6.3% |

## 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 1.1- Supplemental materials and resources: This action was discontinued in the 2025-26 LCAP.

Action 1.2-Supplemental Educational Technology Software Licenses: This action was partially implemented and provided supplemental educational technology programs and writing support that teachers used to strengthen instruction in literacy and mathematics. Programs such as 6 Traits, Edia, Listenwise, and Common Lit were used to support standards-aligned instruction, development of writing skills, and access to grade level content for all students, including English Learners (ELs), Students with Disabilities (SWD), and underperforming student groups. These programs were embedded within curriculum maps and supported the implementation of common assessment and instructional strategies. Through the use of supplemental supports students demonstrated measurable growth in writing outcomes across grade levels. Educational technology and writing support also contributed to student growth in critical thinking, communication, collaboration, and creativity, while supporting the implementation of common assessments and instructional strategies across classrooms. As a result of these supports, students demonstrated measurable growth in writing outcomes across grade levels, including significant gains in 12th grade (29.5% overall), English learners (19.4%) and Students with Disabilities (16.6) as well as continued progress in grades 10 and 11. Utilizing learning walk data, usage reports, and student performance outcomes, it was evident that both teacher and students benefited from the use of educational technology programs to support quality instruction. This action was partially implemented as not all teachers were able to participate in summer training; however, Teachers on Special Assignment (TOSAs) provided ongoing support through PLC collaboration to reinforce implementation and address gaps.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: This action was fully implemented and provided supplemental programs, materials and staff that supported multiple college and career readiness indicators to improve access and opportunities for students. The District expanded Advanced Placement (AP) course offerings, including AP Computer Principles, AP Chemistry and AP Biology, which were incorporated into the master schedule to increase student access to rigorous coursework. Additional support included AP instructional materials, test preparation and extra duty for staff, covering student fees for AP, IB, and SAT exams, offering seniors college application fee waivers, as well as AP Readiness field trips to further prepare students for success. Through the implementation of these programs and supports, the District increased access to rigorous academic pathways and provided students with expanded opportunities to demonstrate readiness for success after graduation.

Action 1.4-Career Technical Education Programs: This action was fully implemented and provided supplemental programs and staff to expand Career Technical Education (CTE) pathways and increase opportunities for students to complete at least one pathway. Career Technical Education programs of study involve a multiyear sequence of courses that integrate core academic knowledge with technical and occupational skills to provide students with a pathway to postsecondary education and careers. As a result of these efforts the district offered 11 CTE pathways, with a total of 223 student completers in 2024-2025 school year. Multiple pathways included articulated courses with local community colleges, and several pathways offered pre-apprenticeship opportunities. High interest pathways such as Culinary Arts, Patient Care, and Sports Medicine demonstrated strong student participation and engagement, with Culinary Arts students actively applying skills through competitions and event-based learning experiences.

**Action 1.5-Non-Traditional Educational Opportunities:** This action was fully implemented and provided non-traditional educational opportunities for families seeking a different learning environment for specialized curriculum and services for their students. SJUSD continued to provide separate schools that specialize in dual language immersion, leadership, online and blended learning, and early college opportunities, including San Jacinto Leadership Academy (SJLA) and San Jacinto Technology Institute (SJTI), San Jacinto Middle College High School (SJMCH), and Edward Hyatt World Language Academy (EHWLA). Enrollment trends varied across sites, reflecting both strengths and areas for continuous improvement. SJLA experienced increased enrollment, though retention, particularly at the high school level, remains an area of focus. SJTI experienced a decline in enrollment; however, the program continues to serve an important role in providing an alternative setting for students. SJMCH demonstrated increasing enrollment, although implementation challenges exist due to coordinating two master schedules across partner sites. EHWLA maintained consistent enrollment in grades k-5, while retention in grades 6-8 continues to be an area for improvement. Overall these programs continue to provide valuable alternative pathways and specialized learning environments that meet the diverse needs of students and families, while highlighting areas for ongoing refinement related to enrollment and stability retention.

**Action 1.6-Supplemental Resources to Support English Learners:** This action was substantially implemented and provided supplemental resources including English Learner Instructional Resources Teachers (ELIRT), bilingual instructional assistants, and other centralized staff dedicated to supporting English Learners, including Long Term English Learners (LTEL) and At Risk Long Term English Learners (ARTEL). Additional resources were provided to support English language development and improve reclassification outcomes for English Learners. Through these actions, staff were provided professional development on strategies to support and improve services for English Learners, including Long Term English Learners. Implementation deviations included the GLAD en Espanol for Hyatt not being completed and Project GLAD certification being initiated but only partially completed during the school year due to Orange County Department of Education (OCDE) timelines. Despite these challenges the majority of planned actions and services were implemented.

**Action 1.7-Curriculum Teachers on Special Assignment (TOSA):** This action was fully implemented and continued to provide two (Curriculum Teachers on Special Assignment (TOSA) at the elementary level and two at the secondary level with expertise in curriculum and instruction. These TOSAs delivered ongoing professional development and job embedded support to classroom teachers to strengthen the implementation of high quality first instruction. At the elementary level, Curriculum TOSAs facilitated professional learning through structured learning rotation and provided individualized coaching, differentiated grade level, lesson design, and instructional need. At the secondary level, Curriculum TOSAs delivered training during non-student days, conducted site based professional learning rotations, and facilitated professional development during Professional Development Fridays. Additionally, TOSAs facilitated multiple District PLC( Professional Learning Community) sessions, supported site department chairs, and continued to lead improvement science projects focused on strengthening communication and collaboration between general education and special educational teachers. Implementation of this action expanded in scope during the current year. Curriculum TOSAs participated in learning walks to monitor the implementation of professional development and instructional strategies, consistent with the prior year. In addition, TOSAs significantly increased teacher support by providing over 400 coaching encounters. They also played a key role in supporting the district's mathematics pilot, including facilitating teacher learning and collecting feedback to inform instructional shifts. SJUSD experienced notable success in the implementation of this action, particularly in the increased frequency and depth of coaching support provided to teachers and expanded role of TOSAs in supporting districtwide instructional initiatives such as the math pilot and embedding Science and ELA into the ELA content block. These efforts strengthened instructional coherence across sites and grade spans. There were no substantive differences between the planned and actual implementation of this action. However, a challenge encountered during implementation included balancing the increased demand for the

individualized coaching and with the ongoing expectations for professional development delivery and learning walk participation. Despite the challenge, SJUSD was able to maintain full implementation of all core components of the action.

**Action 1.8-Special Education Teachers on Special Assignment (TOSA):** This action was partially implemented in the current year and continued to provide Special Education Teachers on Special Assignment (TOSA) who supported teachers in implementing evidence based instructional strategies during quality first instruction to meet the needs of Students with Disabilities (SWD). The Special Education TOSAs provided internal expertise and supported teachers in implementing instructional strategies, designated supports, and scaffolds aligned with Individualized Education Programs (IEPs) to accelerate student learning. Throughout the year, Special Education TOSAs facilitated professional development and provided coaching support to strengthen instructional practices and increase access to grade level content for SWD. These supports included job-embedded coaching and professional learning opportunities aligned to the implementation of inclusive practices and differentiated instruction. Implementation of this action was impacted by staffing challenges, as SJUSD operated with only one Special Education TOSA for approximately half of the year. As a result, the scope and frequency of services, including coaching, professional development, and classroom support, were reduced compared to the prior year. Despite the challenge, SJUSD maintained its core support and the TOSA continued to provide target assistance to teachers.

**Action 1.9-Professional Growth Opportunities Through Specialized Conferences:** This action was partially implemented and provided growth opportunities to identified teachers and support staff through specialized conferences, workshops and other training opportunities in order to improve content knowledge and instructional skills to address the needs of our students. The reason it was partially implemented is because there were less conferences attended than originally planned. Specialized conferences in the area AVID, Science of Reading, Coaching for Impact (RCOE), ERWC, and Assessment were provided this school year.

**Action 1.10-Support Job Embedded Professional Development Rotations:** This action was fully implemented and provided professional development rotations at school sites and the district level. These professional development opportunities included substitute (guest teacher) coverage and at times consultants. During the professional development opportunities staff learned and engaged in training opportunities to co-plan, model, observe, analyze data, and reflect on their instructional practice. These professional development opportunities were designed to provide teachers with the opportunity to reflect on their data, learn instructional strategies and calibrate their instructional practices. Resident guest teachers and additional daily guest teachers were utilized to provide coaching support in foundational skills and other district priorities.

**Action 1.11-Extra Duty to Support Professional Growth Opportunities:** This action was partially implemented in the current year. SJUSD provided additional professional growth opportunities for teachers outside of the regular workday, focused on key instructional areas including English Learner strategies, mathematics, English Language Arts (ELA), foundational skills, and data literacy. While these opportunities were made available, participation rates were lower than anticipated, which impacted the overall implementation of this action. As a result not all funds were expended. There were no substantive differences between the planned and actual implementation of this action beyond the reduced participation and corresponding decrease in expenditures.

**Action 1.12-Assessment and Data Analysis Support:** This action was partially implemented in the current year and continued to provide additional assessment and data analysis support, resources, and systems to determine whether the implementation of supplemental actions improved student outcomes. A difference in the implementation this year was that key positions remained vacant for a portion of the year. As a result, some aspects of data analysis and support were impacted during this time.

Action 1.13-Foundational Literacy Support, including dyslexia: This action was fully implemented in the current year and provided a comprehensive support in foundational literacy, including supports aligned to dyslexia. Professional development in the science of reading was provided to staff to strengthen instructional practices in foundational skills. Implementation of this action included the delivery of intervention supports focused on foundational literacy across all elementary sites. Teachers were supported in implementing instructional routines designed to address identified student areas of needs Intervention services were provided to students in grades kindergarten through fifth grade using the supplemental curriculum purchased through this action. SJUSD experienced success in implementing consistent foundational literacy practices across elementary sites and increasing access to targeted interventions.

Action 1.14-Intervention and Credit Recovery: This action was fully implemented and provided additional opportunities for students to demonstrate proficiency and earn credits toward graduation through supplemental intervention programs, courseware and extended learning time that occurred during the summer program.

Action 1.15-Additional Leadership Coaching and Support: This action was discontinued for the 2025-26 LCAP.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: This action was not implemented due to change in leadership at the identified school to work with Riverside County Office of Education to support activities related to our Differentiated Assistance for Students with Disabilities.

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.

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference. Additional expenditures were based upon the state adopted budget.

Action 1.1- Supplemental materials and resources: This action was not included in the 2025-26 LCAP.

Action 1.2-Supplemental Educational Technology Software Licenses: There were no significant material differences between the budgeted and actual expenditures. Although funds were spent on software internal data indicated that not all software was fully utilized which is why SJUSD indicated this action was partially implemented.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: There were no significant material differences between the budgeted and actual expenditures.

Action 1.4-Career Technical Education Programs: There were no material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.5-Non-Traditional Educational Opportunities: There were no material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.6-Supplemental Resources to Support English Learners: There was a substantive material difference that was under the budgeted amount due to staffing and program implementation differences, as well as lower than expected expenditures in professional development, contracts and support for the English Learner programs. This did not impact the implementation of the action.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA): There were no significant material differences between the budgeted and actual expenditures.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): There was a substantive material differences between the budgeted and actual expenditures due to a position that was vacant.

Action 1.9-Professional Growth Opportunities Through Specialized Conferences: There was a substantive material difference that was under the budgeted amount due to lower than anticipated participation in professional growth opportunities, including conferences and trainings.

Action 1.10-Support Job Embedded Professional Development Rotations: There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.11-Extra Duty to Support Professional Growth Opportunities: There was a significant material difference between budgeted expenditures and estimated actual expenditures for this action. The proposed budget was \$287,010.00 and the actual expenditure was \$187,397.00. The difference was \$99,613.00 which was 34.71% under the proposed budget. The variance is primarily attributed to lower than anticipated implementation of extra duty work and consultant supported professional learning opportunities. As a result, expenditures were significantly lower than projected. Although some components of the action were implemented, the reduced level of participation and implementation impacted the overall scale of the action.

Action 1.12-Assessment and Data Analysis Support: There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.13-Foundational Literacy Support, including dyslexia: There was significant material difference between budgeted amount and actual expenditures. The proposed budget was \$1,819,683.00 the actual expenditure was \$2,329,349.00. The difference was \$509,666.00 difference was 28.01% over. The variance is primarily attributed to increased investment in literacy initiatives, including staffing, professional learning, and supplemental materials to support foundational literacy and implementation of the literacy plan. As a result, actual expenditures exceeded the original budget. These investments supported the expanded implementation of literacy initiatives such as interventions pertaining to foundational skill literacy. This strengthened the delivery of foundational literacy across SJUSD.

Action 1.14-Intervention and Credit Recovery: There were no significant material differences between the budgeted amount and actual expenditures.

Action 1.15-Additional Leadership Coaching and Support: This action was discontinued for the 2025-26 LCAP.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: There was a significant material differences between budgeted expenditures and estimated actual expenditures for this action. Funds were allocated to support evidence based strategies for identified student groups, however this action was not implemented during the year, thus resulting in no expenditures.

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

Action 1.1- Supplemental materials and resources: This action was not included in the 2025-26 LCAP.

Action 1.2-Supplemental Educational Technology Software Licenses: While SJUSD recognized the ongoing need for supplemental educational technology software licenses, the action was partially effective in supporting instructional practices. Based on the most recent California School Dashboard, the district increased 11.3 points in ELA, 5.4 points in Math, increased 9.7% in College and Career Indicator, and maintained English Learner Progress at 41.8%. However, these tools supported access to instructional resources and student engagement and their effectiveness continued to be monitored over time.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: Supplemental programs and staff for CCI, this action had promising effectiveness in improving outcomes. Based on the most recent California School Dashboard, the District increased 9.7% in College Career Indicators to 41.6% prepared (Green). However, the specific student groups continue to demonstrate varying levels of performance and programs such as AVID, IB, and CTE continue to provide access and opportunities for students.

Action 1.4-Career Technical Education Programs: This action was partially effective in supporting progress toward improving the number and percentage of students completing a Career Technical Education pathway. Based on the most recent California School Dashboard, the District increased 9.7% in College and Career Indicators. However, the District will continue to monitor participation and completion rates to determine long-term impact on student outcomes.

Action 1.5-Non-Traditional Educational Opportunities: This action was partially effective in supporting progress toward improving the desired metrics. Based on the most recent California School Dashboard, the District increased 11.3 points in ELA 5.4 points in Math and 9.7% in CCI, while maintaining English Learner Progress at 41.8%. However, students in non traditional programs demonstrated varying levels of performance and the programs continue to provide alternative pathways for students.

Action 1.6-Supplemental Resources to Support English Learners: This action was partially effective in supporting progress toward increasing the desired metrics. Based on the most recent California School Dashboard, the District maintained English Learner Progress at 41.8% (Orange). However, the individual sites demonstrated areas of growth, and targeted support for English Learners will continue to be refined to improve outcomes.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA):While the District recognized the ongoing need for Curriculum TOSAs to support implementation of quality first instruction, this action was partially effective. Based on the most recent California School Dashboard, the District increased 11.3 points in ELA and 5.4 points in Mathematics. However, implementation data indicates increased coaching cycles and improved instructional practices.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): While the District recognizes the ongoing need for Special Education TOSAs, this action was partially effective. Based on the most recent California School Dashboard, Students with Disabilities continue to perform at the Orange level in both ELA and Mathematics, although both indicators showed an increase in performance. However, ongoing coaching and professional development will continue to be necessary to improve outcomes.

Action 1.9-Professional Growth Opportunities Through Specialized Conferences: While the District recognized the ongoing need for professional growth through specialized conferences to support implementation of quality first instruction, this action was not effective in improving outcomes for the targeted areas. Based on the most recent California School Dashboard, the District declined by 3.5 points in English Language Arts, maintained by -0.7 points in Mathematics, declined 2.4% in the College and Career Indicator and declined 7.5% in the English Learner Progress Indicator.

Action 1.10-Support Job Embedded Professional Development Rotations: SJUSD recognizes the ongoing need for job embedded professional development, this action was partially effective. Based on the most recent California School Dashboard, the District increased 11.3 points in ELA and 5.4 points in Math. However, continued focus on consistent implementation is necessary to sustain growth.

Action 1.11-Extra Duty Support Professional Growth Opportunities: SJUSD recognized the ongoing need to provide extra duty for professional growth, this action was less effective due to low participation. Based on the most recent California School Dashboard, although growth was observed in ELA, Math, and CCI performance levels remain below standard indicating that the impact of this action was limited.

Action 1.12-Assessment and Data Analysis Support: While SJUSD recognizes the ongoing need to provide assessment and data analysis support, this action was partially effective. Based on the most recent California School Dashboard, SJUSD increased in ELA and Math and improved in CCI outcomes. However this action strengthened the District's ability to monitor student progress and inform instruction.

Action 1.13-Foundational Literacy Support, including dyslexia: While SJUSD recognizes the ongoing need to provide foundational literacy support, this action was partially effective. Based on the most recent California School Dashboard, SJUSD increased 11.3 points in ELA although performance remains below standard. However internal data indicates growth in foundational literacy skills, particularly in the early grades.

Action 1.14-Intervention and Credit Recovery: SJUSD recognizes ongoing need to provide intervention and credit recovery, this action was partially effective. Based on the most recent California School Dashboard, SJUSD increased 9.7% in College and Career Indicator to 41.6% prepared. However, continued focus is needed to increase the number of students meeting readiness indicators.

Action 1.15-Additional Leadership Coaching and Support: This action was not included in the 2025-26 LCAP.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: This action was not implemented in the current year and therefore did not demonstrate effectiveness in improving outcomes. The District will continue to prioritize support for identified student groups.

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

Goal 1 explanation was modified to add the source for the data mentioned, which was taken from the 2023 CA Dashboard. Changes were made to the metric 1.8 data source to add Panorama since SJUSD no longer has Schoolzilla. Metric 1.9 source was modified to list California School Dashboard removing the 2023 year of the CA Dashboard. Metric 1.15 was modified to add Target Year 3 Outcome for LTEL students. Additionally, the specific CA dashboard year was added to the data source for year 1, 2, and 3. The action descriptions for action 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, and 1.16 were updated to include student groups and schools that are in the red performance level based on the 2025 CA Dashboard.

Action 1.1- Supplemental materials and resources: This action was not included in the 2025-26 LCAP.

Action 1.2-Supplemental Educational Technology Software Licenses: SJUSD will modify this action by reducing the budget allocation for certain supplemental educational technology platforms due to low usage data and a shift away from centralized purchasing. Moving forward the SJUSD will evaluate site based needs to ensure resources are aligned to instructional priorities.

Action 1.3-Supplemental Programs and Staff to Improve College and Career Readiness: Based on this analysis, the District will continue this action for the 2026-2027 school year with a continued focus on improving college and career readiness. Additionally, SJUSD will add the Puente Program to this action item for the 2026-27 school year.

Action 1.4-Career Technical Education Programs: This action will be modified to reduce one Career Technical Education (CTE) pathway due to low student participation and completion rates. SJUSD will continue to monitor enrollment and completion data to ensure pathways offered are aligned to student interest and workforce demands. Additionally, SJUSD will eliminate the full time FTE for the Maker Space position at North Mountain Middle School.

Action 1.5-Non-Traditional Educational Opportunities: Based on this analysis and because the action was effective for the identified schools, the District will continue this action for the 2026-2027 school year. SJUSD will work to help improve secondary enrollment rates.

Action 1.6-Supplemental Resources to Support English Learners: For the 2026-27 school year SJUSD will refine professional development planning and coaching cycles to address low participation. Adjustments will include restructuring professional learning opportunities to increase engagement and better align supports to site and teacher needs. The action description was modified to remove the total numbers of LTEL and ARTEL students. Additionally, SJUSD will move the 5 district Bilingual Aides to a different funding source for the 2026-27 school year. The ELIRT positions will be reduced by one. This adjustment is intended to maintain support while addressing staffing and resource allocation.

Action 1.7-Curriculum Teachers on Special Assignment (TOSA): Based on this analysis, the District will continue this action for the 2026-27 school year with a continued focus on supporting classroom teachers to implement quality first instruction as designed.

Action 1.8-Special Education Teachers on Special Assignment (TOSA): This action will be modified in 2026-27 LCAP to reflect the reduction of one vacant Special Education TOSA support and redistribute responsibilities across other TOSAs to continue providing instructional support to teachers. This adjustment is intended to maintain support while addressing staffing and resource allocation.

Action 1.9-Professional Growth Opportunities Through Specialized Conferences: Based on this analysis, SJUSD will continue this action for the 2026-27 school year but will slightly reduce to the budget to incorporate the professional development plan.

Action 1.10 -Support Job Embedded Professional Development Rotations: This action will be modified in the 2026-27 LCAP to reflect a reduction of resident guest teachers. SJUSD determined a ratio based on site size for the 2026-27 and will reduce guest teachers from 33 to 24. This adjustment is also a reflection of the adjustment in the PD plan for 2026-27 LCAP.

Action 1.11-Extra Duty to Support Professional Growth Opportunities: This action will continue in 2026-27 school year and there will be a focus to increase participation rates.

Action 1.12-Assessment and Data Analysis Support: This action will be modified for 2026-27 to include the elimination of the vacant Data Management position and Coordinator of Data and Assessment. There will be a new position created that combines elements of both positions.

Action 1.13-Foundational Literacy Support, including dyslexia: SJUSD will modify this action for the 2026–27 school year to strengthen foundational literacy and language comprehension supports for elementary students. The district’s needs assessment and 2025 California Dashboard ELA data identified continued achievement gaps and the need for intensified tiered literacy interventions for students performing below grade level. To address these needs, SJUSD will use Learning Recovery Emergency Block Grant (LREBG) funds to support MTSS Learning Support Teachers on Special Assignment (TOSAs), who will assist school sites in implementing evidence-based literacy practices aligned to the science of reading, analyzing mCLASS and i-Ready data, monitoring student progress, and coordinating targeted interventions. These supports are expected to improve early literacy outcomes, provide timely intervention for struggling readers, and strengthen site-level MTSS systems to better meet student needs. Additionally, funding for Battle of the Bookworms will be moved to the Extended Learning Opportunity Program.

Action 1.14-Intervention and Credit Recovery: Based on this analysis, the District will continue with this action for the 2026-27 school year.

Action 1.15-Additional Leadership Coaching and Support: This action was not included in the 2025-26 LCAP.

Action 1.16-Evidence Based Strategies for Designated Student Groups in the Red: SJUSD will continue with this action for the 2026-27 school year and will support a designated school based on the 2025 California School Dashboard.

**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      | Supplemental materials and resources (Starting in 2025-26 this action will be removed) | This action was removed from the LCAP starting in 2025-26.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | \$0.00         | No           |
| 1.2      | Supplemental Educational Technology Software Licenses                                  | Provide supplemental educational technology programs that support high quality first instruction, are engaging to students and support learning. Supplemental educational technology programs are provided to support students accessing information as well as learn essential technology skills to be successful in our modern society. Educational Technology is also essential to support students develop the learning skills, also known as the 'Four Cs' of 21st century learning which includes critical thinking, communication, collaboration and creativity. Additionally, students learn digital citizenship skills such as online safety, productivity and leadership and improve their media literacy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$294,757.00   | Yes          |
| 1.3      | Supplemental Programs and Staff to Improve College and Career Readiness                | <p>Provide supplement programs and staff that support one or more of the 11 measures approved college and career readiness indicators to improve access for our students. By developing additional courses and providing staff for these supplemental programs and services, the District will be able to offer more choice for students, which will then provide more opportunities for students to demonstrate readiness for success after graduation.</p> <p>*Based on the 2025 CA Dashboard data this action will support all students at Mt. View High School and Mountain Heights Academy in exiting the red performance level on College and Career Indicators. This action will assist Mountain View High School in moving the following student groups out of the red performance level for CCI: Long-Term English Learners, English Learners, and Socioeconomically Disadvantaged students. Additionally, this action will assist Mountain Heights Academy in moving Socioeconomically Disadvantaged students out of the red performance level for CCI.</p> <p>*Based on the 2023 CA Dashboard this action will support moving SJUSD Students With Disabilities out of the red performance level for College and Career Indicators. Additionally, this action will assist in moving Mountain</p> | \$1,151,435.00 | Yes          |

| Action # | Title                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds    | Contributing |
|----------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                                     | Heights Academy and Mountain View High School out of the red performance level on College and Career Indicators. This action will also support Socioeconomically Disadvantaged students at Mountain Heights Academy's to exit the red performance level in College and Career Indicators. Lastly, this action will also assist Mountain View High School in moving the following student groups out of the red performance level for CCI: Socioeconomically Disadvantaged students, English Learners, Hispanic students, Homeless students, Student With Disabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |              |
| 1.4      | Career Technical Education Programs | <p>Provide supplemental programs and staff to expand Career Technical Education (CTE) that will increase the opportunities for students to complete at least one pathway. Career Technical Education is program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. This action funds CTE Administrative support, additional CTE staff and CTE equipment and materials.</p> <p>*Based on the 2025 CA Dashboard data this action will support all students at Mt. View High School and Mountain Heights Academy in exiting the red performance level on College and Career Indicators. This action will assist Mountain View High School in moving the following student groups out of the red performance level for CCI: Long-Term English Learners, English Learners, and Socioeconomically Disadvantaged students. Additionally, this action will assist Mountain Heights Academy in moving Socioeconomically Disadvantaged students out of the red performance level for CCI.</p> <p>*Based on the 2023 CA Dashboard data This action will support all unduplicated student groups. With the District currently designated for additional technical assistance through identification of Differentiated Assistance, this action is also to increase the percentage of Students with Disabilities (SWD) demonstrating readiness for college and career after graduation because completing a CTE pathway is one of the 11 approved measures included in the California School Dashboard.</p> | \$1,978,022.00 | Yes          |

| Action # | Title                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Funds     | Contributing |
|----------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| 1.5      | Non-traditional Educational Opportunities | <p>Provide non-traditional educational opportunities for families seeking a different learning environment or that want specialized curriculum or services for their children. The District will continue to provide separate schools that specialize in dual language immersion, leadership, online and blended learning or early college courses. This action is inclusive of San Jacinto Leadership Academy, Hyatt World Language Academy, San Jacinto Middle College, and San Jacinto Technology Institute.</p> <p>*This action will support all schools, including the following schools who are in the red for ELA and/or math: Monte Vista Middle School (math); Park Hill Elementary School (math), and San Jacinto Elementary School (ELA and math). This action will support moving the following students at each of the identified schools out of the red performance level: Monte Vista Middle School's African American students (math) and Students With Disabilities (math); North Mountain Middle School's Long-Term English Learners (math) and Students With Disabilities (math); Park Hill Elementary School's African American students (ELA &amp; math), and Students With Disabilities (math); Record Elementary School's Students With Disabilities (ELA &amp; math); San Jacinto Elementary School's English Learners (ELA &amp; math), Hispanic students (ELA &amp; math), and Socioeconomically Disadvantaged students (ELA &amp; math). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: Homeless students, This action will support moving the following student groups in SJUSD out of the red performance level in Math: Long-Term English Learners and African American students.</p> <p>*Based on the 2023 CA Dashboard this action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School-Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary</p> | \$12,672,515.00 | Yes          |

| Action # | Title                                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds    | Contributing |
|----------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                                                    | <p>School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy English Learners (Math), This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p> |                |              |
| 1.6      | Supplemental Resources to Support English Learners | <p>In SJUSD English Learners, including Long Term English Learners are enrolled in Structured English Immersion to support their language acquisition. SJUSD will provide supplemental resources including English Learner Instructional Resource Teachers (ELIRT), bilingual instructional assistants and other centralized staff dedicated to supporting our English Learners, including Long Term English Learners. Additional resources will be provided to improve the percentage of our Long Term English Learners (LTEL) and At Risk Long Term English Learners (ARLTEL) that have not demonstrated English proficiency and have not reclassified. Through this action staff will be provided additional professional development on strategies to support and improve services for English Learners including Long-Term English Learners. This action will also fund the multiliteracy awards and reclassification award ceremonies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | \$1,257,814.00 | Yes          |

| Action # | Title                                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|----------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|          |                                                  | <p>*This action will support sites who are at the lowest performance level for ELPI: Mountain View High School, Estudillo Elementary School and San Jacinto Elementary School. Additionally, this action will support the following schools in removing English Learners and/or Long-Term English Learners out of the red performance level: Mountain View High--English Learners and Long-Term English Learners (CCI); North Mountain Middle School-English Learners (math) and Long-Term English Learners (math); San Jacinto Elementary School English Learners (ELA &amp; math).</p> <p>*Based on the 2023 CA Dashboard this action will support sites who are at the lowest performance level for ELPI: DeAnza Elementary School, Megan Cope Elementary School and San Jacinto Technology Institute. Additionally this action will support the following schools in removing English Learners out of the red performance level--Estudillo Elementary School (ELA), Monte Vista Middle School (Math &amp; ELA), North Mountain Middle School (ELA), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary School (ELA &amp; Math), San Jacinto High School (Math &amp; ELA), and San Jacinto Leadership Academy (Math). This action will also help move English Learners in SJUSD to move out of the red performance level for ELA and Math.</p> |              |              |
| 1.7      | Curriculum Teachers on Special Assignment (TOSA) | <p>Provide Four (4) Teachers on Special Assignment (TOSA) with curriculum expertise to provide ongoing professional development and support for classroom teachers as they implement high quality first instruction.</p> <p>*This action will assist in moving Homeless students out of the red for ELA and Long-Term English Learners and African American students out of the red for math. This action supports the following schools who are in the red for ELA and math: Monte Vista Middle School (math), Park Hill Elementary School (math) and San Jacinto Elementary School (ELA &amp; math).</p> <p>*Based on the 2023 CA Dashboard this action will assist in moving Homeless and Students With Disabilities out of the red performance level for ELA and Math. This action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San</p>                                                                                                                                                                                                                                                                                                                                                                                                         | \$698,061.00 | Yes          |

| Action # | Title                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total Funds  | Contributing |
|----------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|          |                                                         | <p>Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy English Learners (Math). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p> |              |              |
| 1.8      | Special Education Teachers on Special Assignment (TOSA) | <p>Provide two Special Education Teachers on Special Assignment (TOSA) to be able to provide supplemental support to teachers in implementing specific evidence based instructional strategies during quality first instruction that are identified to support our Students with Disabilities (SWD). The Special Education TOSAs also provide internal expertise and support teachers to implement various instructional strategies, designated supports and scaffolds that align with Individual Education Plans (IEP) and accelerate student learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$354,434.00 | No           |

| Action # | Title                                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|----------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|          |                                                                   | *This action will assist in ensuring that SWD remain out of Differentiated Assistance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |              |
| 1.9      | Professional Growth Opportunities Through Specialized Conferences | <p>Provide professional growth opportunities to identified teachers and support staff through specialized conferences, workshops and other training opportunities in order to improve knowledge and internal capacity to address the needs of our students.</p> <p>*This action will assist in moving Homeless students out of the red for ELA and Long-Term English Learners and African American students out of the red for math. This action supports the following schools who are in the red for ELA and math: Monte Vista Middle School (math), Park Hill Elementary School (math) and San Jacinto Elementary School (ELA &amp; math).</p> <p>*Based on the 2023 CA Dashboard this action support the following schools who are in the red for ELA and math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA),Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students (ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African</p> | \$318,247.00 | Yes          |

| Action # | Title                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Total Funds    | Contributing |
|----------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                                                         | American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership Academy--English Learners (Math). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.                                                                                                                                                                                                                                                                                                                         |                |              |
| 1.10     | Support Job Embedded Professional development Rotations | Support embedded professional development rotations at each school including substitute coverage and consultants to enable individual teachers and teams to engage in training and opportunities to co-plan, model, observe and reflect on effective instructional practices. The professional development rotations at each school are designed to focus on improving how teachers implement specific evidence based strategies embedded within quality first instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | \$1,517,302.00 | Yes          |
| 1.11     | Extra Duty to Support Professional Growth Activities    | <p>Provide extra duty to be able to support professional growth activities that need to be held outside of the regular work day. Not all professional learning can be embedded into the classroom, which requires that teachers and support staff participate in workshops and other training after the instructional day or outside of the school year calendar. By providing funding to provide extra duty support we extend and increase opportunities for teachers and support staff to participate in professional growth.</p> <p>*This action will assist in moving Homeless students out of the red for ELA and Long-Term English Learners and African American students out of the red for math. This action supports the following schools who are in the red for ELA and math: Monte Vista Middle School (math), Park Hill Elementary School (math) and San Jacinto Elementary School (ELA &amp; math).</p> <p>*Based on the 2023 CA Dashboard This action support the following schools who are in the red for ELA and</p> | \$317,563.00   | Yes          |

| Action # | Title                                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds    | Contributing |
|----------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                                                    | <p>math: Mountain View High School (ELA &amp; Math), Park Hill Elementary School (ELA &amp; Math), San Jacinto Elementary (ELA &amp; Math), San Jacinto High School (Math). Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA &amp; Math), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA &amp; Math), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), African American students (ELA), Hispanic students (ELA &amp; Math), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA &amp; Math), English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), Hispanic students (ELA &amp; Math), North Mountain Middle School- English Learners (ELA) and African American students (ELA &amp; Math), Monte Vista Middle School--English Learners (ELA &amp; Math), Students With Disabilities (ELA), Mountain View High School--Socioeconomically Disadvantaged students(ELA &amp; Math), Hispanic students (ELA), San Jacinto High School--English Learners (ELA &amp; Math), Student With Disabilities (ELA &amp; Math), African American students (ELA), Socioeconomically Disadvantaged students (Math), Hispanic students (Math), San Jacinto Leadership AcademyEnglish Learners (Math), This action will also support moving the following</p> <p>student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students. This action will support moving the following student groups in SJUSD out of the red performance level in Math: Socioeconomically Disadvantaged students, English Learners, Foster Youth students, Homeless students, Students With Disabilities, African American students, American Indian students, and Hispanic students.</p> |                |              |
| 1.12     | Assessment and Data Analysis Support and Resources | Provide additional assessment and data analysis support, resources, and staff to determine whether or not the implementation of supplemental actions is improving student outcomes. Additional assessment and data analysis support will allow the District to progress monitor implementation as well as measure student achievement throughout the school year while                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$1,556,556.00 | Yes          |

| Action # | Title                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds    | Contributing |
|----------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                                                   | <p>also supporting schools in analyzing their data to adapt instructional practices.</p> <p>*This action will assist in moving Homeless students out of the red for ELA and Long-Term English Learners and African American students out of the red for math. This action supports the following schools who are in the red for ELA and math: Monte Vista Middle School (math), Park Hill Elementary School (math) and San Jacinto Elementary School (ELA &amp; math).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |              |
| 1.13     | Foundational Literacy Support, Including Dyslexia | <p>Provide foundational literacy support through a supplementary curriculum, additional screening tools and implementing specific instructional strategies connected to the science of reading to improve the percentage of students that demonstrate proficiency in foundational reading skills. In 2026-27 the MTSS Support Specialists will be fully funded (\$1,283,757) through the Learning Recovery Emergency Block Grant (LREBG), identified under "Expenditures (Personnel) Other State Funds." Indirect costs associated with LREBG are also included totaling \$46,413, identified under "Expenditures (Non-Personnel) Other State Funds." Action 1.13 was selected based on SJUSD's identified need to strengthen foundational literacy skills and language comprehension for elementary students, as reflected in the district needs assessment and 2025 California Dashboard ELA data. Dashboard results showed continued achievement gaps and the need for intensified literacy intervention for students performing below grade level. Through LREBG funding, MTSS Learning Support TOSAs will support the implementation of tiered literacy interventions aligned to the science of reading, including the 95% program, an evidence based program. MTSS Specialists will assist sites in using screening data to identify student needs, monitor progress, and provide targeted support to improve literacy outcomes. The metrics that will be used to monitor the effectiveness of this action includes iReady Diagnostic Assessment and ELA CAASPP data.</p> <p>*This action will support San Jacinto Elementary School who is in the red for ELA. Also, this action supports the following schools who have student groups in the red for ELA: Park Hill Elementary School (African American students), Record Elementary School (Students With Disabilities) and San Jacinto Elementary School (English Learners, Hispanic students, and</p> | \$2,151,875.00 | Yes          |

| Action #    | Title                                                                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|-------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                                                                              | <p>Socioeconomically Disadvantaged students). Lastly, this action will assist in moving Homeless students out of Differentiated Assistance for ELA.</p> <p>*Based on the 2023 CA Dashboard data this action support the following schools who are in the red for ELA: Park Hill Elementary School (ELA), San Jacinto Elementary (ELA) Additionally, this action will support moving sites who have student groups in the red out of the red performance level: Record Elementary School--Students With Disabilities (ELA), DeAnza Elementary School--Student With Disabilities (ELA), Estudillo Elementary School--English Learners (ELA), Student With Disabilities (ELA ), Megan Cope Elementary School--Students With Disabilities (ELA), Park Hill Elementary School--Socioeconomically Disadvantaged students (ELA), English Learners (ELA), African American students (ELA), Hispanic students (ELA), San Jacinto Elementary School--Socioeconomically Disadvantaged students (ELA), English Learners (ELA), Student With Disabilities (ELA), Hispanic students (ELA). This action will also support moving the following student group in SJUSD out of the red performance level in ELA: English Learners, Homeless students, Students With Disabilities, and African American Students.</p> |              |              |
| <b>1.14</b> | Intervention and Credit Recovery                                                             | <p>Provide additional opportunities for students to demonstrate proficiency and earn credits toward graduation through supplemental intervention programs, courseware and extended learning time that occurs during intersession or the summer program. The programs and extended learning time will be provided throughout the District.</p> <p>*Based upon the 2023 CA Dashboard this action will assist SJHS in improving graduation rates for Students With Disabilities. SJHS is in red for graduation rates for SWD.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$193,312.00 | Yes          |
| <b>1.15</b> | Additional Leadership Coaching and Support (Starting in 2025-26 this action will be removed) | This action was removed from the LCAP starting in 2025-26.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$0.00       | No           |

| Action # | Title                                                              | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total Funds | Contributing |
|----------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 1.16     | Evidence Based Strategies for Designated Student Groups in the Red | <p>Provide specific evidence based strategies to embed into Quality First Instruction that support SJUSD's English Learners, Homeless, Students with Disabilities and African American students in Differentiated Assistance (SWD; Homeless). These student groups were identified based on scoring at the lowest performance level throughout the District in both English Language Arts (ELA) and Mathematics as reported on the 2023 California School Dashboard.</p> <p>*This action will assist in moving Homeless students out of the red for ELA and Long-Term English Learners and African American students out of the red for math. This action supports the following schools who are in the red for ELA and math: Monte Vista Middle School (math), Park Hill Elementary School (math) and San Jacinto Elementary School (ELA &amp; math).</p> | \$2,500.00  | Yes          |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                               | Type of Goal |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 2      | Engagement: Engage students and parents/guardians by embracing diversity, providing equitable access and cultivate an inclusive, safe, supportive learning environment where every student feels valued and empowered to succeed academically, socially, and emotionally. | Broad Goal   |

State Priorities addressed by this goal.

|                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 3: Parental Involvement (Engagement)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
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An explanation of why the LEA has developed this goal.

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| <p>SJUSD is committed to cultivating an environment where every student thrives academically, socially, emotionally, and behaviorally. The student, parent/guardian engagement goal was created to align with the California State Public School Accountability model, addressing the following state priorities: Priority 3-Parental Involvement, Priority 5-Pupil Engagement, Priority 6-School Climate, and Priority 8-Other Pupil Outcomes. Using a Multi-Tiered System of Support (MTSS), this goal addresses the metrics on the California Dashboard. According to the Fall 2023 student survey data 66% of students in grades 3-5 responded favorably to having a sense of belonging and 30% of secondary students responded favorably to having a sense of belonging. Upon examining SJUSD suspension rates in 2023, 3.1% of students were suspended at least once, which is an increase from the previous year. The chronic absenteeism rate was 32.4% (CA Dashboard 2023). The graduation rate for SJUSD in 2023 was 91.5%.</p> <p>This goal was developed to provide an educational setting where students not only learn but also thrive. SJUSD believes in order to fully engage students we must:</p> <p>1) Foster a positive school culture/climate prioritizing the holistic development of each student, addressing their cognitive, social, emotional, and physical needs. By nurturing an environment that is safe, caring, trusting, culturally responsive, inclusive, and respectful, we create a foundation for student growth and achievement. By fostering positive school culture/climate SJUSD can eliminate barriers to attendance and ensure that every student has the opportunity to reach their full potential.</p> <p>2) Create an engaging educational setting by fostering supportive relationships where students are supported and connected to their school community. SJUSD will provide social emotional learning and support to ensure that every student has the opportunity to reach their full potential. Strong relationships among students, staff, and families are at the core of student engagement. When students feel supported and valued, they are more likely to engage in learning, take academic risks, and contribute positively to the school community.</p> |
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3) Parent and Family Engagement--SJUSD is dedicated to ensuring that all parents and families are active participants in their child's education. SJUSD recognizes the importance of culturally appropriate and linguistically accessible supports and resources to empower families to be engaged partners in the educational process. By providing opportunities for input, collaboration, and involvement, SJUSD will strengthen the bond between home and school, ultimately enhancing student achievement and well-being.

The actions in goal 2 will help SJUSD reach its engagement goal. The actions in this goal are designed to strengthen systems which is inclusive of having a comprehensive Multi-Tiered System of Support for Attendance, Behavior, and Social/Emotional. The actions also support and strengthen each site's school safety plan, and focuses on developing a comprehensive plan to increase parent/family engagement, as well as ensuring that the SJUSD equity plan is implemented. Through these actions, SJUSD is confident that students and parents will be more engaged and will result in improved outcomes.

## Measuring and Reporting Results

| Metric # | Metric                                                                                                                                                                 | Baseline                                                                                    | Year 1 Outcome                                                                                                                                                                | Year 2 Outcome                                                                                                                                                                 | Target for Year 3 Outcome                                                                   | Current Difference from Baseline |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------|
| 2.1      | Programs and services developed and provided to unduplicated pupils.<br>Data Source:<br><br>Panorama Student Social Emotional Learning Survey Fall 2023-24             | 66% of students in grades 3-5 responded favorably to having a sense of belonging at school  | 66% of students in grades 3-5 responded favorably to having a sense of belonging at school<br>Data Source:<br><br>Panorama Student Social Emotional Learning Survey Fall 2024 | 68% of students in grades 3-5 responded favorably to having a sense of belonging at school.<br>Data Source:<br><br>Panorama Student Social Emotional Learning Survey Fall 2025 | 87% of students in grades 3-5 responded favorably to having a sense of belonging at school  | 2% increase                      |
| 2.2      | Programs and services developed and provided to students with exceptional needs.<br><br>Data Source:<br>Panorama Student Social Emotional Learning Survey Fall 2023-24 | 30% of students in grades 6-12 responded favorably to having a sense of belonging at school | 34% of students in grades 6-12 responded favorably to having a sense of belonging at school<br><br>Panorama Student Social Emotional                                          | 36% of students in grades 6-12 responded favorably to having a sense of belonging at school.<br>Data Source:<br><br>Panorama Student Social Emotional                          | 75% of students in grades 6-12 responded favorably to having a sense of belonging at school | 6% increase                      |

| Metric # | Metric                                                                                                                                | Baseline                                                                                                                                                                 | Year 1 Outcome                                                                                                                                                                                                                                    | Year 2 Outcome                                                                                                                                                                                                                                      | Target for Year 3 Outcome                                                                                                                                                | Current Difference from Baseline                                                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                       |                                                                                                                                                                          | Learning Survey<br>Fall 2024                                                                                                                                                                                                                      | Learning Survey<br>Fall 2025                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                |
| 2.3      | Suspension Rates,<br>Students who have been<br>suspended at least one<br>day.<br><br>Data Source: California<br>School Dashboard 2023 | ALL: 3.1%<br>EL: 3.0%<br>SWD: 5.7%<br>SED: 3.3%<br>HOM: 5.9%<br>FY: 7.8%<br>HI: 2.8%<br>AI: 5.6%<br>AS: 0.0%<br>AA: 5.7%<br>FI: 1.3%<br>PI: 0.0%<br>2+: 3.4%<br>WH: 3.3% | ALL: 3.3%<br>EL: 3.0%<br>SWD: 5.1%<br>SED: 3.4%<br>HOM: 6.3%<br>FY: 7.3%<br>HI: 3.1%<br>AI: 3.9%<br>AS: 0.0%<br>AA: 5.7%<br>FI: 0.0%<br>PI: 0.0%<br>2+: 2.2%<br>WH: 4.1%<br>LTEL: 6.7%<br><br>Data Source:<br>California School<br>Dashboard 2024 | ALL: 3.0 %<br>EL: 2.3%<br>SWD:4.3 %<br>SED: 3.2%<br>HOM: 4.5%<br>FY: 5.3%<br>HI: 1.3 %<br>AI: 4.7%<br>AS: 0.0%<br>AA: 7.4%<br>FI: 1.3%<br>PI: 3.7%<br>2+: 5.5%<br>WH: 2.8%<br>LTEL: 4.9%<br><br>Data Source:<br>California School<br>Dashboard 2025 | ALL: 1.5%<br>EL: 1.4%<br>SWD: 4.1%<br>SED: 1.7%<br>HOM: 4.3%<br>FY: 6.2%<br>HI: 1.2%<br>AI: 0.0%<br>AS: 0.0%<br>AA: 4.1%<br>FI: 0.0%<br>PI: 0.0%<br>2+: 1.8%<br>WH: 1.7% | ALL: -0.1%<br>EL: -0.7%<br>SWD: -1.4 %<br>SED: -0.1%<br>HOM:-1.4%<br>FY: -2.5%<br>HI: -1.5 %<br>AI: -0.9%<br>AS: 0%<br>AA: 1.7%<br>FI: 0%<br>PI: 3.7%<br>2+: 2.1%<br>WH: -0.5% |
| 2.4      | Expulsion Rates<br><br>Data Source:<br>DataQuest 2022-23                                                                              | ALL: 0.1%<br>EL: 0.1%<br>SWD: 0.2%<br>SED: 0.1%<br>HOM: 0.0%<br>FY: 0.0%<br>HI: 0.1%<br>AI: 0.6%<br>AS: 0.0%<br>AA: 0.3%<br>FI: 0.0%<br>PI: 0.0%<br>2+: 0.0%<br>WH: 0.0% | ALL: 0.2%<br>EL: 0.1%<br>SWD: 0.2%<br>SED: 0.1%<br>HOM: 0.3%<br>FY: 0.0%<br>HI: 0.2%<br>AI: 0.0%<br>AS: 0.0%<br>AA: 0.4%<br>FI: 0.0%<br>PI: 0.0%<br>2+: 0.0%<br>WH: 0.2%<br><br>Data Source:                                                      | ALL: 0.1%<br>EL: 0.2%<br>SWD: 0.1%<br>SED: 0.1%<br>HOM: 0.0%<br>FY: 0.5%<br>HI: 0.1 %<br>AI: 0.0%<br>AS: 0.0%<br>AA: 0.2%<br>FI: 0.0%<br>PI: 0.0%<br>2+: 0.0%<br>WH: 0.0 %<br><br>Data Source:                                                      | ALL: 0.0%<br>EL: 0.0%<br>SWD: 0.0%<br>SED: 0.0%<br>HOM: 0.0%<br>FY: 0.0%<br>HI: 0.0%<br>AI: 0.0%<br>AS: 0.0%<br>AA: 0.0%<br>FI: 0.0%<br>PI: 0.0%<br>2+: 0.0%<br>WH: 0.0% | ALL: .0 %<br>EL: 0.1%<br>SWD: -0.1%<br>SED: 0%<br>HOM: 0%<br>FY: 0.5%<br>HI: 0%<br>AI: -0.6%<br>AS: 0%<br>AA: -0.1%<br>FI: 0%<br>PI: 0%<br>2+: %<br>WH: 0%                     |

| Metric # | Metric                                                                                                                                             | Baseline                                                                                                                                                                | Year 1 Outcome                                                                                                                                                                                     | Year 2 Outcome                                                                                                                                                                                      | Target for Year 3 Outcome                                                                                                                                               | Current Difference from Baseline                                                                                                                               |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                    |                                                                                                                                                                         | DataQuest 2023-24                                                                                                                                                                                  | DataQuest 2024-25                                                                                                                                                                                   |                                                                                                                                                                         |                                                                                                                                                                |
| 2.5      | High School Dropout Rate<br><br>Data Source:<br>DataQuest 2022-23<br>4 year adjusted cohort outcome                                                | ALL: 4.3%<br>EL: 13.6%<br>SWD: 6.9%<br>SED: 4.5%<br>HOM: 19.7%<br>FY: 0.0%<br>HI: 3.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 8.2%<br>2+: 0.0%<br>WH: 5.8%                | ALL: 4.4%<br>EL: 8.3%<br>SWD: 5.8%<br>SED: 4.3%<br>HOM: 16.7%<br>FY: 17.6%<br>HI: 4.0%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 7.6%<br>2+: 13.6%<br>WH: 3.5%<br><br>Data Source:<br>DataQuest 2023-24 | ALL: 2.7%<br>EL: 4.5%<br>SWD: 4.3%<br>SED: 2.5%<br>HOM: 7.7%<br>FY: <11 stu<br>HI: 2.9%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 1.5%<br>2+: 0.0 %<br>WH: 3.0%<br><br>Data Source:<br>DataQuest 2024-25 | ALL: 1.3%<br>EL: 4.6%<br>SWD: 1.9%<br>SED: 1.5%<br>HOM: 10.7%<br>FY: 0.0%<br>HI: 0.8%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 2.2%<br>2+: 0.0%<br>WH: 1.8%                 | ALL: -1.6 %<br>EL: -9.1%<br>SWD: -2.6 %<br>SED: -2%<br>HOM: -12%<br>FY: <11 stu<br>HI: -0.7%<br>AI: <11 stu<br>AS: <11 stu<br>AA: -6.7%<br>2+: 0%<br>WH: -2.8% |
| 2.6      | Middle School Dropout Rates<br><br>Data Source: CALPADS<br>Report 1.12 2022-2023                                                                   | Total Students: 6                                                                                                                                                       | Total Students: 2                                                                                                                                                                                  | Total Students: 6                                                                                                                                                                                   | Total Students: 0                                                                                                                                                       | 0 decrease                                                                                                                                                     |
| 2.7      | School Attendance Rates<br><br>Data Source: Schoolzilla<br>2022-23 Attendance<br>Explorer Report<br><br>In 2025-26 the data<br>source is Panorama. | ALL: 90.8%<br>EL: 91.6%<br>SWD: 90.2%<br>SED: 90.2%<br>HOM: 81%<br>FY: 90.8%<br>HI: 91.0%<br>AI: 88.7%<br>AS: 93.1%<br>AA: 89.3%<br>FI: 95.0%<br>PI: 88.3%<br>2+: 91.0% | ALL: 92.1%<br>EL: 92.8%<br>SWD: 91.2%<br>SED: 92.2%<br>HOM: 89.5%<br>FY: 93.9%<br>HI: 92.1%<br>AI: 90.6%<br>AS: 94.8%<br>AA: 91.5%<br>FI: 96.2%<br>PI: 88.8%<br>2+: 92.9%                          | ALL: 94%<br>EL: 94 %<br>SWD: 93%<br>SED: 94%<br>HOM: 91%<br>FY: 93%<br>HI: 89%<br>AI: 92%<br>AS: 97%<br>AA: 93%<br>FI: 96%<br>PI: 92%<br>2+: 94%                                                    | ALL: 96.8%<br>EL: 97.6%<br>SWD: 96.2%<br>SED: 96.2%<br>HOM: 91%<br>FY: 96.8%<br>HI: 97.0%<br>AI: 94.7%<br>AS: 97.1%<br>AA: 95.3%<br>FI: 97.0%<br>PI: 94.3%<br>2+: 97.0% | ALL: 3.2%<br>EL: 2.4%<br>SWD: 2.8%<br>SED: 3.8%<br>HOM: 10%<br>FY: 2.2%<br>HI: -2%<br>AI: 3.3%<br>AS: 3.9%<br>AA: 3.7%<br>FI: 1%<br>PI: 3.7%<br>2+: 3%         |

| Metric # | Metric                                                                           | Baseline                                                                                                                                                                               | Year 1 Outcome                                                                                                                                                                                                                                                    | Year 2 Outcome                                                                                                                                                                                                                                                       | Target for Year 3 Outcome                                                                                                                                                         | Current Difference from Baseline                                                                                                                                                         |
|----------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                  | WH: 90.5%<br>Data Source:<br>Schoolzilla                                                                                                                                               | WH: 92.1%<br>Data Source:<br>Schoolzilla                                                                                                                                                                                                                          | WH: 94%<br>Data Source:<br>Panorama                                                                                                                                                                                                                                  | WH: 96.5%                                                                                                                                                                         | WH: 3.5%                                                                                                                                                                                 |
| 2.8      | High School Graduation Rate<br><br>Data Source: California School Dashboard 2023 | ALL: 91.5%<br>EL: 85.1%<br>SWD: 76.7%<br>SED: 91.3%<br>HOM: 79.4%<br>FY: 91.7%<br>HI: 91.9%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 88.5%<br>2+: 95.7%<br>WH: 90.8%                       | ALL: 92.1%<br>EL: 85.3%<br>SWD: 82.3%<br>SED: 92.2%<br>HOM: 82.5%<br>FY: 82.4%<br>HI: 92.8%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 88.8%<br>FI: <11 stu<br>PI: <11 stu<br>2+: 86.4%<br>WH: 93.1%<br>LTEL: 88.1%<br>Data Source:<br>California School Dashboard 2024 | ALL: 93.3%<br>EL: 89.3%<br>SWD: 81.5%<br>SED: 93.2%<br>HOM: 77.8%<br>FY: <11 stu<br>HI: 93.0%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 92.4%<br>FI: <11 stu<br>PI: <11 stu<br>2+: 100.0%<br>WH: 92.4%<br>LTEL: 92.0%<br>Data Source:<br>California School Dashboard 2025 | ALL: 97.5%<br>EL: 91.1%<br>SWD: 82.7%<br>SED: 97.3%<br>HOM: 85.4%<br>FY: 97.7%<br>HI: 97.9%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 94.5%<br>2+: 98.7%<br>WH: 96.8%                  | ALL: 1.8%<br>EL: 4.2%<br>SWD: 4.8%<br>SED: 1.9%<br>HOM: -1.6%<br>FY: <11 stu<br>HI: 1.1%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 3.9%<br>FI: <11 stu<br>PI: <11 stu<br>2+: 4.3%<br>WH: 1.6% |
| 2.9      | Chronic Absenteeism<br><br>Data Source: California Dashboard 2023                | ALL: 32.4%<br>EL: 25.7%<br>SWD: 39.4%<br>SED: 34.0%<br>HOM: 63.6%<br>FY: 36.3%<br>HI: 31.3%<br>AI: 44.7%<br>AS: 29.8%<br>AA: 39.8%<br>FI: 11.1%<br>PI: 55.6%<br>2+: 38.7%<br>WH: 30.6% | ALL: 24.1%<br>EL: 18.6%<br>SWD: 30.3%<br>SED: 25.5%<br>HOM: 41.5%<br>FY: 22.5%<br>HI: 23.3%<br>AI: 39.3%<br>AS: 12.9%<br>AA: 28.9%<br>FI: 10.7%<br>PI: 64.9%<br>2+: 25.0%<br>WH: 22.4%<br>LTEL: 22.9%                                                             | ALL: 25.1%<br>EL: 21.9%<br>SWD: 32.1%<br>SED: 26.2%<br>HOM: 49.3%<br>FY: 26.2%<br>HI: 25.0%<br>AI: 36.5%<br>AS: 14.5%<br>AA: 28.5%<br>FI: 11.4%<br>PI: 55.6%<br>2+: 25.8%<br>WH: 19.6%<br>LTEL: 33%                                                                  | ALL: 9.9%<br>EL: 3.2%<br>SWD: 16.9%<br>SED: 11.5%<br>HOM: 41.1%<br>FY: 13.8%<br>HI: 8.8%<br>AI: 22.22%<br>AS: 7.3%<br>AA: 17.3%<br>FI: 3.5%<br>PI: 33.1%<br>2+: 16.2%<br>WH: 8.1% | ALL: -7.3%<br>EL: -3.8%<br>SWD: -7.3%<br>SED: -7.8%<br>HOM: -14.3%<br>FY: -10.1%<br>HI: -6.3%<br>AI: -8.2%<br>AS: -15.3%<br>AA: -11.3%<br>FI: 0.3%<br>PI: 0%<br>2+: -12.9%<br>WH: -11%   |

| Metric # | Metric                                                                                                                                                                             | Baseline                                                                                                                        | Year 1 Outcome                                                                                                                                                           | Year 2 Outcome                                                                                                                                                           | Target for Year 3 Outcome                                                                                                       | Current Difference from Baseline |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |                                                                                                                                                                                    |                                                                                                                                 | Data Source:<br>California School Dashboard 2024                                                                                                                         | Data Source:<br>California School Dashboard 2025                                                                                                                         |                                                                                                                                 |                                  |
| 2.10     | Efforts to seek parent input in decision making<br><br>Data source:<br>Panorama Family Survey Spring 2023 - 2024 including unduplicated pupils and students with exceptional needs | 94% of family members feel satisfied with their child's school experience.                                                      | 96% of family members feel satisfied with their child's school experience.<br>Data Source:<br>Panorama Family Survey Spring 2024-25                                      | 96% of family members feel satisfied with their child's school experience.<br>Data Source:<br>Panorama Family Survey Spring 2025-26                                      | 100% of family members feel satisfied with their child's school experience.                                                     | 2% increase                      |
| 2.11     | Promote Parental Participation.<br><br>Data source:<br>Panorama Family Survey Spring 2023 - 2024 including unduplicated pupils and students with exceptional needs"                | 82% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district | 89% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district<br>Panorama Family Survey Spring 2024-25 | 88% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district<br>Panorama Family Survey Spring 2025-26 | 90% of family members have been asked or encouraged to participate in advisory groups or decision making at school, or district | 6% increase                      |
| 2.12     | Promote Parental Participation.<br><br>Data source:<br>Panorama Family Survey Spring 2023 - 2024 including unduplicated pupils and students with exceptional needs"                | 90% of family members responded favorably that the school provides them information about programs and resources                | 93% of family members responded favorably that the school provides them information about programs and resources<br>Panorama Family Survey Spring 2024-25                | 95% of family members responded favorably that the school provides them information about programs and resources<br>Panorama Family Survey Spring 2025-26                | 96% of family members responded favorably that the school provides them information about programs and resources                | 5% increase                      |

## 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-Implement a Multi-Tiered Attendance Plan:** This action was implemented. SJUSD implemented a comprehensive Multi-Tiered Attendance Plan focused on reducing chronic absenteeism, prioritizing student groups with the highest needs. Implementation included coordinated support from the Principal On Special Assignment, the Coordinator, Attendance Specialists, and site staff. Targeted interventions were provided for the following student groups based on the 2025 CA Dashboard for Chronic Absenteeism: Students with Disabilities (32.1%), African American students (28.5%), and English Learners (21.9%), overall rates remained at 25.1%. The District strengthened early intervention systems, increasing SART meetings from 293 in 2024-25 to 693 in 2025-26 and SARB referrals from 34 in 2024-25 to 91 in 2025-26. It also expanded Tier 3 supports, including case management (89) and home visits (60 successful of 126 attempted). The RAISE initiative supported targeted site improvements, with mixed results (e.g., DeAnza improved, North Mountain increased, SJHS improved). The district also provided opportunities for sites to showcase attendance improvement through monthly and seasonal recognitions such as March Madness. Incentives included but were not limited to banners and trophies. Each school site created closing the gap plans to reduce chronic absenteeism and increase the daily attendance rates. Sites utilized attendance incentives by offering field trips and opportunities to earn student selected incentives. There was improved data use with platforms such as Panorama and School Status (formally Attendance to Attendance), coaching, and monitoring strengthened system alignment and responsiveness. However, site variability, staffing challenges, and external barriers (health, transportation, family engagement) impacted consistency. Another challenge was that the Principal On Special Assignment transferred to another position leaving that position vacant during Spring semester and one of the Attendance Specialists positions was vacant most of the year. Based on 2025-26 attendance rates as of April 11, 2026 the following student groups had an improvement in ADA: Pacific Islanders, Two or More Races, White students, Socioeconomically Disadvantaged students, English Learners, Homeless students, American Indian students, Asian students and African American students. Overall, SJUSD effectively strengthened systems and early intervention, but outcomes remain uneven, indicating the need for continued targeted support to reduce chronic absenteeism across all student groups.

**Action 2.2-Implement a Comprehensive School Counseling Program:** This action was fully implemented. SJUSD implemented a comprehensive school Counseling Program aligned to the American School Counselor Association (ASCA) National Model. The program is data-driven and utilizes a Multi-Tiered, Multi-Domain System of Supports (MTMDSS) to ensure students receive services across academic, college/career, and social-emotional domains. At all school levels elementary, middle, and high school counselors delivered Tier 1 universal supports through a common curriculum consisting of classroom lessons provided throughout the year. These lessons addressed key areas including academic success, college and career readiness, and social-emotional development. In addition to universal supports, school counselors provided Tier 2 targeted interventions to students identified through data criteria. These services addressed needs across all three domains and included small group interventions and targeted skill-building opportunities. Counselors also provided Tier 3 intensive supports, including crisis response and individualized interventions for students with significant needs. Each school site implemented a "Closing the Gap" plan designed to address identified areas of need. At the elementary and middle school levels, these plans focused on reducing chronic absenteeism, particularly for student groups performing at the lowest level (red). In 2025-26, the SJUSD Elementary School Counselors completed 1,032 classroom lessons on the following topics: Meet the Counselor(Introduction to Zones of Regulation), Managing Anxiety/Test-Taking Strategies, Bullying Prevention, Early Warning Signs, Emotion Awareness, Understanding Complex Feelings, and College/Career Exploration. The elementary school counselors facilitated 703 sessions of small group interventions focused on the following

topics: Zones of Regulation, Social-Emotional Learning, and Attendance Small Groups. In addition, the elementary school counselors provided 93 sessions of small group interventions specifically to reduce chronic absenteeism, which has contributed to a reduction in chronic absenteeism (17% as of April 8, 2026, Panorama). SJUSD Middle School Counselors completed 459 classroom lessons on the following topics: Meet the Counselors (Introduction to services provided by the counselor), Coping Skills and Early Warning Signs, Academic Success, College and Career Readiness, ELPAC Talks, Bully Prevention, Course Selection and facilitated 185 meetings of small group interventions focused on the following topics: Insight/Behavior Groups, Social Skills, Lovable, CALM Groups, Mindfulness, Self Awareness, Closing the Gap, Academic Success, and Be The Change Groups. The middle school counselors also provided 411 targeted interventions through Saturday Schools, Personal Invites through phone calls, and supporting attendance incentives to specifically reduce chronic absenteeism which has contributed to a reduction in chronic absenteeism (17% as of April 8, 2026, Panorama). At the high school level, Closing the Gap plans targeted disparities in graduation rates and A-G completion among specific student groups. High school counselors implemented several targeted supports, including: Academic interventions for students with multiple D or F grades, including biweekly individual caseload management and SMART goal-setting activities; RESTART, a credit recovery program offered four times per year in a hybrid format; CBC Talks, biweekly individual meetings to monitor academic progress; Financial Aid workshops and lessons for seniors focused on applications, terminology, and deadlines; Career exploration opportunities such as “Ask a Pro,” College & Career Rush events, and ASVAB testing. To support students’ social-emotional needs, counselors facilitated Anchor Talks (biweekly individual meetings), provided schoolwide safety lessons on early warning signs and suicide prevention, and implemented targeted small groups for Foster Youth, McKinney-Vento students, and Crittenton students. These groups focused on managing stress, reducing anxiety, and strengthening academic engagement. The District TK-12 Lead School Counselor and the SJHS Lead School Counselor have played a pivotal role in ensuring a coherent, comprehensive school counseling program that is equity focused. The District TK-12 Lead Counselor provided coaching and support to school counselors, and led the crisis response teams. This position ensured that the most vulnerable students, such as Homeless students received an additional layer of support. Overall, all components of Action 2.2 were implemented as described in the LCAP. SJUSD successfully established a comprehensive, data-driven counseling program that provided tiered supports across all school levels, with a strong emphasis on addressing identified student needs and reducing outcome disparities.

Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students: Although this action is identified as non-contributing and funded through an alternative funding source, SJUSD fully implemented all components of Action 2.3. The district Foster Youth Counselor provided targeted interventions, case management, and ongoing progress monitoring for Foster Youth students, with a focus on those at risk of chronic absenteeism, behavioral concerns, and overall well-being. Implementation included individualized student support, coordination of services, and regular monitoring of student outcomes to ensure timely interventions. The primary objective of this role was to provide a specialized layer of support to address the unique complexities of the foster care system. Through coordination of interagency services and direct student-level interventions, the counselor worked to mitigate high rates of chronic absenteeism and disciplinary incidents identified in baseline data. This approach was directly informed by feedback from students and foster families, who emphasized the need for centralized coordination and targeted advocacy to promote educational stability. In addition, the Foster Youth/McKinney-Vento Family Liaison supported implementation by ensuring accurate identification and coding of eligible students across school sites and by connecting students and families to appropriate resources and services. This included facilitating access to academic, social-emotional, and basic needs supports to reduce barriers to student success. The Foster Youth Counselor and Family Liaison also coordinated key engagement and support structures, including the Foster/McKinney-Vento Family Advisory Council, enrichment and wellness activities, and connections to community-based resources. These efforts strengthened family engagement, increased access to supports, and enhanced overall student well-being. Overall, SJUSD successfully implemented this action as intended, establishing a coordinated system of support for Foster Youth and McKinney-Vento students that emphasizes targeted intervention, resource alignment, and improved access to services.

Action 2.4-Implement PBIS and Provide Tiered Behavior Supports: SJUSD implemented this action with a strong level of fidelity by advancing a comprehensive, culturally responsive Multi-Tiered System of Support (MTSS) focused on behavior and social-emotional learning. The PBIS TOSA coordinated 41 professional development opportunities, including Non-Violent Crisis Intervention (NCI) trainings for certificated and classified staff. The PBIS TOSA facilitated Tiered Fidelity Inventory assessments at all sites during the fall and spring. That data enabled sites to create improvement plans for PBIS. The PBIS TOSA provided ongoing coaching (28 sessions) and administrative support (30 sessions), contributing to 13 sites earning state PBIS recognition. Student Success Room (SSR) programs at Monte Vista and North Mountain Middle Schools were fully implemented, providing restorative, SEL-focused alternatives to suspension through structured lessons, behavior reflections, restorative conferences, community-building activities, and ongoing parent communication. At North Mountain Middle School, the SSR teacher facilitated 129 SEL lessons and served 22% of the student population (203 students), while Monte Vista Middle School also delivered 129 SEL lessons and served 17% of students (144 students). Additionally, an individual success packet was created for each student, which included behavior reflections, questionnaires, and exit agreements to support accountability and growth. SJHS SSR program had 626 participants as of April 2026, with a 50% recidivism rate. Character Strong is used as the curriculum for Social Emotional Learning. The Tier 3 teachers provided tier 2.5 and tier 3 supports consistently across both sites through intensive interventions, including 389 Check-In/Check-Out and 1:1 contacts, 153 class push-in visits, 38 mediations, 58 family contacts, 63 REACH individual sessions, 77 REACH group sessions, 141 mentoring participants, and additional Tier 2.5 supports including 69 Check-In/Check-Out contacts and 50 class visits. At Monte Vista Middle School, Tier 3 implementation included academic interventions and individualized goal setting, daily attendance supports such as check-ins and escorts to class, and strong SEL and relationship-building practices, resulting in increased student engagement and proactive help-seeking; however, persistent challenges with absenteeism and class avoidance limited overall effectiveness, and behavior data was impacted by attendance-related issues rather than severe incidents. Across sites, successes included strong implementation of targeted interventions, increased student engagement, and strengthened relationships, while challenges included the need for more consistent follow-up with students, expanded SEL curriculum use, and addressing attendance-related barriers impacting behavior outcomes. Overall, implementation was comprehensive and aligned to the intended action, with adjustments made to address site-specific needs.

Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan: SJUSD implemented a comprehensive, culturally responsive parent and family engagement plan focused on improving access, communication, and staff capacity, with most actions carried out with fidelity and minor adjustments based on site needs. District leadership, including the Coordinator of Student Support, Family and Community Engagement Specialist, and site Family/Community Liaisons supported implementation through training, alignment efforts, and monitoring tools such as a task fidelity survey and check-ins with principals and liaisons. Key actions, including Parent/Guardian University, community events, advisory councils, communication platforms (e.g., ParentSquare, Zoom), and enrollment support, were successfully implemented, resulting in expanded engagement opportunities and over 500 participants in workshops such as LECI and Love-4-Life. Translation services improved access for multilingual families, though high demand occasionally limited availability. While elementary sites demonstrated strong engagement, challenges included inconsistent implementation across sites, lower secondary participation, and scheduling barriers despite expanded virtual options. Overall, SJUSD improved communication, access, and family satisfaction, though variability in participation, particularly in Parent/Guardian University remains an area for continued improvement.

Action 2.6-Deans and Elementary Assistant Principals: SJUSD implemented Action 2.6 by leveraging Deans and Elementary Assistant Principals to support the implementation of a Multi-Tiered System of Support (MTSS) focused on improving student engagement, behavior, and school climate. Site administrators played a critical role in establishing positive and inclusive school cultures by promoting respect,

empathy, and belonging across all campuses. Assistant Principals and Deans actively participated in and supported site-based PBIS teams, ensuring that Tier 1 behavior expectations and practices were implemented and addressed plans to support classrooms where there was low implementation. To monitor implementation, Tiered Fidelity Inventory (TFI) assessments were conducted at all school sites twice during the year, once in the fall and once in the spring. In addition, administrators conducted regular behavior walks to observe classroom and schoolwide practices to ensure alignment with PBIS expectations. All elementary sites developed and implemented Closing the Gap plans aimed at addressing chronic absenteeism, with Assistant Principals overseeing Site Equity Task Force teams to guide this work. These efforts included facilitating Solution-Based Teams to address student needs and conducting Student Attendance Review Team (SART) meetings to intervene with students experiencing attendance challenges. Structured recess was implemented at five of the eight elementary school sites as part of Tier 1 behavior supports to promote positive student interactions and reduce behavioral incidents. SJUSD experienced successes in strengthening site-based systems, including consistent implementation of PBIS structures, increased collaboration through Solution-Based Teams, and the establishment of targeted plans to address chronic absenteeism. Challenges in implementation included variability across school sites in the adoption of structured recess, as only five of eight elementary schools were able to fully implement this component. Additionally, ensuring consistent fidelity of Tier 1 practices across all classrooms and sites required ongoing monitoring and support. An additional challenge was that one of our elementary school sites had a vacant Assistant Principal position which impacted implementation at that particular site. Overall, the implementation of Action 2.6 demonstrated a strong commitment to building inclusive school environments and strengthening systems of support, while identifying areas for continued growth in consistency and full implementation across all sites.

**Action 2.7-Implement Equity Plan:** SJUSD implemented Action 2.7 by establishing and supporting key personnel and systems to operationalize the district's Equity Plan, aligned to Goal 2 of fostering inclusive, safe, and supportive learning environments. The Director of Equity & Access, supported by an administrative secretary, led the planning, coordination, and implementation of equity-focused initiatives across the district and school sites. The Equity & Access department provided direct support to school sites in implementing Multi-Tiered System of Support (MTSS), co-facilitating Equity Task Force Teams, and guiding the development and implementation of Closing the Gap plans for student groups identified with the greatest needs in areas such as chronic absenteeism and suspensions. The Director also ensured alignment between equity initiatives and the Local Control and Accountability Plan (LCAP), supporting the operationalization of SJUSD's Equity Plan. A significant component of implementation included the delivery of 74 professional development and training sessions focused on building staff capacity in areas such as cultural proficiency, trauma-informed practices, MTSS for social-emotional and behavioral supports, resource mapping, threat assessment, suicide prevention protocols, and effective team development. Additional trainings included First Faces, Wellness Room implementation, AB 5 Safe and Supportive Schools, and LCAP engagement presentations. These efforts were designed to promote culturally responsive practices and strengthen site-level systems of support. The Director also oversaw and supported multiple districtwide initiatives and programs, including the DELPHI Steering Committee, the Grow Our Own Program, and staff affinity groups. The role included co-facilitating Youth Empowerment Symposiums, developing 18 partnerships with community agencies, and supporting the implementation of the Children and Youth Behavioral Health Initiative implementation grant. Additionally, SJUSD successfully implemented a wellness grant, resulting in the establishment of wellness rooms at eight school sites to support student social-emotional needs. Targeted supports were provided to specific student groups, including foster youth and homeless students, as well as the development of enrichment opportunities for African American students and families. SJUSD experienced successes in building infrastructure and capacity to support equity-focused work, including the expansion of professional development, establishment of wellness centers, and increased coordination of site-based equity efforts. Collaboration across departments and with community partners strengthened the implementation of services and supports for students. Challenges in implementation included the complexity and breadth of coordinating multiple initiatives across sites, which required ongoing alignment and communication to ensure consistency. Additionally,

variability in site-level capacity and readiness to fully implement equity-focused practices required differentiated support and ongoing coaching from the Director of Equity & Access. Overall, SJUSD successfully implemented the core components of Action 2.7 by establishing leadership, building staff capacity, and expanding systems and supports aligned to the district's Equity Plan, while identifying the need for continued focus on coherence and consistent implementation across all sites.

**Action 2.8-Social Emotional Learning Curriculum:** SJUSD has implemented this by adopting Second Step and Character Strong as its Tier 1 SEL curriculum as part of the Multi-Tiered System of Support (MTSS) to promote student well-being and a positive school climate aligned to Goal 2. The district purchased Character Strong (2025–2027), Second Step (through the 2026–27 school year) to provide students with instruction in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. At the elementary level, Second Step was implemented across all school sites as part of Tier 1 instruction. Implementation occurred with varying levels of completion across sites. Completion rates included: Park Hill Elementary School, (72%), Megan Cope Elementary, (68%), De Anza Elementary, (67%), San Jacinto Elementary School, (46%), Record Elementary, (41%), San Jacinto Technology Institute, (38%), and Rose Salgado Elementary, (18%). This data indicate that while all elementary sites began implementation, the level of consistency varied significantly across campuses. At the secondary level, Character Strong was implemented at middle and high school sites, as well as at Hyatt World Language Academy. Implementation rates were lower at the secondary level, with completion rates reported as follows: San Jacinto Leadership Academy, (22%), Edward Hyatt World Language Academy, (12%), Monte Vista Middle School, (10%), North Mountain Middle School, (7%), and San Jacinto High School, (3%). The data reflects initial implementation efforts but indicate limited integration of the curriculum into regular instructional practice at the secondary level. Across the district, SEL curriculum was intended to be integrated into daily instruction as part of Quality First Instruction, providing students with opportunities to practice and apply SEL skills in multiple contexts. In addition to curriculum adoption, SJUSD supported implementation through ongoing guidance to school sites. SJUSD experienced success in establishing access to high-quality, research-based SEL curricula across all grade levels and initiating implementation at all school sites. Challenges in implementation were significant and included inconsistent delivery and low completion rates, particularly at the secondary level. Variability across sites suggests differences in capacity, scheduling, and prioritization of SEL instruction. Additionally, integrating SEL curriculum into daily instruction as part of Tier 1 practices proved challenging, requiring additional support, monitoring, and professional development to ensure consistent and effective implementation. Overall, SJUSD successfully initiated the implementation of SEL curricula across the district, establishing foundational systems and resources, while identifying the need for increased consistency, stronger integration into instructional practices, and enhanced support for site-level implementation.

**Action 2.9-Provide Social/Emotional Well-Being Support:** This action was implemented. The district allocated funds to support Educational Therapists and School Psychologists, who served as key members of site-based support teams and contributed to districtwide systems of student support. Due to staffing reductions and vacancies, Educational Therapists focused primarily on Educationally Related Mental Health Services (ERMHS) and direct supports for students with disabilities during the first semester. Services provided included individual therapy, group counseling, crisis response, case management, check-ins, participation in student meetings, and staff/family trainings. School Psychologists continued to provide essential Tier 3 supports through psychoeducational evaluations, re-evaluations, consultation, and participation in IEPs, SSTs, 504 meetings, and Solution-Based Team meetings. Although staffing shortages limited the district's ability to provide broader general education mental health services as originally planned, the district successfully maintained legally required supports for students with IEPs while continuing collaborative systems of care. A major success was the continued high volume of direct student services, evaluations, and interdisciplinary support despite staffing constraints.

Action 2.10-Student Enrichment Activities: SJUSD implemented this action (funded from another source) by providing targeted student enrichment activities and family engagement opportunities to support African American, Native American, and Latino students, aligned to Goal 2 and informed by educational partner feedback. In collaboration with Riverside County Office of Education (RCOE), three leadership sessions were facilitated with Parent Advisory Council representatives to strengthen alignment of goals and actions based on student needs and data. SJUSD implemented culturally relevant activities including Black History Month celebrations, Legacy of Kings and Queens events for elementary students, end-of-year recognition ceremonies for African American, Native American, and Latino students, and college field trips to promote postsecondary awareness. Successes included increased opportunities for culturally responsive engagement and strengthened connections with families and community partners. Challenges included incomplete implementation of some planned activities, which resulted in underutilized funds. Overall, SJUSD successfully implemented a range of enrichment activities while identifying the need for greater consistency and alignment.

Action 2.11-Positive Culture/Climate and Safety: San Jacinto Unified School District implemented this action with a high level of fidelity by strengthening safety systems, increasing supervision, and reinforcing positive behavior supports across sites. The District fully staffed key positions, including a Safety and Security Supervisor, Campus Security staff at secondary schools, Campus Aides and Noon Duty Crossing Guards, ensuring consistent supervision and support aligned to site safety plans. The Safety and Security Supervisor supported the development and alignment of comprehensive safety plans and provided targeted assistance to identified schools, while Campus Security and Aides implemented safety protocols and behavioral interventions to promote a positive school culture and climate. Professional learning opportunities, including conferences such as the California Association of Directors of Activities (CADA) and trainings such as First Faces Training, Non-Violent Crisis Intervention Training focused on De-escalation strategies. The professional development opportunities, supported staff capacity to foster safe and inclusive environments. SJUSD experienced successes in strengthening supervision, improving alignment of safety practices, and enhancing school climate systems; however, challenges included variability in implementation across sites due to differences in training and staff capacity. While most actions were implemented as planned, adjustments were made to address site-specific needs and disparities identified through Dashboard data. Overall, implementation was strong and contributed to improved systems for safety and school climate, though continued focus is needed to ensure consistency across all sites and student groups.

Action 2.12-District Nurses: This action was fully implemented. San Jacinto Unified School District implemented this goal to develop a multi-tiered system of support addressing student health needs through staff training, collaboration, and site-based support. District nurses played a central role by providing ongoing coordination through monthly meetings and weekly PLCs, improving alignment and responsiveness across sites. Professional learning included field trip/coaches training and Narcan training, increasing staff preparedness; however, limited training opportunities and scheduling constraints reduced reach across all sites. Implementation relied more heavily on collaboration structures than expanded direct services, and varied due to site capacity and competing priorities.

Action 2.13-Activities to promote inclusivity of SWD: This action was implemented. Action 2.13 supported SJUSD's commitment to fostering inclusive environments for Students with Disabilities (SWD) through activities focused on family engagement, student belonging, community connection, and transition readiness. The district significantly expanded its partnership with the Special Education Parent Advisory Committee (SEPAC) by hosting multiple family engagement opportunities throughout the year. These included the SEPAC Welcome Back Social, quarterly SEPAC meetings, the Winter Social, and family education sessions covering topics such as IEP team roles, district supports, caregiver wellness, behavior strategies, and the LCAP Mid-Year Update. The district also successfully implemented Unified Field Day in partnership with the district Fun Run, creating meaningful opportunities for students with disabilities to participate alongside peers and

volunteers in an inclusive setting. Students in Community-Based Instruction programs also participated in transition-focused county resource opportunities. A major success was the increase in family participation and visibility of students with disabilities in districtwide events.

**Action 2.14-Public Information Officer:** SJUSD implemented this action by developing and executing a comprehensive communication plan to increase parent, guardian, and community engagement in alignment with Goal 2. The Public Information Officer led the creation and implementation of the SJUSD communication plan, ensuring that families, staff, students, and the broader community were consistently informed of district initiatives, programs, and events. SJUSD utilized multiple communication platforms to expand outreach and accessibility, including Parent Square, email, text messaging, mobile app notifications, and social media. Implementation data indicates that 98.8% of families are contactable through Parent Square, with 85% connected via email, 19% opting to receive text messages, and 44% receiving app notifications. Social media engagement also increased significantly, with Facebook reaching 1.083 million users (a 24.7% increase from 2024) and achieving a 22.77% engagement rate, while Instagram reached 275,000 users (a 28.1% increase from 2024) with a 6% engagement rate. Successes included expanded communication reach and increased family access to information across multiple platforms. Challenges included variability in how families engage with different communication methods and the need to continue increasing participation through two-way communication strategies. Overall, SJUSD successfully implemented a comprehensive communication system while identifying opportunities to strengthen engagement and responsiveness across all educational partners.

**Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR):** This action was fully implemented by supporting the Building Assets Reducing Risks (BARR) program at San Jacinto High School through funding a dedicated BARR Program Coordinator and BARR School Counselor. This evidence-based, whole-school improvement model was implemented across all ninth-grade courses to address developmental, academic, and behavioral challenges during the transition to high school. Teachers delivered weekly social-emotional learning through the “i-Time” curriculum, with 700 SEL lessons provided, while staff utilized real-time data systems to monitor student achievement and behavior and provide timely interventions. Implementation included targeted supports such as 40 weekly one-on-one sessions, 240 Tier 3 check-ins, Tiger Talk intervention sessions, and ongoing progress monitoring. Additionally, ninth-grade students completed and reflected on their GPA 1,545 times through Tiger Time classes to support academic goal setting and improvement. Transition supports were also implemented through an 8th Grade Tiger Takeover event, which included over 100 student volunteers, more than 35 high school clubs, sports, and academic booths, and engagement with 175 incoming students and families. Further engagement activities included 692 students attending the Freedom Writers Assembly. This action was strategically aligned to support student groups identified in the red on the California School Dashboard, including English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged students, Hispanic students, Homeless youth, and American Indian students. Successes included full implementation of the BARR model with integrated academic and social-emotional supports, strong student engagement, and effective use of data to guide interventions. Challenges included sustaining intensive supports and ensuring consistent implementation across all staff. Overall, SJUSD successfully implemented the BARR program with fidelity, providing comprehensive supports to improve student engagement and outcomes. Mathematics, Graduation Rate, and Suspensions.

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.

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference. Additional expenditures were based upon the state adopted budget.

Action 2.1-Implement a Multi-Tiered Attendance Plan: This action was underspent due to vacant attendance specialist position, the Principal On Special Assignment transferring to another position and that position was vacant for Spring semester. Additionally, not all sites spent all of their attendance incentive funds.

Action 2.2-Implement a Comprehensive School Counseling Program: There were no significant material differences between the budgeted and actual expenditures.

Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students: There were no significant material differences between the budgeted and actual expenditures. This is a non-contributing action item (not funded out of the LCAP funds).

Action 2.4-Implement PBIS and Provide Tiered Behavior Supports: There was a substantive material difference that was under the budgeted amount because the second PBIS TOSA position was not filled.

Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan: There were no significant material differences between the budgeted and actual expenditures.

Action 2.6-Deans and Elementary Assistant Principals: This action was underspent due to not filling one elementary Assistant Principal.

Action 2.7-Implement Equity Plan: There were no significant material differences between the budgeted and actual expenditures.

Action 2.8-Social Emotional Learning Curriculum: There was a substantive material difference that exceeded the budgeted amount due to the increase in cost of Character Strong curriculum.

Action 2.9-Provide Social/Emotional Well-Being Support: There were no significant material differences between the budgeted and actual expenditures.

Action 2.10-Student Enrichment Activities: This action was underspent based on planned actions for Latino and Native Enrichment.

Action 2.11-Positive Culture/Climate and Safety: There were no significant material differences between the budgeted and actual expenditures.

Action 2.12-District Nurses: There were no significant material differences between the budgeted and actual expenditures.

Action 2.13-Activities to promote inclusivity of SWD: The activities that were planned and implemented cost less than expected.

Action 2.14-Public Information Officer: There were no significant material differences between the budgeted and actual expenditures.

Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR): This action was underspent due to the BARR Coordinator being vacant for Spring semester.

**Action 2.1-Implement a Multi-Tiered Attendance Plan:** The effectiveness of Action 2.1 is demonstrated by strengthened systems and increased implementation of attendance interventions; however, these efforts have not yet resulted in overall improved outcomes. Chronic absenteeism increased from 24.1% to 25.1% according to the 2025 California School Dashboard, indicating that while systems improved, outcomes lagged. The District significantly expanded early intervention efforts, as evidenced by an increase in SART meetings from 122 to 693 and SARF referrals from 34 to 91, with strong implementation across sites including North Mountain Middle School, San Jacinto High School, and multiple elementary schools. Targeted supports for high-need student groups yielded mixed results, with some improvement; however, Students with Disabilities, African American students, and English Learners continue to experience disproportionately high absenteeism rates. Outcomes also varied across school sites, suggesting differences in implementation capacity and effectiveness. Participation in the RAISE collaborative at De Anza Elementary, North Mountain Middle School, and Monte Vista Middle School included the use of empathy interviews to identify root causes of absenteeism, allowing for more targeted interventions. Additionally, more recent local data indicates improvement, with the district's current chronic absenteeism rate at 18% (May, 2026), suggesting that recent efforts may be beginning to have a positive impact. Overall, this action was partially effective, successfully strengthening systems and increasing interventions, but requiring more targeted and consistent strategies to achieve sustained reductions in chronic absenteeism across all student groups.

**Action 2.2-Implement a Comprehensive School Counseling Program:** Based on analysis of annual outcome data, including local metrics and the California School Dashboard, the implementation of the comprehensive school counseling program was effective in improving student outcomes across academic, college/career, and social-emotional domains, particularly at the high school level, with strong and emerging impacts at the elementary and middle school levels. At San Jacinto High School, multiple indicators demonstrate the effectiveness of targeted counseling interventions. Academic supports such as 9th-grade Tiger Talks contributed to an 11% reduction in failing grades, while 11th-grade failing grades decreased from 85 in the first quarter to 77 by the end of the semester. Credit recovery efforts through the RESTART program resulted in 79 course completions during Fall 2024, exceeding the 58 completions in the ISATT program, indicating strong engagement and effectiveness in supporting students toward graduation. College and career readiness outcomes also improved. The financial aid submission rate for seniors increased from 64% for the Class of 2024, to 79% for the Class of 2025. Additionally, as of December 2025, 80% of seniors were on track to graduate and 60% were on track to meet A-G requirements. State indicator data further supports effectiveness. Graduation rates increased to 93.3% on the 2025 California School Dashboard, compared to 91.5% in 2023. Multiple student groups demonstrated improvement, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, African American students, students identifying as two or more races, and Long-Term English Learners. A-G completion rates increased from 29% in 2024 to 46% in 2025, with notable gains across all major student groups, indicating progress in closing opportunity gaps. Social-emotional and behavioral outcomes also improved. A targeted small group intervention for 9th-grade students with disabilities resulted in a 100% decrease in suspensions among participants. Additionally, 75% of students participating in "Connections" groups reported increased belief in their ability to succeed in school. Early Warning Signs lessons increased student understanding of empathy from 72.5% to 88%. At the elementary and middle school levels, counseling interventions targeting chronic absenteeism showed mixed but improving results. While the 2025 Dashboard indicated a slight increase in chronic absenteeism (25.1% compared to 24.1% in 2024), current local data as of April 6, 2026 shows improvement, with chronic absenteeism reduced to 18%. Pacific Islander students also demonstrated improvement, decreasing from 64.9% in 2024 to 55.6% in 2025. Additionally, school climate data indicates positive impact, with 68% of students in grades 3–5 reporting a sense of belonging in 2025, a 2% increase from the prior year. Further evidence of effectiveness is demonstrated through the work of the district TK–12 Lead School Counselor in coordinating and monitoring targeted supports for high-need student groups. Longitudinal data for students experiencing homelessness shows a significant reduction in both disciplinary actions and absenteeism.

Suspension rates for homeless students decreased from 5.9% in 2023 to 4% as of March 2026. Chronic absenteeism for this student group declined from 63.6% in 2023 to 27% as of March 2026, representing a 36.6 percentage point decrease. This substantial improvement reflects the effectiveness of the district's multi-tiered counseling supports, including targeted interventions, case management, and coordinated oversight to address barriers to attendance and engagement. Overall, the data indicates that the comprehensive school counseling program has been effective, particularly in improving high school academic outcomes, graduation rates, A-G completion, and student engagement. At the elementary and middle school levels, improvements in school connectedness and reductions in chronic absenteeism, especially for targeted student groups, demonstrate meaningful progress. Continued refinement of strategies will be necessary to sustain and accelerate improvement in attendance outcomes across all grade spans.

**Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students:** Based on analysis of local data and the California School Dashboard, Action 2.3 has been effective in improving student engagement, behavior, attendance, and overall well-being for Foster Youth and McKinney-Vento students, directly supporting Goal 2 of creating an inclusive, safe, and supportive environment where students feel valued and empowered. Behavioral outcomes demonstrate positive impact. Suspension rates for Foster Youth decreased from 7.3% in 2024 to 5.3% in 2025, as reported on the 2025 California School Dashboard. This reduction indicates that targeted interventions, case management, and coordinated supports are contributing to improved student behavior and increased school stability. Attendance outcomes show significant improvement. Through rigorous case management and individualized advocacy, the chronic absenteeism rate for Foster Youth decreased substantially from a baseline of 36.3% on the 2023 California School Dashboard to 20% as of April 6, 2026, based on Panorama data. This represents a notable decline from the prior year at the same time and reflects the effectiveness of coordinated support in addressing barriers to consistent school attendance. High levels of direct student engagement further support the effectiveness of this action. A total of 436 student check-ins were conducted to monitor academic progress, attendance, and social-emotional well-being, providing consistent and responsive support. Additionally, 78 individualized Success Plans were developed to establish measurable goals and align interventions with student needs. These efforts demonstrate a systematic and data-driven approach to improving student outcomes. The effectiveness of interagency coordination is also evident. The Foster Youth Counselor facilitated 105 interactions with social workers to ensure continuity of care and stability across systems, while 70 inquiries with the Riverside County Office of Education supported timely access to resources and services. This level of coordination has strengthened support systems and reduced barriers for students and families. Student perception data further reflects improvements in engagement and school connectedness. Panorama survey results indicate an increase in the percentage of elementary Foster Youth reporting a sense of belonging, from 64% in Fall 2024 to 70% in Fall 2025. At the secondary level, favorable responses increased from 22% to 26% over the same period. While gains are evident across grade spans, the disparity between elementary and secondary students remains an area of need. Overall, the data indicates that Action 2.3 has been effective in improving engagement, reducing disciplinary outcomes, and significantly decreasing chronic absenteeism for Foster Youth. These outcomes demonstrate meaningful progress toward Goal 2, particularly in fostering a more inclusive and supportive environment. Continued focus on strengthening secondary student connectedness will be important to further enhance outcomes for this student group.

**Action 2.4-Implement PBIS and Provide Tiered Behavior Supports:** Based on 2025 California School Dashboard and local data, SJUSD's implementation of Action 2.4 has been effective in improving student behavior, strengthening school climate, and increasing access to social-emotional supports. The district suspension rate is currently 3% (Panorama, April 2026), maintaining improvement noted in the 2025 California School Dashboard, which showed a decrease from 3.3% to 3.0%. Additionally, 36% of students in grades 6–12 reported a favorable sense of belonging, reflecting a 6% increase, and 13 sites earned state PBIS recognition, indicating strong Tier 1 implementation. At North Mountain Middle School, Tier 3 (Husky University) and Tier 2 supports demonstrated effectiveness, with reductions in suspensions (HU: 8 to 7; Tier 2: 7 to 1) and significant decreases in office discipline incidents (HU: 218 to 111; Tier 2: 148 to 57), indicating improved

behavioral regulation. SSR implementation at North Mountain also showed a low recidivism rate of 9% and evidence of SEL growth, with 7% of students demonstrating strengths across all SEL areas, 37% demonstrating strengths in at least half, and 36% showing some strengths. Longitudinal discipline data from 2023–2026 indicates overall improvement, with SSR serving as an effective alternative to suspension, particularly in reducing incidents related to student safety and well-being. At Monte Vista Middle School, SSR implementation also demonstrated strong effectiveness, with a 5% recidivism rate and positive SEL outcomes: 5% of students demonstrated strengths across all SEL areas, 31% demonstrated strengths in at least half, and 40% showed some strengths. Stie discipline data from 2023–2026 shows significant reductions in key areas, including disrespect to peers (48% decrease), fighting (42% decrease), defiance (40% decrease), disruptive behavior (7% decrease), and bullying (50% decrease), indicating improved student behavior and school climate. Similar to North Mountain, SSR has been an effective alternative to at-home suspension, contributing to reductions in behaviors related to student safety and well-being. Overall, these outcomes demonstrate that Action 2.4 has been effective in improving behavior, increasing student engagement, and strengthening school climate systems. However, with a portion of students still demonstrating limited SEL growth and variability across sites, continued focus is needed to strengthen Tier 2 and Tier 3 supports and ensure more consistent and equitable outcomes for all student groups.

**Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan:** This action was effective in improving engagement and communication. The Family Survey data shows increases in family satisfaction (94% to 96%), participation in decision-making (82% to 88%), and access to information (90% to 95%), demonstrating strong effectiveness in the area of Parent and Family Involvement. These improvements indicate that actions such as expanded communication tools, advisory council engagement, workshops, and culturally responsive outreach successfully increased family connection and access to the district. Additionally, these efforts contributed to improvements in school climate, with student sense of belonging increasing from 66% to 68% in grades 3–5 and from 30% to 36% in grades 6–12. While these gains reflect positive progress, variability in participation across sites and lower engagement at the secondary level suggest that the effectiveness of implementation was not consistent across all student groups, indicating a need for more targeted strategies to ensure equitable impact moving forward.

**Action 2.6-Deans and Elementary Assistant Principals:** The effectiveness of Action 2.6 was mixed, with evidence of improvement in several key areas related to school climate and student behavior, while chronic absenteeism remains an area requiring continued focus. According to the 2025 California School Dashboard, the district's chronic absenteeism rate increased from 24.1% in 2024 to 25.1% in 2025, indicating that the actions implemented under this goal have not yet resulted in measurable improvement in this indicator at the state level. However, more recent local data from Panorama (April 2026) shows a decrease in chronic absenteeism to 17%, suggesting that the systems and structures implemented through MTSS, including Closing the Gap plans, SART processes, and Solution-Based Teams, are beginning to have a positive impact. Suspension data indicates modest improvement. The district's suspension rate decreased from 3.3% in 2024 to 3.0% in 2025 according to the California School Dashboard, and current local data (April 2026, Panorama) shows the rate remaining stable at 3%. This suggests that PBIS implementation, behavior walks, and structured Tier 1 supports contributed to maintaining and slightly improving student behavior outcomes. School climate data also reflects positive trends. According to the Fall 2025 Panorama student survey, 68% of elementary students (grades 3–5) reported a favorable sense of belonging, representing a 2 percentage point increase from Fall 2024. At the secondary level, 36% of students (grades 6–12) reported a favorable sense of belonging, an increase from the baseline of 30%. These improvements suggest that efforts to build inclusive school environments and promote positive school culture through PBIS and site leadership structures are yielding incremental gains, particularly in student perception of belonging. Despite these improvements, disparities among student groups persist. Based on the 2025 California School Dashboard, the district was identified for Differentiated Assistance due to performance among Homeless students and students identifying as Two or More Races. Homeless students had a chronic absenteeism rate

of 49.3% in 2025; however, current local data (April 2026, Panorama) indicates improvement to 30%. Similarly, students identifying as Two or More Races had a chronic absenteeism rate of 25.8% in 2025, with current data showing a reduction to 21%. While these trends demonstrate progress, rates remain disproportionately high compared to the overall district. In addition, students identifying as Two or More Races had a suspension rate of 5.5% in 2025, with a slight improvement to 5% based on current data. This indicates that while behavioral supports are having some impact, further targeted interventions are needed to reduce disparities. Overall, Action 2.6 has been partially effective. The implementation of MTSS structures, PBIS systems, and site-based leadership supports has contributed to improvements in suspension rates and student sense of belonging, as well as recent reductions in chronic absenteeism. However, the increase in Dashboard-reported chronic absenteeism and persistent disparities among specific student groups indicate that continued refinement and targeted supports are necessary to achieve the desired outcomes.

**Action 2.7-Implement Equity Plan:** This action demonstrated promising effectiveness. There were improvements in several key indicators related to school climate, student behavior, and recent attendance outcomes, although persistent challenges remain, particularly in chronic absenteeism among specific student groups. According to the 2025 California School Dashboard, the district's chronic absenteeism rate increased from 24.1% in 2024 to 25.1% in 2025, indicating that, at the state reporting level, the actions implemented under the Equity Plan have not yet resulted in measurable improvement. However, more recent local data from Panorama (April 2026) shows a decrease in chronic absenteeism to 17%, suggesting that the district's investment in equity-focused systems, including MTSS alignment, Equity Task Force Teams, and targeted supports for student groups, is beginning to positively impact student attendance. Suspension data reflects modest improvement and stabilization. The district's suspension rate decreased from 3.3% in 2024 to 3.0% in 2025 according to the California School Dashboard, and current local data (April 2026, Panorama) indicates the rate remains at 3%. This suggests that professional development on cultural proficiency, trauma-informed practices, and tiered behavioral supports, along with expanded wellness resources and site-based coaching, contributed to maintaining improved behavioral outcomes. Student perception data further demonstrates positive impact. According to the Fall 2025 Panorama survey, 68% of elementary students (grades 3–5) reported a favorable sense of belonging, reflecting a 2 percentage point increase from Fall 2024. At the secondary level, 36% of students (grades 6–12) reported a favorable sense of belonging, an improvement from the baseline of 30%. These gains suggest that the Equity Plan's focus on culturally responsive practices, inclusive environments, and student-centered supports is contributing to improved school climate, particularly in fostering a sense of belonging. The implementation of the Equity Plan, including expanded professional development, increased coordination of equity initiatives, targeted supports for student groups, and strengthened MTSS systems, has contributed to improvements in student sense of belonging, stabilization of suspension rates, and recent reductions in chronic absenteeism. However, the increase in Dashboard-reported chronic absenteeism and ongoing disparities among student groups indicate that continued refinement, deeper implementation, and sustained focus on equity-driven strategies are necessary to achieve the intended outcomes.

**Action 2.8-Social Emotional Learning Curriculum:** The effectiveness of Action 2.8 was partially demonstrated through improvements in student perception of school climate and stable behavioral outcomes, though inconsistent implementation limited overall impact. According to the Fall 2025 Panorama survey, 68% of elementary students (grades 3–5) reported a favorable sense of belonging, a 2 percentage point increase from Fall 2024, while 36% of secondary students (grades 6–12) responded favorably, improving from a 30% baseline. Suspension rates also improved slightly, decreasing from 3.3% in 2024 to 3.0% in 2025 (California School Dashboard) and remaining stable at 3% based on April 2026 local data. These trends suggest that SEL curriculum and supports are contributing to improved school climate and behavior; however, low and inconsistent implementation, particularly at the secondary level, limited the extent of impact. Overall, this action was partially effective, with positive gains in belonging and behavior indicating progress, while highlighting the need for stronger and more consistent implementation to achieve greater outcomes.

**Action 2:9-Provide Social/Emotional Well-Being Support:** This action was moderately effective in making progress toward Goal 2. The district successfully maintained ERMHS services, counseling supports, crisis response, and special education compliance supports for students with the highest levels of need. The continued collaboration among Educational Therapists, School Psychologists, counselors, and site staff supported coordinated responses to student behavioral, emotional, and academic concerns. While staffing shortages limited expansion of broader Tier 1 and Tier 2 supports for general education students, the district continued to prioritize students requiring intensive services and maintained critical mental health supports. Overall, this action contributed positively to student access to services, school stability, and responsive intervention systems.

**Action 2.10-Student Enrichment Activities:** The effectiveness of this action is evidenced by positive feedback from students and families and strong participation in enrichment opportunities, particularly among African American students. Enrichment activities such as Black History Month celebrations, Legacy of Kings and Queens events, and student recognition ceremonies were well attended and positively received, contributing to increased student engagement and a stronger sense of connection to school. Feedback from participants indicated that these activities fostered a sense of belonging, cultural pride, and community. Additionally, college field trips supported increased awareness of postsecondary opportunities. While these outcomes suggest that the action was effective in promoting engagement and inclusivity, continued efforts are needed to ensure consistent participation across all targeted student groups and to more systematically measure the impact of these activities on student outcomes. Overall, this action was effective in enhancing student and family engagement and supporting a positive school climate.

**Action 2.11-Positive Culture/Climate and Safety:** Based on the 2025 California School Dashboard and local data, SJUSD's implementation of Action 2.11 has been moderately to highly effective in improving school climate and reducing severe disciplinary outcomes, while demonstrating mixed effectiveness in addressing disparities among student groups. Panorama student survey (Fall 2025) data indicates increased student sense of belonging (66% to 68%) in grades 3–5 and (30% to 36%) in grades 6–12, reflecting improved student connectedness, particularly at the secondary level. Suspension rates showed partial improvement (3.1% to 3.0%); 3.4% year-to-date), with notable reductions for English Learners (3.0% to 2.3%) and Students with Disabilities (5.7% to 4.3%); however, disparities persist for African American students (7.4%). Expulsions decreased significantly (12 to 1 year-to-date), demonstrating strong effectiveness in reducing severe disciplinary outcomes. Chronic absenteeism also improved (32.4% to 25.1%), though rates remain disproportionately high for Homeless Youth (49.3%) and Students with Disabilities (32.1%). Overall, Action 2.11 has been effective in improving school climate and reducing severe outcomes, but only partially effective in achieving equitable results across all student groups, indicating a need for more targeted and differentiated strategies moving forward.

**Action 2:12-District Nurses:** This action was moderately effective in improving school climate and partially effective in reducing chronic absenteeism.

Panorama data shows generally positive climate perceptions, especially in grades 3–5 (64% favorable), while grades 6–12 report lower favorable ratings (41%), indicating a need for stronger secondary support. Chronic absenteeism improved from 32.4% to 25.1%, but remains high for Students with Disabilities (32.1%) and Homeless Youth (49.3%). Student surveys indicate absences are primarily due to short-term illness (cold/flu) and chronic conditions (e.g., asthma, diabetes, seizures), confirming alignment of health supports to student needs. Overall, SJUSD has strengthened coordinated health systems and staff capacity, contributing to improved climate and attendance. However, inconsistent outcomes across student groups and lower secondary climate ratings indicate a need for expanded, targeted support to achieve more equitable results.

Action 2.13-Activities to promote inclusivity of SWD: This action was effective in making progress toward Goal 2. Increased attendance at SEPAC meetings and family events reflected stronger family engagement, improved communication, and increased awareness of district programs and supports. Families were provided meaningful access to information related to special education services, behavior supports, district initiatives, and parent voice opportunities. Inclusive events such as Unified Field Day promoted belonging, peer connection, and positive visibility of Students with Disabilities in public-facing district events. Overall, these efforts strengthened family partnerships and supported the district's goal of building inclusive school communities where all students feel connected and valued.

Action 2.14-Public Information Officer: The effectiveness this action is demonstrated by significant increases in communication reach, engagement, and overall family satisfaction. Implementation of the district's communication plan resulted in 98.8% of families being contactable through Parent Square, with 85% connected via email, 19% opting into text messaging, and 44% receiving app notifications, indicating strong access to communication platforms. Social media metrics also reflect increased engagement, with Facebook reaching 1,083 million users (a 24.7% increase from 2024) and achieving a 22.77% engagement rate, while Instagram reached 275,000 users (a 28.1% increase from 2024) with a 6% engagement rate. Panorama Family Spring 2026 Survey data further supports effectiveness, with 96% of family members reporting satisfaction with their child's school experience (up from a 94% baseline in 2023-24), 88% indicating they were asked or encouraged to participate in advisory groups or decision-making (an increase from 82% in 2023-204), and 95% responding favorably that the school provides information about programs and resources (an increase from a 90% baseline in 2023-24). These data suggest that the communication plan has been effective in expanding access to information, increasing engagement opportunities, and strengthening school-family connections. However, variability in how families engage across platforms indicates a continued need to strengthen two-way communication and ensure deeper, more meaningful participation. Overall, this action was effective in improving communication systems and family engagement outcomes, while highlighting opportunities for continued growth.

Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR):The effectiveness of Action 2.15 is demonstrated by positive improvements in academic performance, attendance, behavior, and social-emotional outcomes for ninth-grade students. San Jacinto High School was recognized as a BARR School of Excellence, indicating strong implementation and impact of the program. Academic data shows that 43% of ninth-grade students achieved a 3.0 GPA or higher at Semester 1, and failure rates decreased from 51% to 48% compared to the previous year, reflecting improved academic outcomes. Attendance outcomes also improved significantly, with chronic absenteeism decreasing from 24% to 13%. Behavioral data indicates a decrease in suspensions compared to the prior year, suggesting improved student behavior and engagement. Additionally, Fall 2025 SEL student survey results showed improvement across all indicators, demonstrating growth in students' social-emotional skills and sense of connection. These outcomes suggest that the BARR program has been effective in supporting student success through integrated academic, behavioral, and social-emotional supports. Overall, this action was effective in improving key student outcomes, while continued implementation will be important to sustain and build on these gains.

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.

Metric 2.7- data source was changed from Schoolzilla to Panorama for 2025-26. We no longer have a contract with Schoolzilla. The data source for metric 2.7 was added to year 1 and year 2.

**Action 2.1-Implement a Multi-Tiered Attendance Plan:** In 2026-27, the action description was modified to remove the Principal on Special Assignment position, and add the Coordinator of Student Support. Additionally, SJUSD added a contract with the Schools PLP to support temporary Independent Studies, and added funds to pay for participation in the RAISE collaborative, which will enable the "change package" to reduce chronic absenteeism to be spread across all school sites. The action description was also modified to include providing targeted support to sites and student groups identified in the lowest performance level (red) based on the 2025 CA Dashboard.

Based on analysis of implementation and outcome data, SJUSD will refine actions in 2.1 to strengthen effectiveness, equity, and consistency while maintaining the goal of reducing chronic absenteeism. Although rates increased slightly from 24.1% to 25.1% (2025 CA Dashboard), the District will adjust targets to accelerate improvement and address disparities among student groups. SJUSD will shift to a more outcomes-driven approach, strengthening monitoring of intervention effectiveness and adjusting supports as needed. Targeted support will be intensified for student groups in the red (lowest performance level), including Students with Disabilities, African American students, and English Learners, Homeless students, and students with Two or More Races. SJUSD will differentiate support across sites, prioritizing schools with the highest absenteeism and limited progress, and strengthen accountability through coaching and monitoring. Prevention efforts will be expanded by refining Tier 1 and Tier 2 strategies, reducing reliance on Tier 3 interventions. The District will continue expanding the RAISE initiative, scaling out the five foundational practices, enhance data use (including real-time and qualitative data), and improve alignment through organizational changes and site-specific attendance support. These refinements aim to ensure more consistent, equitable reductions in chronic absenteeism and improved outcomes for all students. Additionally, SJUSD will align climate efforts with attendance strategies through targeted outreach and strengthened Temporary Independent Study processes, including continued partnership with Schools PLP. Professional learning will include structured follow-up and a focus on equity and culturally responsive practices.

**Action 2.2-Implement a Comprehensive School Counseling Program:** Based on implementation and effectiveness data, SJUSD will maintain the overall structure of the comprehensive school counseling program while refining targeted supports, particularly at the elementary and middle school levels. At the high school level, the district will continue effective practices such as "F" Talks, CBC Talks, RESTART credit recovery, financial aid workshops, and small group interventions. To address chronic absenteeism at the elementary and middle school level, SJUSD will intensify Tier 2 and Tier 3 supports, including Check-In/Check-Out, small groups, and individualized attendance plans, while implementing the Five Foundational Practices from RAISE which will increase collaboration with site teams and families. The district will also enhance Tier 1 SEL curriculum throughout the district and ensure consistent implementation to further improve student connectedness. Across all grade spans, data-driven practices will be strengthened through refined student identification criteria and more frequent data review cycles to better align supports with student needs. The budgeted amount for this was modified to include adding a school counselor at San Jacinto High School which was previously listed in action 2.15 as the BARR School Counselor. Changes to this action also include not funding the District TK-12 Lead School Counselor, the action description was modified to reflect this change. Additionally, schools and student groups in the red for chronic absenteeism were added in the action description.

**Action 2.3-Provide Additional Support for Foster Youth/McKinney Vento Students:** Based on effectiveness data, SJUSD will continue implementation of targeted case management, student check-ins, and interagency coordination while refining supports to further reduce chronic absenteeism and suspension rates. SJUSD will intensify Tier 2 and Tier 3 interventions by targeting school sites with the highest rates of chronic absenteeism and suspensions among Foster Youth and McKinney-Vento students. This will include expanded individualized attendance plans, increased frequency of progress monitoring, and enhanced collaboration with site teams, families, and external agencies. In response to the district being identified for Differentiated Assistance for McKinney-Vento students, SJUSD will strengthen family engagement and support systems. This includes increasing outreach, improving access to resources, and enhancing coordination with

families to address barriers to attendance and student success. Additionally, SJUSD will strengthen site-specific data analysis and accountability structures to ensure timely identification of students in need and more responsive intervention. These refinements are intended to sustain reductions in absenteeism and disciplinary outcomes while improving student engagement and school connectedness, particularly at sites demonstrating the greatest need. The action description was modified to note that SJUSD is in Differentiated Assistance for McKinney Vento students based on the 2025 California Dashboard.

**Action 2.4-Provide Tiered Behavior Supports:** Based on analysis of implementation and outcome data, SJUSD will refine Action 2.4 to improve equity, consistency, and effectiveness of tiered behavior and SEL supports. Due to budget constraints, Tier 3 teacher positions and the PBIS TOSA position will be removed from this action, requiring sites to identify alternative methods to sustain Tier 3 supports and PBIS implementation. The action description was modified to note the removal of these positions. This shift will present challenges in maintaining consistency and coaching; therefore, site administrators and designated PBIS Leads will take on a greater role in supporting PBIS systems. District administrators will work closely with site teams to develop a clear plan, provide guidance, and establish structures to sustain PBIS and tiered supports with fidelity. To strengthen Tier 3 supports, the district will prioritize earlier identification of students, particularly incoming 6th graders, shift from reactive to proactive interventions, and prevent the development of entrenched behaviors. SJUSD will also improve data practices by separating attendance-related behaviors (e.g., tardies and truancy) from discipline data to ensure accurate reflection of behavior severity and type, while expanding attendance-focused interventions such as goal-setting, incentives, and contracts to address chronic absenteeism. To improve overall system effectiveness, SJUSD will increase teacher collaboration and buy-in by providing clearer expectations and support for restorative practices, relationship-building strategies, and in-class interventions prior to student removal, while increasing consistency across Tier 1 and Tier 2 practices through coaching, professional learning, and monitoring systems. The district will expand optional family engagement opportunities focused on supporting student success, building consistent home-school language, and strengthening communication and alignment. Academic interventions will be more intentionally linked to attendance by connecting supports to measurable goals, incentives, and structured progress monitoring aligned to academic outcomes. Additionally, SJUSD will build on successful SEL practices by incorporating goal-setting connected to student interests and future planning, while maintaining regular check-ins and adding more structured SEL progress monitoring. The district will continue Tiered Support Staff PLCs and address identified areas for growth by increasing the use of SEL curriculum lessons, collecting formal feedback from educational partners, and strengthening follow-up systems for students exiting SSR. These refinements are intended to strengthen early intervention, improve alignment of supports, and ensure more consistent and equitable outcomes in behavior, attendance, and student engagement across all sites.

**Action 2.5-Implement a Comprehensive Parent/Family Engagement Plan:** SJUSD will refine parent and family engagement actions to improve equity, consistency, and overall effectiveness. To better align resources, the Coordinator of Student Support position will be moved to Action 2.1 to strengthen the district's focus on reducing chronic absenteeism and increasing alignment between engagement and attendance efforts, this is reflected in the modification of the action description. The district will strengthen targeted engagement for unduplicated student groups through focused outreach, small-group engagement, and expanded community partnerships, while improving consistency across sites through clearer expectations, coaching, and monitoring systems. To address lower participation at the secondary level, SJUSD will expand secondary-specific engagement opportunities and enhance Parent/Guardian University by increasing workshops aligned to district goals. Additionally, the district will increase coordination of the master calendar system across sites and increase the number of meetings offered in hybrid formats based on parent/guardian feedback to improve access and participation. Communication will continue to be enhanced through multilingual supports and two-way tools, while data monitoring will be strengthened using multiple measures to guide continuous improvement and ensure more equitable outcomes.

**Action 2.6-Deans and Elementary Assistant Principals:** Based on the analysis of implementation and effectiveness, SJUSD will make several strategic adjustments to strengthen the impact of Action 2.6, particularly in addressing chronic absenteeism and improving outcomes for disproportionately impacted student groups. First, SJUSD will expand and scale out the implementation of the Foundational Practices from the RAISE Collaborative across all school sites. These practices will be integrated into existing Multi-Tiered System of Support (MTSS) and PBIS structures to ensure a more consistent and culturally responsive approach to improving student engagement, attendance, and school climate. Site administrators will receive additional support and guidance to ensure these practices are implemented with fidelity and aligned to site-based needs, particularly for student groups identified for Differentiated Assistance. Due to the reduction of the PBIS Teacher on Special Assignment (TOSA), Deans and Assistant Principals will take on an increased leadership role in monitoring and ensuring the consistent implementation of PBIS strategies. This will include more frequent behavior walks, ongoing facilitation of PBIS and Solution-Based Teams, and closer monitoring of Tier 1 practices to ensure consistency across classrooms and school sites. Additionally, SJUSD will increase the frequency and consistency of Student Attendance Review Team (SART) meetings, as these have demonstrated effectiveness in improving attendance outcomes. Sites will be expected to implement more proactive and timely SART processes, particularly for students identified as chronically absent or at risk of becoming chronically absent, including targeted outreach to families of Homeless students and other disproportionately impacted groups. To address persistent disparities, SJUSD will refine and strengthen Closing the Gap plans by incorporating more targeted strategies aligned to the needs of student groups with the highest rates of chronic absenteeism and suspension, including Homeless students and students identifying as Two or More Races. These plans will be more closely monitored for implementation and impact throughout the year. The action description was modified to include schools and student groups in the red for chronic absenteeism reflective of the 2025 CA Dashboard.

**Action 2.7-Implement Equity Plan:** Based on the analysis of implementation and effectiveness, SJUSD will make structural and strategic adjustments to Action 2.7 to improve coherence and sustainability of equity-focused efforts. Beginning in the 2026–27 LCAP, Action 2.7 will be removed as a standalone action and funded through an alternative funding source. This shift is intended to streamline the LCAP by reducing redundancy and ensuring that equity-focused work is more fully integrated across multiple goals and actions rather than isolated within a single action. Core components of this work, including professional development, MTSS alignment, and targeted student supports, will continue to be implemented and embedded within other actions aligned to Goal 2. In addition, the role of the Director of Equity & Access will be modified to expand its focus on advancing students' social-emotional well-being and strengthening community engagement. This expanded scope will include deeper alignment of social-emotional supports within MTSS, increased collaboration with school sites to enhance wellness-centered practices, and intentional engagement with families and community partners to support student success. SJUSD will continue to prioritize culturally responsive practices, targeted supports for disproportionately impacted student groups, and the coordination of equity-focused initiatives through existing site and district structures, including Equity Task Force Teams and professional learning systems. By embedding this work across the system and refining leadership roles, the district aims to improve implementation coherence, increase impact, and more effectively address identified disparities in student outcomes. Assistant Principal positions at the secondary level will be added to this action in 2026-27. The action title and description was modified to reflect this change.

**Action 2.8-Social Emotional Learning Curriculum:** Based on the analysis of implementation and effectiveness, SJUSD will make targeted adjustments to strengthen the consistency and integration of Social Emotional Learning (SEL) across all school sites. The district will not renew purchases for Second Step or Character Strong, as current contracts extend through the end of the 2026–27 school year; instead, the focus will shift to maximizing the use and fidelity of existing resources. To address inconsistent implementation, particularly at the secondary level, SJUSD will prioritize embedding SEL-focused professional development into existing professional learning opportunities rather than offering stand-alone trainings. This approach will support stronger integration of SEL practices into daily instruction as part of Tier 1 supports

within the Multi-Tiered System of Support (MTSS). Additionally, site leaders will be expected to more closely monitor implementation and ensure that SEL instruction is consistently delivered across classrooms. These changes are intended to improve coherence, increase staff capacity, and ensure that SEL practices are more effectively integrated into instructional routines, resulting in improved student outcomes in school climate and behavior. Because the SEL curriculum was a multiple year contract in the previous year the amount in this action item is reduced to reflect that.

**Action 2:9-Provide Social/Emotional Well-Being Support:** To strengthen the effectiveness of this action, the district will continue efforts to recruit and retain qualified mental health staff and improve coordination among Educational Therapists, School Psychologists, Counselors, and Community partners. The district will also expand proactive social-emotional learning supports, improve data collection systems to better monitor outcomes, and increase consultative services designed to support earlier intervention through MTSS structures. These refinements are intended to improve student access to services and restore broader support capacity.

**Action 2.10-Student Enrichment Activities:** SJUSD will refine Action 2.10 to strengthen alignment, consistency, and impact of student enrichment activities. Moving forward, the district will expand successful engagement strategies, particularly those that resulted in strong participation among African American students, to ensure similar opportunities and increased participation for Native American and Latino students. SJUSD will also implement more structured processes for collecting and analyzing student and family feedback to better measure the impact of enrichment activities on student engagement and school climate. Additionally, efforts will be made to more intentionally align enrichment activities with district goals and measurable outcomes, including connections to attendance and sense of belonging. SJUSD will continue to collaborate with educational partners to guide planning and ensure activities remain culturally responsive and relevant. The Youth Empowerment Symposium (YES) will be added to this action item which will enable high school student ambassadors to increase connectedness by implementing these student led events. These changes are intended to improve coherence, equity of access, and the overall effectiveness of enrichment efforts across all student groups. Changes were made to the action description to include the Youth Empowerment Symposium.

**Action 2.11-Positive Culture/Climate and Safety:** Based on analysis of implementation and outcome data, SJUSD will refine Action 2.11 to improve equity, consistency, and effectiveness of school climate and safety efforts. Despite overall improvements, disparities persist for African American students, Homeless students, students with Two or More Races and Students with Disabilities. The District will strengthen targeted supports through increased collaboration, use of disaggregated data, and more coordinated student services. To address inconsistent implementation across sites, SJUSD will establish clearer expectations, strengthen monitoring systems, and provide ongoing coaching and professional development, including Non Violent Crisis Intervention/De-escalation trainings, with regular site check-ins to ensure implementation fidelity. The District will expand preventative and restorative practices, building on reductions in expulsions, by increasing the use of PBIS, restorative strategies, and early interventions. To further improve school climate, SJUSD will expand student engagement opportunities, particularly at the secondary level where sense of belonging, while improving, remains lower than elementary levels. These changes are intended to ensure more consistent and equitable improvements in school climate, attendance, and discipline outcomes across all student groups. The action description was modified to include schools and students in the red for suspensions based on the 2025 CA Dashboard. Funding the School Resource Officer's contract will be added to this action in the 2026-27. The action description was modified to include this.

**Action 2:12-District Nurses:** Based on analysis of implementation and effectiveness, including California School Dashboard data, Panorama results, and student-reported health-related absences, SJUSD will refine this action to improve attendance, school climate, and equitable

access to health supports. SJUSD will expand staff training opportunities by providing pre-scheduled training prior to the school year to avoid conflicts and increase participation, along with pre-scheduled make-up sessions to ensure all staff receive required training. Training will include support for managing short-term illnesses (cold/flu) and chronic conditions (asthma, diabetes, seizures) identified as primary causes of absenteeism via student anonymous surveys. To address persistent chronic absenteeism (25.1% overall; higher for Students with Disabilities at 32.1% and Homeless Youth at 49.3%), SJUSD will strengthen coordination between district nurses, attendance teams, and site staff, and provide targeted outreach and case management for high-need student groups. The district will also improve consistency of implementation across sites by strengthening integration of health supports within MTSS and increasing site-based support. Additional focus will be placed on secondary schools, where school climate is less favorable (41% favorable), by expanding student wellness supports and engagement strategies. Finally, SJUSD will continue to use Dashboard data, Panorama data, and student feedback to monitor progress and adjust services to ensure more consistent and equitable outcomes.

Action 2.13-Activities to promote inclusivity of SWD: To strengthen the impact of this action, the district will continue expanding SEPAC programming through regular meetings, family socials, and parent education opportunities responsive to family feedback. The district will also continue inclusive events such as Unified Field Day and explore additional opportunities for peer inclusion, student leadership, and community participation for Students with Disabilities. Increased use of surveys and participation data will be implemented to better evaluate family engagement and guide future programming. These refinements are expected to deepen family partnerships and further support inclusive learning environments.

Action 2.14-Public Information Officer: Based on the analysis of effectiveness, SJUSD will refine Action 2.14 to strengthen two-way communication and deepen meaningful family engagement. While communication reach and satisfaction rates are high, SJUSD will focus on increasing interactive engagement by expanding opportunities for families to provide input and participate in decision-making processes. The district will strengthen two-way communication systems and increase advertisement and outreach for Parent Advisory Councils to ensure broader awareness and participation across all student groups. Additionally, SJUSD will analyze communication platform usage to improve engagement strategies, particularly for families less connected through text messaging and app notifications. Efforts will also continue to ensure communication is consistent, culturally responsive, and accessible. These changes are intended to move beyond information sharing toward more active family participation, strengthening partnerships between schools and the community, and further supporting Goal 2 outcomes.

Action 2.15-Support Implementation of the Building Assets and Reducing Risks (BARR): SJUSD will modify this action by moving the "BARR" School Counselor position to action 2.2 which enables all school counselors to be listed in action 2.2. The school counseling team at San Jacinto High School will support the BARR program. The action description was updated to reflect this change.

**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      | Implement a Multi-Tiered Attendance Plan | <p>The District will fully implement a comprehensive multi-tiered attendance plan throughout SJUSD by doing the following:</p> <p>1)Funding a Coordinator of Student Support who will oversee the development of the comprehensive multi-tiered attendance plan throughout the district inclusive of launching of a district-wide attendance campaign at the beginning of the school year to emphasize the importance of regular school attendance for academic success and overall well-being.</p> <p>2)Funding District Attendance Specialist who will provide intensive attendance support to students, families and sites. They will provide training to site attendance clerks and administrators who oversee School Attendance Review Team meetings.</p> <p>3)Fund District Attendance Incentives and Awards which will enhance school-level supports and incentives to encourage attendance.</p> <p>4) Fund the Attention to Attendance Contract (A2A) and a contract with Schools PLP. The A2A will strengthen data tracking and monitoring systems to assess progress and inform decision-making. Regularly monitor and evaluate the effectiveness of the attendance campaign and associated interventions in reducing chronic absenteeism rates. This contract will enable all sites to progress monitor specific student groups that are in the red for chronic absences. The contract with Schools PLP will help strengthen the system of support for temporary Independent Studies for elementary students.</p> <p>5)Fund participation in the RAISE collaborative which will enable sites to implement a change package that is consistent across the district to decrease chronic absenteeism.</p> <p>The positions in this action will continue to provide support to Estudillo Elementary and their Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, and White students as they were in the red (lowest performance) for Chronic Absenteeism based on the 2023 CA Dashboard. Additionally, this action will support moving SJUSD homeless and Asian students out of the red</p> | \$868,885.00 | Yes          |

| Action # | Title                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds    | Contributing |
|----------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                           | <p>performance level for chronic absenteeism based on the 2023 CA Dashboard.</p> <p>Based on the 2025 CA Dashboard, the positions will provide targeted support at all schools to assist in moving Homeless students and students with Two or More Races out of Differentiated Assistance for Chronic Absenteeism. Additionally, support will be provided to the following student groups in SJUSD who were in the red for chronic absenteeism: English Learners, Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged students, Students With Disabilities, and Hispanic students. Targeted support will also be provided to the following schools who the lowest performance level (red) in Chronic Absenteeism rates: Monte Vista Middle School, North Mountain Middle School, San Jacinto Technology Institute, Megan Cope Elementary School, Record Elementary School, and San Jacinto Elementary School. Additionally, the sites will be given support to reduce the chronic absenteeism rates for the following student groups at each of the identified schools: San Jacinto Technology Institute (Hispanic and Socioeconomically Disadvantaged students), Monte Vista (African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students and Students With Disabilities), North Mountain Middle School (African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, students with two or more races, Socioeconomically Disadvantaged students, Students With Disabilities, and White students. Megan Cope Elementary School (African American students, Hispanic students, Socioeconomically Disadvantaged students, and Students With Disabilities.) DeAnza Elementary School (English Learners and Hispanic students). Edward Hyatt World Language Academy (English Learners), Park Hill Elementary School (Homeless students and Students With Disabilities). Record Elementary School (English Learners and Hispanic students). San Jacinto Elementary School (English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students With Disabilities).</p> |                |              |
| 2.2      | Implement a Comprehensive | School counselors will implement a data driven comprehensive school counseling program following the American School Counselor Association                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$3,564,294.00 | Yes          |

| Action # | Title                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Funds | Contributing |
|----------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          | School Counseling Program | <p>Model that focuses on a Multi-Tiered, Multi-Domain System of Supports for the academic, behavior, and social/emotional domains.</p> <p>1)Funding elementary and middle school counselors will enable school counselors to implement targeted interventions to support students at risk of chronic absenteeism and support student social/emotional well-being. Through this action elementary and middle school counselors will create a Closing the Gap plan to reduce chronic absenteeism with student groups that are in the red (lowest performance).</p> <p>Based on the 2025 CA Dashboard data elementary and middle school counselors will provide targeted supports to Homeless students and students with Two or More Races to help move these student groups out of Differentiation Assistance. Targeted supports will be provided to the following student groups and schools that were in the red (lowest performance) for chronic absenteeism: English Learners, Long-Term English Learners, Foster Youth, Socioeconomically Disadvantaged students, Students With Disabilities, and Hispanic students. Monte Vista Middle School (African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students With Disabilities), North Mountain Middle School (African American students, English Learners, Hispanic students, Homeless students, Long-Term English Learners, students with two or more races, Socioeconomically Disadvantaged students, Students With Disabilities, and White students), Megan Cope School (African American students, Hispanic students, Socioeconomically Disadvantaged students, and Students With Disabilities), Record Elementary School (English Learners, Hispanic students, Socioeconomically Disadvantaged, Students With Disabilities). The following student groups will be provided targeted support: DeAnza Elementary (English Learners and Hispanic students), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary School (Homeless students and Students With Disabilities), San Jacinto Elementary School (English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students With Disabilities). This action will also support moving students with two or more races out of the red performance level for suspensions.</p> |             |              |

| Action #   | Title                                 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total Funds  | Contributing |
|------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                       | <p>Elementary School Counselors will continue to support and progress monitor the student groups who were in the red based on the 2023 CA Dashboard. This includes African American students at Record, Multiple Race students at DeAnza Elementary, White students at Megan Cope; English Learners, Students With Disabilities, African American students, and White students. Additionally, the elementary and middle school counselors will develop a closing the gap plan at all schools for Homeless students to assist in keeping the Homeless students out of the red performance level for chronic absenteeism and exit Differentiated Assistance. This action also enables Elementary and Middle School Counselors to provide support to SJUSD Homeless and Asian students to help move them out of the red performance level for chronic absenteeism based on the 2023 CA. Dashboard.</p> <p>2)Funding high school counselors, including the SJHS Lead Counselor will enable the implementation of early intervention programs to identify students at risk of not graduating and/or at risk of not meeting A-G requirements. School counselors will create interventions/closing the gap plans for specific student groups (African American, English Learners, Foster Youth, Homeless, and Students with Disabilities).Through this action SJUSD will increase high school graduation rates, ensuring inclusivity and support for students that have opportunity gaps, by implementing targeted interventions and systemic improvements. Funding high school counselors will provide targeted support in moving English Learners, Homeless, and Native students at San Jacinto High School out of the red (lowest performance) for suspensions and in moving Students With Disabilities out of the red for graduation rates based on 2023 CA Dashboard. High School counselors will also support moving Homeless students and students with two or more races out of Differentiated Assistance based on the 2025 CA Dashboard.</p> <p>3)Funding a classified clerical staff at SJHS to support school counselors and assist in developing a comprehensive school counseling program and in connecting students to interventions/resources.</p> |              |              |
| <b>2.3</b> | Provide Additional Support for Foster | SJUSD will provide additional support to Foster Youth students by funding the following positions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$226,242.00 | No           |

| Action # | Title                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds  | Contributing |
|----------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|          | Youth/McKinney Vento students             | <p>1) Fund a District Foster Youth Counselor who will implement targeted support/interventions, case management, and progress monitoring for foster youth students at risk of chronic absenteeism, behavior concerns, and support student well-being.</p> <p>2) Fund a full time Foster Youth/McKinney Vento Parent Family Liaison who will connect students and families to resources and support.</p> <p>*This action will support moving SJUSD Homeless students out of the red performance level for Chronic Absenteeism and English Language Arts. Additionally, this action will provide support to Monte Vista Middle School who has Homeless students in the red for Chronic Absenteeism and Suspension rates. This action will support Homeless students at North Mountain Middle School and Park Hill Elementary School who are in the red for Chronic Absenteeism. (Based on 2025 CA Dashboard)</p>                                                                                                                                                                 |              |              |
| 2.4      | Implement Tiered Behavior and SEL Support | <p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student behaviors in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:</p> <p>1)Fund Student Success Room (SSR)Teachers who will provide an alternative to the suspension program designed to support student behavior and social emotional learning. This program will implement restorative approaches to address conflicts and incidents of misbehavior, focus on repairing harm, building relationships, and promoting accountability through processes such as restorative circles, restorative conferences and/or peer mediation.</p> <p>2)Funds to support tiered behavior supports (PBIS), including materials for sites to implement structured recess/lunch activities.</p> <p>3)Provide multiple training sessions for teachers and staff that focus on reframing behavior and de-escalation strategies using the model from Crisis Prevention Intervention.</p> | \$562,391.00 | Yes          |

| Action #   | Title                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total Funds    | Contributing |
|------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| <b>2.5</b> | Implement a Comprehensive Parent/Family Engagement Plan | <p>SJUSD will implement a comprehensive plan that is culturally responsive to increase parent/family engagement aimed at fostering stronger connections between schools, parents/guardians, family, and the community. The following actions are components of the comprehensive plan:</p> <p>1)Funding a Student Support Secretary will support communication of parents/ families, and implementation of the parent engagement plan.</p> <p>2)Funding the Family and Community Engagement Specialist will help develop and implement the parent/family engagement plan and facilitate community events, assist with parent advisory councils, and provide training to support staff in engaging parents/families.</p> <p>3)Funding the site Family/Community Liaisons will assist in implementing the school site's parent/family engagement plan, organize parent education workshops and family engagement events.</p> <p>4)Funding a District Translator will ensure that SJUSD provides translation services to non-English speaking parents/guardians.</p> <p>5)Providing funds to support parent advisory council meetings will support the implementation of the parent advisory councils.</p> <p>6)Implement Parent/Guardian University.</p> <p>7)Provide communication tools for parent/family engagement such as zoom and google meets.</p> <p>8)Provide new parents/families support during the enrollment process and connect families to district resources and supports by funding the Enrollment Center Supervisor, Enrollment Secretary, and Enrollment Technicians.</p> | \$1,981,937.00 | Yes          |
| <b>2.6</b> | Deans and Assistant Principals                          | The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$3,428,967.00 | Yes          |

| Action # | Title                                                                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds | Contributing |
|----------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |                                                                                  | <p>in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:<br/>Through a Multi-Tiered System of Support Deans and Assistant Principals will help establish a positive and inclusive school culture that promotes respect, empathy, and belonging for all students. Deans and Assistant Principals will ensure that solution based teams function and that components of PBIS are implemented at each site.</p> <p>Additionally, the Assistant Principals will oversee the Site Equity Task Force Teams and design a closing the gap plan to help move student groups out of the red in the area of suspensions and in chronic absenteeism for Homeless students. Specifically, the following sites will develop a closing the gap plan for reducing suspensions: Park Hill--Students With Disabilities and Multiple Races; Record Elementary--African American Students; San Jacinto Elementary School--Students With Disabilities and African American students based on the 2023 CA Dashboard. This action will support the following sites who have been identified in the red for Chronic Absenteeism based on the 2025 CA Dashboard: Monte Vista Middle School, North Mountain Middle School, Megan Cope Elementary School, Record Elementary School, San Jacinto Elementary School. This action will help move Homeless students and students with Two or More Races out of Differentiated Assistance.</p> |             |              |
| 2.7      | Implement Equity Plan<br>(This action will not be included in the 2026-27 plan.) | <p>This action is not included in the 2026-27 LCAP.<br/>The District will fully implement an Equity Plan by doing the following:</p> <p>1) Fund a Director of Equity &amp; Access who will assist in planning, developing, implementing, and facilitating the district's equity plan, as well as provide training and coordination of equity initiatives. The director will provide support to school sites in the implementation of MTSS, the Equity Task Force teams closing the gap plans, and provide training on cultural proficiency and culturally relevant school practices that are reflective of the diversity of SJUSD. This position will provide leadership and consultation for the development of the Local Control Accountability Plan (LCAP)-SJUSD's Equity Plan, ensuring that the plan is operationalized.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | \$0.00      | No           |

| Action # | Title                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds | Contributing |
|----------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |                                      | <p>2)Fund the administrative secretary of the Director of Equity &amp; Access who will provide support to the department and school sites in implementing the district's Equity plan.</p> <p>3)Provide professional development and coaching on cultural proficiency.</p> <p>This action will enable the Director of Equity to provide support and coaching to the Equity Task Force Teams that have student groups in the red for suspensions and chronic absenteeism. This includes the following schools for chronic absenteeism: Estudillo Elementary--Socio-Economically Disadvantaged students, English Learners, Students With Disabilities, African American students, White students; Megan Cope, White Students; DeAnza--Multiple Races; Record Elementary-African American students. And the following schools for suspensions: Record Elementary-African American students, Park Hill Elementary-Students With Disabilities and Multiple Races; San Jacinto Elementary-Students With Disabilities and African American students; San Jacinto High School-English Learners, Homeless students, and American Indian students (2023 CA Dashboard). This action will provide support to Monte Vista for having Homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With Disabilities at San Jacinto Elementary who were at the red performance level for chronic absenteeism based on the 2024 CA Dashboard.</p> |             |              |
| 2.8      | Social Emotional Learning Curriculum | <p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student social emotional well-being in schools to meet the diverse needs of students while fostering a positive school climate by doing the following: SEL curriculum will be implemented and will teach students the essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision making. As part of the Quality First Instruction, the SEL curriculum will be integrated into daily instruction and provide opportunities for students to practice and apply these skills in various contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$3,000.00  | Yes          |

| Action # | Title                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total Funds    | Contributing |
|----------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|          |                                             | <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student (2023 CA Dashboard). This action will provide support to Homeless students and students with Two or More Races to help move them out of Differentiated Assistance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |              |
| 2.9      | Provide Social/Emotional Well-Being Support | <p>The District will fully implement a comprehensive, culturally responsive, and inclusive Multi-Tiered System of Support to address student social emotional well-being in schools to meet the diverse needs of students while fostering a positive school climate by doing the following:</p> <p>1) Funding Educational therapists will provide targeted and intensive support for social/emotional/behavior. Educational therapists are contributing members of the Solution Based Teams, provide case management, coordination of services, provide Educational Related Mental Health Services and are members of the Crisis Response Team.</p> <p>2) Funding school psychologists will provide support for social/emotional/behavior. The school psychologists are contributing members of the Solution Based Teams.</p> <p>This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student (2023 CA Dashboard). This action will provide support to Monte Vista Middle School for having Homeless students in the red for suspension, North Mountain Middle School for having white students in the red for suspensions, and San Jacinto High School for having African American students in the red for suspensions based on 2024 CA Dashboard, as well as provide support to Students With</p> | \$3,672,562.00 | Yes          |

| Action #    | Title                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds    | Contributing |
|-------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|             |                                     | Disabilities at San Jacinto Elementary who were at the red performance level for chronic absenteeism based on the 2024 CA Dashboard.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |              |
| <b>2.10</b> | Student Enrichment Activities       | <p>This action will enable SJUSD to develop enrichment activities to support African American, Native Students, and Latino Students and Family Engagement. This action will also include supporting the Youth Empowerment Symposium and student ambassadors.</p> <p>This action will help support school sites who are identified for having African American, Native, and Latino students in the red performance level for suspensions, chronic absenteeism, English Language Arts, and mathematics. Sites include Record Elementary, Estudillo Elementary, Monte Vista Middle School, North Mountain Middle School, Park Hill Elementary, San Jacinto Elementary, and San Jacinto High School (2023 CA Dashboard). This action will help support any African American, Latino, and Native student groups who were identified in the red performance level on the 2025 CA Dashboard.</p>                                                                                                                                                                                                                                    | \$97,000.00    | No           |
| <b>2.11</b> | Positive Culture/Climate and Safety | <p>This action will support the District in fostering a positive school culture/climate and increase school safety measures by doing the following:</p> <ol style="list-style-type: none"> <li>1) Fund a Safety and Security Supervisor who will assist sites in developing and implementing a comprehensive safety plan which is inclusive of creating a positive school culture and climate.</li> <li>2) Fund Campus Aides and Noon Duty Crossing Guards who will implement components of the site's school safety plan, along with providing interventions to support behavior. Campus Aides and Noon Duty Crossing Guards will contribute to building a positive and safe school culture/climate.</li> <li>3) Fund Campus Security at secondary schools who will implement components of the site's school safety plan and contribute to building a positive and safe school culture/climate.</li> <li>4) Fund travel and conference attendance to implement learned strategies and approaches to create positive school culture and climate.</li> <li>5) Fund the contract for the School Resource Officers.</li> </ol> | \$5,809,870.00 | Yes          |

| Action #    | Title                                    | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|-------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                          | This action will support moving the following schools out of the red performance level for suspensions: Record Elementary-African American students; Monte Vista Middle School-African American students; Park Hill Elementary School-Students With Disabilities and Multiple Races; San Jacinto Elementary School-Student With Disabilities, African American students; San Jacinto High School-English Learners, Homeless students, and American Indian student (2023 CA Dashboard). This action will provide support to students with Two or More races who are in the red for suspensions. This action will support the following schools and student groups who were in the red for suspensions based on the 2025 CA Dashboard: Monte Vista (African American students and Homeless students), Park Hill Elementary School (African American students and Students With Disabilities), San Jacinto Elementary School (African American students). |              |              |
| <b>2.12</b> | District Nurses                          | District Nurses will develop and support sites on providing a multi-tiered system to support students who have health needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | \$917,503.00 | Yes          |
| <b>2.13</b> | Activities to promote inclusivity of SWD | <p>SJUSD will fund activities to promote inclusion of SWD such as a transition fair, disabilities awareness activities, and a sporting event for Students with Disabilities.</p> <p>*This action will support keeping SWD out of Differentiated Assistance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$30,000.00  | No           |
| <b>2.14</b> | Public Information Officer               | <p>SJUSD will implement a comprehensive communication plan to increase parent/guardian/family engagement aimed at fostering stronger connections between schools, parents, and the community. The following action is a component of the comprehensive plan:</p> <p>The Public Information Officer will develop a communication plan to ensure parents/guardians, staff, students and community are informed of district and school events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$229,978.00 | Yes          |

| Action # | Title                                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds  | Contributing |
|----------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 2.15     | Support Implementation of the Building Assets Reducing Risks (BARR) | <p>This action will support the implementation of the BARR program by funding a program coordinator. Building Assets Reducing Risks (BARR) is a whole-school improvement model focused on developmental, academic, and structural challenges during the ninth grade. BARR is used in all subjects across ninth grade to increase students' achievement by improving their social-emotional skills, building positive student-teacher relationships, and solving non-academic barriers to learning, such as truancy and misbehavior. BARR schools closely monitor student achievement and behavior with real-time analysis of data.</p> <p>*This action will support moving the following student groups out of the red performance level at SJHS: English Learners (ELA, Math, Suspensions), Students With Disabilities (ELA, Math, Graduation), African American students (ELA), Socioeconomically Disadvantaged students (ELA, Math), Hispanic (Math), Homeless (Suspensions), American Indian (Suspensions based on 2023 CA Dashboard).</p> | \$277,068.00 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                         | Type of Goal                 |
|--------|---------------------------------------------------------------------------------------------------------------------|------------------------------|
| 3      | Conditions of Learning - SJUSD will maintain high quality staff, facilities, and access to a broad course of study. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Conditions of Learning goal was developed to sustain and build upon the district's achievement in providing high quality staff, facilities, and a broad course of study to align with the California State Public School Accountability model and the California Dashboard. The Conditions of Learning goal is also aligned with our local Board of Trustees priorities of having high quality staff, facilities, and course access. Recognizing that the conditions of learning are critical for effective student engagement and instruction, SJUSD aims to continue to meet and exceed the state requirements in these areas. The actions outlined below are designed to ensure that SJUSD adheres to the high standards expected by educational partners. Through this goal SJUSD will continuously monitor teacher assignments, instructional materials, basic services, course access, and the state of school facilities. The actions in goal 3, aligned with measurable metrics will provide a framework for sustaining the progress achieved in creating optimal conditions of learning.

## Measuring and Reporting Results

| Metric # | Metric                                                                         | Baseline                                                                                       | Year 1 Outcome                                                                                 | Year 2 Outcome                                                                                 | Target for Year 3 Outcome                                      | Current Difference from Baseline |
|----------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------|
| 3.1      | #1 Teachers:fully credentialed and appropriately assigned<br>Source: DataQuest | 88.2% of teachers fully credentialed and appropriately assigned<br>Source: Data Quest, 2021-22 | 82.8% of teachers fully credentialed and appropriately assigned<br>Source: Data Quest, 2022-23 | 78.4% of teachers fully credentialed and appropriately assigned<br>Source: Data Quest, 2023-24 | 100% of teachers fully credentialed and appropriately assigned | -9.8% difference from baseline   |
| 3.2      | #2 Standards-aligned instructional materials for every student                 | 100% standards-aligned instructional materials for every student                               | 100% standards-aligned instructional materials for every                                       | 100% standards-aligned instructional materials for every                                       | 100% standards-aligned instructional                           | no change                        |

| Metric # | Metric                                                                                                                                                                                                            | Baseline                                                                 | Year 1 Outcome                                                           | Year 2 Outcome                                                           | Target for Year 3 Outcome                                                | Current Difference from Baseline |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------|
|          |                                                                                                                                                                                                                   |                                                                          | student                                                                  | student                                                                  | materials for every student                                              |                                  |
| 3.3      | #3 School facilities in “good repair” per CDE’s Facility Inspection Tool (FIT)                                                                                                                                    | 100% “good repair” on all FIT inspections                                | 100% “good repair” on all FIT inspections                                | 100% "good repair" on all FIT inspections                                | 100% “good repair” on all FIT inspections                                | no change                        |
| 3.4      | Local Indicator: Implementation of State Standards including how EL's will access the CCSS and ELD<br><br>Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2023)                    | Standard Met                                                             | Standard Met                                                             | Standard Met                                                             | Standard Met                                                             | no change                        |
| 3.5      | Local Indicator: Course Access - Students, inclusive of unduplicated pupils and students with exceptional needs have access and are enrolled in a broad course of study<br><br>Data Source: Aeries A-G enrollment | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | 100% of students have access and are enrolled in a broad course of study | no change                        |

## 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-Coaching and Support for New Teachers: SJUSD implemented Action 3.1 by funding New Educator Training (NET) TOSAs to provide professional development, coaching, and mentoring to new teachers. The NET team supported 106 teachers, including 71 probationary teachers, 19 interns, and 16 veteran teachers new to the district. Implementation included a five-day New Teacher Academy and two additional days for Special Education, along with ongoing coaching cycles. All 71 probationary teachers completed Cycles 1 and 2 in

the first semester. Training and coaching focused on classroom management, instructional strategies, English Learner instruction, assessment, and student engagement to support the use of standards-aligned practices. A key success was the high completion rate of coaching cycles and consistent delivery of targeted professional development. A challenge was differentiating support for teachers with varying experience levels and managing scheduling for coaching. All actions were implemented as described, with minor adjustments to differentiate support.

**Action 3.2-Provide a District Librarian and Library Media Technician:** San Jacinto Unified School District implemented Action 3.2 with a high level of fidelity by maintaining a District Librarian and 12 Library Media Technicians (LMTs) to support literacy, access to instructional materials, and a broad course of study aligned to Goal 3. The District Librarian and Library Media Technicians provided critical support for students and staff by ensuring access to high-quality library services aligned with academic standards and curricular needs. Library Media Technicians (LMTs) played an active role in supporting students as they visited school libraries, providing whole-class and small group instruction, as well as lessons in digital literacy, including internet safety, use of vetted research tools, and navigation of district platforms such as Clever, Britannica for Schools (K–12), and ProQuest. Libraries also promoted literacy through read-alouds and ensured collections were culturally responsive and representative of diverse student populations. In addition, LMTs supported teachers by reinforcing curriculum connections and integrating technology into instruction. This action ensured that SJUSD maintained 100% access to standards-aligned instructional materials for all students while fostering literacy development, research skills, and a culture of lifelong learning across all school sites.

**Action 3.3- Provide 21st Century Learning Environments:** SJUSD implemented this action by allocating budgets to school sites to procure modern furniture, equipment, and technology that support 21st-century learning environments. Sites utilized these funds to order materials aligned to their instructional needs, resulting in upgraded classroom spaces that promote student engagement, collaboration, and access to technology. The action was executed as planned, with all sites successfully implementing purchases, and it contributed to maintaining 100% “good repair” status on all FIT inspections. All components of the action were carried out as described in the adopted LCAP.

**Action 3.4-Provide updated campus and safety features:** The implementation of Action 3.4 was effective in enhancing campus safety and maintaining conditions that support 100% “good repair” status on FIT inspections. The contract with Ninth Shield provided additional security support at school sites when needed, contributing to a safer school environment. The use of Lightspeed online student safety software was proactive in identifying potential student safety concerns; however, some alerts were determined to be erroneous, limiting overall efficiency. As a result of this analysis, SJUSD has determined that adjustments are needed to improve the accuracy and responsiveness of monitoring systems. Overall, the combination of physical security enhancements and monitoring tools contributed positively to school safety, though refinements will be made to strengthen effectiveness moving forward.

**Action 3.5-Provide support to each school to allow for academic field trips:** SJUSD implemented Action 3.5 by providing support to school sites to facilitate approximately 240 instructional field trips aligned to curriculum and grade-level standards, including experiences related to the Gold Rush, visits to Riley's Farm, and college field trips to promote postsecondary awareness. A key success was the high level of implementation, with over 240 field trips conducted, expanding access to hands-on learning and student engagement opportunities. However, challenges emerged related to inequitable access across sites and grade levels, as some schools took greater advantage of available funding than others. This disparity was partly due to the district's field trip request and approval system. While all actions were implemented, these inconsistencies highlighted the need to improve systems to ensure more equitable access moving forward.

**Action 3.6-Music Opportunities:** SJUSD implemented Action 3.6 by providing access to music opportunities at all elementary school sites, including funding for music teachers, stipends, and necessary materials, supplies, and equipment. All elementary schools were staffed with music teachers, ensuring consistent access to standards-aligned music instruction. Implementation data from the Aeries Student Information System confirms that all sites maintained access to music courses, supporting a Broad Course of Study. A key success of this action was full implementation across all sites, promoting equitable access for students; there were no significant challenges, and all components were implemented as described in the adopted LCAP without substantive changes.

**Action 3.7- Physical Education Opportunities:** SJUSD implemented Action 3.7 by providing students access to a broad course of study through the allocation of elementary Physical Education teachers, as well as funding for materials, supplies, and equipment to support instructional programs. All elementary schools were assigned one P.E. teacher to ensure consistent access to physical education opportunities; however, one site experienced a vacancy in this position during the implementation period. Overall, the action was implemented for the most part as planned, and it supported SJUSD's ability to maintain access to a Broad Course of Study as measured through the Aeries Student Information System. This action also enabled secondary student's P.E. uniforms to be provided to students. One primary challenge was the staffing vacancy at one school site.

**Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students:** SJUSD implemented Action 3.8 by providing targeted supports, enrichment activities, and school supplies for Foster Youth and students experiencing homelessness to promote access, engagement, and overall well-being. Implementation included hosting a back-to-school resource fair that connected families to school supplies, counseling, and health services, as well as ongoing enrichment opportunities through the Foster Youth/McKinney-Vento Advisory Council, which offered wellness activities, stress and anxiety prevention tools, and opportunities for peer connection. Students also participated in field trips, including college visits to explore postsecondary resources for Foster Youth and Homeless students, and elementary experiences such as STEAM-based learning through Garner Holt Education Through Imagination. Additional supports included participation in the Student Empowerment Summit in Indian Wells, covering senior fees for prom, yearbook, and grad night, and hosting an end-of-year celebration that connected families to community resources and provided enrichment activities such as e-sports. A key success of this action was the positive impact on student engagement and sense of belonging among participating students. All planned actions were implemented as described, with no significant deviations.

**Action 3.9--Grow Our Own Program:** SJUSD implemented Action 3.9 by funding Teacher Aide positions as part of the Grow Our Own Program, designed to mentor recent SJUSD alumni interested in pursuing a career in education. All Grow Our Own Teacher Aide positions were ultimately filled, providing valuable support to classroom teachers across the district. The Teacher Aides assisted with small group instruction, tutoring, and behavior management, enhancing instructional capacity and student support. A key success of this action was the positive reception from teachers, who reported that the additional support significantly benefited classroom instruction and student engagement. However, a challenge in implementation was the delay in filling two positions, which were not staffed until the spring semester due to difficulties in recruiting candidates in a timely manner. Aside from this delay, all planned actions were implemented as described.

**Action 3.10--Spanish Teachers:** This action was implemented by funding and staffing six Spanish teaching positions to support student access to world language instruction as part of a broad course of study. All six Spanish teachers were hired and assigned, ensuring that students had consistent access to Spanish courses across applicable grade levels. The action was fully implemented as planned and contributed to maintaining access to a Broad Course of Study as measured through the Aeries Student Information System. A key success of

this action was the full staffing and delivery of Spanish instruction, which supports student preparedness for a multicultural and multilingual society. There were no significant challenges or deviations from the planned implementation of this action.

Action 3.11--Provide Support to the Alder Program: SJUSD implemented Action 3.11 by supporting the Alder Teacher Residency program, a year-long program that combines classroom-based experience with coursework leading to a teaching credential and master's degree. The program was implemented with 9 Alder residents and mentor teachers providing guidance and support throughout the residency. Resident Teachers participated in hands-on teaching experiences alongside structured mentorship, ensuring exposure to standards-aligned instructional practices and effective classroom strategies. A key success of implementation was the strong retention outcome, as all 7 residents who completed the program in spring 2025 were hired as teachers in SJUSD for the 2025–26 school year. This reflects the program's effectiveness in developing and retaining qualified educators within the district. A challenge in implementation included the limited cohort size, which restricts the scale of impact on overall staffing needs. All actions were implemented as described in the LCAP, with continued confidence that current residents will transition into teaching roles in the district in the 2026-27 school year.

Action 3.12--Expansion of Inclusive Preschool Access for Community and Staff: This action was implemented by funding and initiating the hiring of one additional preschool teacher and two instructional aides to expand inclusive preschool access for families not meeting income-based eligibility and for district staff. Implementation included program setup, staffing, and outreach efforts to increase equitable early learning opportunities, support kindergarten readiness, and improve staff morale and retention. While SJUSD successfully established the staffing structure and program framework aligned to community-identified needs, a key challenge was lower-than-anticipated enrollment, which limited full program utilization. In response, SJUSD has begun refining outreach and program design to increase awareness, accessibility, and participation.

#### 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.

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference. Additional expenditures were based upon the state adopted budget.

Action 3.1-Coaching and Support for New Teachers: There were no significant material differences between the budgeted and actual expenditures.

Action 3.2-Provide a District Librarian and Library Media Technician: There were no significant material differences between the budgeted and actual expenditures.

Action 3.3- Provide 21st Century Learning Environments: There were no significant material differences between the budgeted and actual expenditures.

Action 3.4-Provide updated campus and safety features: There were no significant material differences between the budgeted and actual expenditures.

Action 3.5-Provide support to each school to allow for academic field trips: There were no significant material differences between the budgeted and actual expenditures.

Action 3.6-Music Opportunities: There were no significant material differences between the budgeted and actual expenditures.

Action 3.7- Physical Education Opportunities: There were no significant material differences between the budgeted and actual expenditures.

Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students: There were no significant material differences between budgeted and actual expenditures.

Action 3.9--Grow Our Own Program: The amount of the actual expenditure is under the budgeted amount due to two positions not being filled until Spring semester.

Action 3.10-Spanish Teachers: There were no significant material differences between the budgeted and actual expenditures.

Action 3.11-Provide Support to the Alder Program: There were no significant material differences between the budgeted and actual expenditures.

Action 3.12-Expansion of Inclusive Preschool Access for Community and Staff: The actual expenditures were higher than the budgeted amount due to salary increase.

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

Action 3.1-Coaching and Support for New Teachers: Based on 2025 California School Dashboard data and local measures, Action 3.1 was partially effective in improving student outcomes and supporting teacher development. In English Language Arts, students improved to -44.9 points below standard, reflecting an 11.3-point increase from the prior year. In Mathematics, students improved to -93.3 points below standard, a 5.4-point increase from 2024 (2025 CA Dashboard). These gains suggest that professional development and coaching focused on instructional strategies, assessment, and student engagement contributed to modest academic improvement. Additionally, local data indicates that new teachers reported favorable perceptions of the support and professional development provided through NET TOSAs, suggesting the action was effective in building teacher capacity. However, 78.4% of teachers were fully credentialed and appropriately assigned based on 2023–24 DataQuest data, representing a decline from 82.2% in 2022–23. This indicates that while coaching and support structures are beneficial, ongoing challenges with staffing and credentialing may limit overall impact. Overall, the action contributed to positive trends in student achievement and teacher support, but continued refinement is needed to strengthen outcomes, particularly in Mathematics and in increasing the percentage of fully credentialed teachers.

Action 3.2-Provide a District Librarian and Library Media Technician: Based on 2025 California School Dashboard and local data, SJUSD's implementation of this action has been effective in supporting conditions of learning by ensuring equitable access to high-quality instructional materials and promoting student literacy and research skills. San Jacinto Unified has maintained 100% access to standards-aligned instructional materials, while Library Media Technicians supported students through direct instruction in digital literacy, research tools, and library resources, as well as read-alouds and small group learning. These efforts increased student engagement, supported classroom

instruction, and provided culturally responsive materials that reflect diverse student backgrounds. Overall, the action effectively strengthened literacy development and access to resources, with continued opportunities to expand consistent use of library services across all sites.

**Action 3.3- Provide 21st Century Learning Environments:** The implementation of Action 3.3 was effective in achieving the intended outcome, as all school sites maintained a 100% “good repair” status on FIT inspections. The provision of modern furniture, equipment, and technology contributed to maintaining safe, functional, and high-quality learning environments that support student engagement and instructional effectiveness. These results indicate that the action successfully supported the goal of maintaining high-quality facilities and conditions of learning across SJUSD.

**Action 3.4-Provide updated campus and safety features:** The implementation of Action 3.4 was effective in enhancing campus safety and maintaining conditions that support 100% “good repair” status on FIT inspections. The contract with Ninth Shield provided additional security support at school sites when needed, contributing to a safer school environment. The use of Lightspeed online student safety software was proactive in identifying potential student safety concerns; however, some alerts were determined to be erroneous, limiting overall efficiency. As a result of this analysis, SJUSD has determined that adjustments are needed to improve the accuracy and responsiveness of monitoring systems. Overall, the combination of physical security enhancements and monitoring tools contributed positively to school safety, though refinements will be made to strengthen effectiveness moving forward.

**Action 3.5-Provide support to each school to allow for academic field trips:** The implementation of instructional field trips was partially effective in supporting student engagement and access to enriched learning experiences, as evidenced by the high number of field trips conducted across the district. These opportunities aligned to the metric of course access by expanding students’ exposure to a broad course of study. An area for improvement is that not all sites utilized funds fully, indicating that some sites did not fully access or utilize the available resources. These factors suggest a need to strengthen systems, expectations, and accountability to maximize both the impact and utilization of this action.

**Action 3.6-Music Opportunities:** SJUSD determined that this action was effective in maintaining access to music opportunities and promoting positive student experiences. Implementation data shows that 100% of elementary students had access to music, ensuring full access to a Broad Course of Study. Additionally, local survey data indicates that 68% of students in grades 3–5 reported a favorable sense of belonging, placing the district in the 80th percentile nationally, suggesting that participation in music and other positive activities supported student engagement and connectedness. While the action successfully ensured universal access and contributed to positive school experiences, continued efforts to improve students’ sense of belonging will further strengthen outcomes.

**Action 3.7- Physical Education Opportunities:** The implementation of Action 3.7 was effective in maintaining student access to physical education and supporting a broad course of study. All elementary students had access to P.E. classes, and secondary students were provided with P.E. uniforms, ensuring equitable participation across grade levels. Additionally, 68% of students in grades 3–5 reported a favorable sense of belonging, reflecting an improvement from baseline data and indicating a positive impact on student engagement and school connectedness. While a staffing vacancy at one elementary site limited full implementation, overall outcomes demonstrate that this action contributed to improved student experience and access to required instructional programs.

**Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students:** The implementation of Action 3.8 was partially effective in improving outcomes for targeted student groups. For Foster Youth, outcomes showed positive progress,

including a decrease in suspension rates from 7.3% to 5.3% and significant growth in academic performance, with ELA CAASPP results increasing from 9.1% to 23.34% and math from 3.0% to 6.6% (2025 CA Dashboard). According to the Fall 2025 Panorama student survey, Foster youth had an improved sense of belonging among elementary students (64% to 70%); however, chronic absenteeism increased from 22.5% to 26.2% (2025 CA Dashboard), indicating a continued area of need. For students experiencing homelessness, results were mixed, with suspension rates decreasing from 6.3% to 4.5% and a 5.5 decline in ELA, and A-G completion (15% to 16.7%) (2025 CA Dashboard). Chronic absenteeism increased significantly from 41.5% to 49.3% and graduation rates declined from 82.5% to 77.8%, resulting in SJUSD being identified for Differentiated Assistance for Homeless students (2025 CA Dashboard). Overall, while the action supported improvements in engagement and some academic outcomes, persistent challenges in attendance and graduation indicate a need for more targeted supports.

**Action 3.9--Grow Our Own Program:** The implementation of Action 3.9 was effective in supporting both classroom instruction and the development of future educators. Local data (Panorama Student Survey Fall 2025) indicates that 68% of elementary students reported a favorable sense of belonging, an increase from 63% in 2023, suggesting that additional classroom support contributed to improved student engagement and connectedness. Local survey results further demonstrate strong effectiveness of the program, with 100% of teachers in the program indicating that the Grow Our Own Teacher Aide program provided meaningful support to both teachers and students, and 100% reporting they would recommend the program to others. Additionally, 100% of Teacher Aides reported that their assigned teacher provided helpful guidance, and all participants indicated that the program was effective in preparing them to become teachers. A total of 88.9% of Teacher Aides stated they would recommend the program to others. These outcomes indicate that the action successfully enhanced instructional support while building a pipeline of future educators.

**Action 3.10-Spanish Teachers:** These actions were effective. The effectiveness of these actions was measured using course access data and student sense of belonging survey results. As verified through the Aeries Student Information System, 100% of SJUSD students had access to a broad course of study and Spanish language instruction. Additionally, sense of belonging data from the fall 2025 Student Survey showed measurable improvement. Sixty-six percent (68%) of students in grades 3–5 reported feeling a sense of belonging at school, compared to a baseline of 63%. Among students in grades 6–12, 36% of students reported a favorable sense of belonging, up from 30% the baseline year. These outcomes suggest that broadening access to enrichment courses not only strengthens academic learning but also helps students feel more connected to their school communities. Moving forward, the District will continue to maintain these opportunities to further promote student engagement, academic success, and readiness for the demands of a diverse and interconnected world.

**Action 3.11--Provide Support to the Alder Program:** Based on 2025 California School Dashboard and local data, Action 3.11 was effective. All 7 residents completed the program in spring 2025 and were hired as teachers in SJUSD for 2025–26, demonstrating strong completion and retention. Resident teachers also reported favorable experiences with the program. Student outcomes improved, with English Language Arts increasing by 11.3 points to -44.9 and Mathematics improving by 5.4 points to -93.3. These gains suggest access to well-prepared teachers may be supporting improved instruction. Overall, the action effectively developed and retained new teachers.

**Action 3.12--Expansion of Inclusive Preschool Access for Community and Staff:** The effectiveness of Action 3.12 has been limited at this stage. While SJUSD successfully established staffing and program structures to expand inclusive preschool access, lower-than-anticipated enrollment reduced the overall impact of the action on improving kindergarten readiness and access to early learning. Initial indicators, such as enrollment rates and family interest, suggest that the action has not yet fully met its intended outcomes. SJUSD will continue to monitor

enrollment data, family satisfaction, and staff retention trends, and will refine outreach and program design to improve participation and better achieve the desired outcomes.

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

Metric 3.1 was modified to include the data source: Data Quest, the data source was also added to the baseline data, Year 1 Outcome.

**Action 3.1-Coaching and Support for New Teachers:** Based on analysis of implementation and effectiveness, SJUSD will modify Action 3.1 for the coming year. Due to budget constraints and a decrease in the number of new teachers, the number of NET TOSAs will be reduced from four to three. In addition, SJUSD will refine the delivery of coaching and professional development to prioritize high-need teachers, including interns and new teachers supporting student groups performing in the red in English Language Arts, Mathematics, and behavior. Coaching will continue to emphasize evidence-based instructional strategies, English Learner supports, and student engagement. These adjustments are intended to maintain the effectiveness of the action while operating within reduced resources and addressing identified needs in student achievement and teacher support.

**Action 3.2-Provide a District Librarian and Library Media Technician:** Based on analysis of implementation and outcome data, SJUSD will refine Action 3.2 to maintain access to instructional materials and sustain library services while adapting to budget constraints. Due to these constraints, the District Librarian position will not be refilled; instead, a District Textbook/Professional Development Assistant position will be filled. The title and description in action 3.2 was modified to reflect this change. This position will assist with new textbook adoption, focused on the ordering and management of library books and instructional materials to ensure continued alignment with academic standards and curriculum needs. Library Media Technicians will continue to play a critical role in supporting students and staff through literacy instruction, access to resources, and integration of technology; however, additional coordination and support structures will be needed to maintain consistency across sites. The district will work to strengthen systems for collaboration, resource alignment, and communication to ensure libraries remain effective in promoting literacy, research skills, and equitable access to materials. These adjustments are intended to sustain core services while maintaining high-quality conditions of learning for all students.

**Action 3.3- Provide 21st Century Learning Environments:** Based on the effectiveness of this action, SJUSD will continue Action 3.3 with no significant changes in the upcoming year. The continued allocation of site-based budgets for furniture, equipment, and technology will ensure that all schools maintain 100% “good repair” status on FIT inspections and sustain high-quality learning environments.

**Action 3.4-Provide updated campus and safety features:** Based on the analysis of effectiveness, SJUSD will modify Action 3.4 to improve the accuracy and efficiency of student safety monitoring and streamline funding structures. The district will transition from the Lightspeed platform to the Gaggle alert system to provide more accurate and actionable safety alerts. Additionally, Facility Improvement Request funding will be removed from site-based allocations; while sites will continue to have access to submit facility improvement requests, these will be supported through an alternative funding source. The action description has been revised to reflect these changes, while SJUSD will continue to maintain investments in campus safety features and security services to support safe learning environments.

**Action 3.5-Provide support to each school to allow for academic field trips:** Based on the analysis of implementation and effectiveness, SJUSD will revise Action 3.5 to strengthen consistency, accountability, and equitable access to instructional field trips. The district will adjust

its field trip request and approval protocol to reduce barriers for school sites and ensure more consistent utilization of allocated funds. To improve alignment to academic outcomes, the district will require that field trips are standards-aligned. Additionally, SJUSD will develop and provide a grade-level menu of approved instructional field trips to support school sites in planning meaningful experiences, increase equitable access across grade levels, and ensure more consistent use of available resources. These changes are intended to improve both the quality and impact of instructional field trips while maximizing participation across all sites.

Action 3.6-Music Opportunities: No changes in this action for the 2026-27 school year.

Action 3.7- Physical Education Opportunities: No changes in this action for the 2026-27 school year.

Action 3.8--Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless Students: Based on the analysis of effectiveness, SJUSD will revise Action 3.8 to strengthen targeted supports and improve outcomes for Foster Youth and students experiencing homelessness. SJUSD will refine the implementation of field trips and enrichment activities by increasing access and participation for these student groups, ensuring opportunities are intentionally designed to promote school connectedness, attendance, and academic engagement. This will include prioritizing participation, reducing barriers to access, and aligning enrichment experiences to student needs and outcomes. SJUSD will continue to provide targeted and intensive supports, including access to resources and services that address barriers to attendance and graduation. These adjustments are intended to improve consistency in implementation, address identified gaps in outcomes particularly for students experiencing homelessness and support sustained progress for both student groups.

Action 3.9--Grow Our Own Program: Based on the analysis of effectiveness, SJUSD will refine Action 3.9 to strengthen recruitment and ensure timely placement of Grow Our Own Teacher Aides. The district will begin recruitment earlier in the school year and include these positions as part of the district's annual recruitment fair to increase candidate interest and fill vacancies more efficiently. Additionally, SJUSD will look at strategies to expand and promote the program to maintain strong participation and sustain its impact on both student support and the development of future educators.

Action 3.10-Spanish Teachers: No changes in this action for the 2026-27 school year.

Action 3.11-Provide Support to the Alder Program: No changes in this action for the 2026-27 school year.

Action 3.12-Expansion of Inclusive Preschool Access for Community and Staff: No changes in this action for the 2026-27 school year other than increasing efforts to improve enrollment.

**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      | Coaching and Support for New Teachers                                                         | <p>SJUSD will support new teachers by funding New Educator Training (NET) Teachers On Special Assignment. The NET TOSA's will provide professional development, coaching and mentoring to support new teachers in ensuring that evidence based practices will be utilized to support students. NET TOSAs play a multifaceted role in supporting new teachers as they strive to help students achieve their full potential. This action will support ensuring that teachers are fully credentialed and utilizing standards aligned instructional materials.</p> <p>This action will support student groups in the red in English Language Arts, Mathematics, and Behavior by providing instructional strategies to support students needing additional support.</p> | \$775,541.00   | Yes          |
| 3.2      | Provide a District Textbook/Professional Development Assistant and Library Media Technicians. | <p>The District Textbook/Professional Development Assistant and 12 Library Media Technicians play a vital role in promoting literacy, supporting academic achievement, fostering literacy information, creating a conducive learning environment, supporting teachers and curriculum, promoting technology integration, and cultivating a culture of lifelong learning.</p> <p>By providing this action it enables SJUSD to maintain 100% standards-aligned instructional materials for every students.</p>                                                                                                                                                                                                                                                        | \$1,298,133.00 | Yes          |
| 3.3      | Provide 21st Century Learning Environments                                                    | <p>Providing 21st-century learning environments with modern furniture, equipment, and technology offers numerous benefits, including enhanced student engagement, facilitated collaboration, personalized learning experiences, access to information and resources, preparation for the digital age, real-world relevance, and increased teacher effectiveness.</p> <p>This action helps SJUSD maintain 100% “good repair” on all FIT inspections.</p>                                                                                                                                                                                                                                                                                                            | \$315,000.00   | Yes          |
| 3.4      | Provide updated campus and safety features.                                                   | <p>Providing updated campus and safety features in schools offers numerous advantages, including enhanced security, a safer learning environment, improved emergency preparedness, reduced risk of violence and crime, improved mental health and well-being, legal and regulatory compliance. Investing in campus safety measures is essential for creating a conducive</p>                                                                                                                                                                                                                                                                                                                                                                                       | \$286,000.00   | Yes          |

| Action #   | Title                                                                                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Total Funds    | Contributing |
|------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                                                                                                        | <p>environment where students can thrive academically, socially, and emotionally.</p> <p>Actions include items such as additional security contractors during peak periods and pay for online safety security. This action helps SJUSD maintain 100% “good repair” on all FIT inspections.</p>                                                                                                                                                                                                           |                |              |
| <b>3.5</b> | Provide support to each school to allow for academic field trips                                       | Field trips offer numerous educational benefits, including hands-on learning, enriched curriculum, cultural exposure and diversity, stimulated curiosity and interest, improved retention and engagement, development of social and emotional skills, career exploration and inspiration, and community engagement and connection.                                                                                                                                                                       | \$340,000.00   | Yes          |
| <b>3.6</b> | Music Opportunities                                                                                    | <p>This action provides students access to music opportunities. This action will fund the Elementary music teachers as well as materials, supplies, and equipment.</p> <p>This action enables SJUSD to maintain access to a Broad Course of Study based on Aeries Student Information System.</p>                                                                                                                                                                                                        | \$1,414,031.00 | Yes          |
| <b>3.7</b> | Physical Education Opportunities                                                                       | <p>This action will provide Physical Education opportunities by funding the following:</p> <ul style="list-style-type: none"> <li>1)Elementary Physical Education Teachers</li> <li>2)Provide Physical Education curriculum and equipment</li> <li>3)Provide P.E. and athletic uniforms</li> </ul>                                                                                                                                                                                                       | \$1,331,416.00 | Yes          |
| <b>3.8</b> | Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students. | This action will provide enrichment activities and school supplies for Foster Youth and Homeless students. Providing field trips and enrichment activities for Foster Youth and Homeless students offers numerous advantages, including experiential learning, cultural exposure and enrichment, socialization and peer interaction, sense of belonging and community, increased engagement and motivation, positive role models and mentors, coping skills and resilience, and academic achievement and | \$40,000.00    | Yes          |

| Action #    | Title                                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds  | Contributing |
|-------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                                                 | <p>success. By offering these opportunities, schools and community organizations can support the holistic development and well-being of Foster Youth and Homeless students, helping them overcome barriers and achieve their full potential.</p> <p>This action will assist SJUSD in remaining outside of Differentiated Assistance for Foster Youth students and assist SJUSD in exiting Differentiated Assistance for Homeless students as measured by the CA Dashboard.</p> |              |              |
| <b>3.9</b>  | Grow Our Own Program                                            | This action will help develop future teachers by funding Teacher Aides for the Grow Our Own Program. This program is designed to mentor recent SJUSD alumni who are interested in becoming a teacher.                                                                                                                                                                                                                                                                          | \$134,151.00 | Yes          |
| <b>3.10</b> | Spanish Teachers                                                | <p>This action will fund 6 Spanish teachers. By investing in Spanish teachers, schools prepare students for success in a multicultural and multilingual society, equipping them with the skills, knowledge, and perspectives needed to thrive in a diverse world.</p> <p>This action enables SJUSD to maintain access to a Broad Course of Study based on Aeries Student Information System.</p>                                                                               | \$857,961.00 | Yes          |
| <b>3.11</b> | Provide Support to the Alder Program                            | The Alder Teacher Residency program is a year-long, immersive residency program that combines hands-on classroom experience with rigorous curriculum, leading to a Master's degree and California teaching credential. The program is designed to provide a supportive pathway for aspiring teachers to gain knowledge and skills need to thrive in the classroom.                                                                                                             | \$97,890.00  | Yes          |
| <b>3.12</b> | Expansion of Inclusive Preschool Access for Community and Staff | This action will fund the hiring of one additional preschool teacher and two instructional aides to expand access to preschool for families who do not meet income-based eligibility requirements and for staff who work within the district.                                                                                                                                                                                                                                  | \$546,282.00 | Yes          |

| Action # | Title | Description                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds | Contributing |
|----------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |       | The expanded preschool offering will serve as a schoolwide action, designed to address the community-identified need for equitable early childhood education access. It is expected to improve kindergarten readiness, reduce barriers to early learning, and support staff morale and retention. Success will be measured through preschool enrollment rates, family satisfaction surveys, and annual staff retention data. |             |              |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Type of Goal                 |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 4      | Mountain View High School will increase the number of students who are exiting CCI prepared from 4.6% to 7.8% as measured on the 2025 California Dashboard by June 2027. The School will also increase student's sense of belonging from 38% of students responding favorably (2024 Fall Panorama Student Survey) to 42% responding favorable based on the panorama survey data by June 2027. This goal is inclusive of helping remove the following student groups out of the lowest performing level (red): English Learners and Long-Term English Learners for English Learner Progress Indicator (ELPI); English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students for College and Career. According to Teaching Assignment Monitoring Outcomes 54.8% of Mountain View High School teachers were classified as having a credential out-of-field and were given authorization by the school board to teach the subject out of their field (Data Quest 2023-24). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the California Dashboard, Mountain View High School has had a low number of students graduating college/career ready for multiple years. The following are the CCI rates based on the California Dashboard: 2018=3.6%, 2019 = 1.2%, 2023 = 4.8%, 2024=1.5% and 2025=4.6%. This placed MVHS in the very low performance level (red). MVHS was also identified as having a 74.23% non-stability rate for the 2024-25 Equity Multiplier Funds. MVHS students did not have access to hands-on CTE courses on campus until 2024-25 when the site was initially awarded equity multiplier funds. Based on the 2025 California Dashboard English Learners scored in the lowest performance level (33.3%) on the English Learner Progress Indicator (ELPI) and Long-Term English Learners scored in the lowest performance level (34.9%) on the English Learner Progress Indicator. By hiring a credentialed CTE teacher for their film/media course, MVHS has removed a barrier for student success. The course, video production, is also considered to be at a college level. College State Course Code -9020 college credit course -Visual Arts. According to the study, Creating a Future-Oriented Culture in High Schools: The Impact of the College and Career Readiness Expansion Project (<https://ies.ed.gov/ncee/WWC/Study/90291>), found on What Works Clearinghouse found students in high school should be taking courses of a college level while still in high school. Research shows that offering equitable access to college-level courses in high school helps create a future-oriented culture by increasing students' academic confidence, postsecondary aspirations, college readiness, and belief that they can succeed in college and careers. This course meets that criteria. In addition MVHS used equity multiplier funds to embed a registered pre-apprenticeship into the course partnering with JDS Creative Academy which is a California registered apprenticeship. MVHS students who successfully complete the course will be able to transition into an apprenticeship if they choose to. These opportunities will also help students to be considered College/Career ready as measured by the CA Dashboard and help

remove English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students out of the red performance level for the college and career indicator. The School is using these funds to pay for a Licensed Vocational Nurse (LVN) to support MVHS students. The School has been having an increased number of students enrolling in our school with severe health conditions such as diabetes which necessitate an LVN being on campus to assist students' health needs. This will increase the health wellbeing of the students on campus and increase students sense of belonging. The fall 2023 student survey showed that only 36% responded favorably to having a sense of belonging at school and in the Spring of 2026 50% of students responded favorably to having a sense of belonging. To help support moving English Learners and Long-Term English Learners out of the red performance level for ELPI for the 2026-27 school year MVHS added action 4.7-Additional Support for English Language Learners which will increase the support that students receive in core subjects. To address supporting teachers who have an out-of-field credential action 4.8 Out-of-Field Credential Support and Development will be added. This action will enable additional support for teachers serving under an out-of-field credential by offering extra duty to receive professional development, coaching, and support. Through this goal MVHS will be able to improve their outcomes. Mt. View High School created this plan with input from educational partners through their School Site Council, English Language Advisory Council, ASB and Counselor's Advisory groups. Staff were engaged for feedback during staff meetings. Student input was also gained from exit interviews. Mt. View High School was eligible for Equity Multiplier funds for the 2026-27 school year.

## Measuring and Reporting Results

| Metric # | Metric                                                                                                        | Baseline                                                                                                                                                                                                                                             | Year 1 Outcome                                                                                                                                                                                                                                                                                         | Year 2 Outcome                                                                                                                                                                                                                                                                            | Target for Year 3 Outcome                                                                                                                                                                                                                             | Current Difference from Baseline                                                                                                                                                                                                                      |
|----------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1      | Percentage of students college and career ready<br><br>Data Source:<br>2023 California School Dashboard--MVHS | All Students: 4.8%<br>English Learners: 0.0%<br>Foster Youth: < 11 stu<br>Homeless: 6.7%<br>Socioeconomic Disadvantaged: 4.8%<br>Differently Abled: 0.0%<br>Hispanic: 3.8%<br>AA: 8.7%<br>AI: < 11 stu<br>FI: <11 stu<br>2+: < 11 stu<br>White: 4.5% | All Students: 1.7%<br>English Learners: 0.0%<br>Foster Youth: < 11 stu<br>Homeless: 4.2%<br>Socioeconomic Disadvantaged: 1.5%<br>Differently Abled: 0.0%<br>Hispanic: 1.4%<br>AA: 0.0%<br>AI: < 11 stu<br>FI: < 11 stu<br>2+: < 11 stu<br>White: 6.7%<br>LTEL: 0.0%<br>Data Source:<br>2024 California | All: Students: 4.6%<br>English Learners: 0.0%<br>Foster Youth: < 11 stu<br>Homeless: 4.2%<br>Socioeconomic Disadvantaged: 4.1%<br>Differently Abled: 2.5%<br>Hispanic: 4.3%<br>AA: 7.7%<br>AI: < 11 stu<br>FI: <11 stu<br>2+: < 11 stu<br>White: 7.1%<br>LTEL: 0%<br>(CA Dashboard, 2025) | All Students: 7.8%<br>English Learners: 3.0%<br>Foster Youth: < 11 stu<br>Homeless: 9.7%<br>Socioeconomic Disadvantaged: 7.8%<br>Differently Abled: 3.0%<br>Hispanic: 6.8%<br>AA: 11.7%<br>AI: < 11 stu<br>FI: <11 stu<br>2+: < 11 stu<br>White: 7.5% | All Students: -0.2%<br>English Learners: 0%<br>Foster Youth: < 11 stu<br>Homeless: -2.5%<br>Socioeconomic Disadvantaged: -0.7%<br>Differently Abled: 2.5%<br>Hispanic: 0.5%<br>AA: -1%<br>AI: < 11 stu<br>FI: < 11 stu<br>2+: < 11 stu<br>White: 2.6% |

| Metric # | Metric                                                                           | Baseline                                                                                                                           | Year 1 Outcome                                                                                                                     | Year 2 Outcome                                                                                                                     | Target for Year 3 Outcome                                                                         | Current Difference from Baseline             |
|----------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------|
|          |                                                                                  |                                                                                                                                    | School Dashboard-MVHS                                                                                                              |                                                                                                                                    |                                                                                                   |                                              |
| 4.2      | Student Survey<br><br>Data Source: Panorama Student Survey Spring 2024           | Students at MVHS are stating that 36% feel a sense of belonging.                                                                   | Students at MVHS are stating that 38% feel a sense of belonging. (Fall 2024 Panorama Student Survey)                               | Students at MVHS are stating that 50% feel a sense of belonging at MVHS. (Spring 2026 Panorama Student Survey)                     | Target for year 3 is to get the overall students sense of belonging up to 42%.                    | 14% increase Outcome Goal Met                |
| 4.3      | English Learner Progress Indicator<br><br>Data Source: California Dashboard-MVHS | This metric was added in 2025-26                                                                                                   | This metric was added in 2025-26                                                                                                   | All: 33.3%<br>ELL: 33.3%<br>LTEL: 34.9%<br>Data Source: 2025 CA Dashboard                                                          | All: 43.3%<br>ELL: 43.3%<br>LTEL: 44.9%                                                           | N/A                                          |
| 4.4      | Teacher Assignment Monitoring Outcome<br><br>Data Source: Data Quest             | 31.6% of Mountain View High School teachers were classified as having a credential out-of-field<br>Data Source: 2021-22 Data Quest | 40.6% of Mountain View High School teachers were classified as having a credential out-of-field<br>Data Source: 2022-23 Data Quest | 54.8% of Mountain View High School teachers were classified as having a credential out-of-field<br>Data Source: 2023-24 Data Quest | 20% of Mountain View High School teachers will be classified as having a credential out-of-field. | +23.2% teachers with out-of-field credential |

## 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-Mountain View High School implemented Action 4.1 by assigning a teacher to the Film/Media CTE pathway and offered four sections per semester. The program included targeted outreach efforts, including three parent/guardian engagement nights designed to increase awareness and enrollment in the CTE pathway, particularly for unduplicated student groups. Implementation focused on increasing access to Career Technical Education opportunities aligned with College and Career Indicator (CCI) readiness, while also promoting student engagement through hands-on, project-based learning experiences. During the first semester, 39 students enrolled in the Film/Media courses, and students participated in the creation of video projects that were submitted to statewide competitions. Mountain View High School experienced successes in the implementation of this action, including increased student completion of the CTE pathway compared to

the previous year and enhanced student engagement through authentic learning opportunities. Additionally, the parent/guardian nights supported increased awareness of the program and contributed to enrollment efforts.

**Action 4.2-CTE Materials:** This action was implemented by purchasing materials and supplies for the full functioning of the film and media classes.

**Action 4.3-Registered Pre-Apprenticeship:** Mountain View High School implemented this action by expanding access to a registered pre-apprenticeship program connecting CTE students to industry-aligned pathways. The program is in its second year of implementation and includes a newly established Film/Media registered pre-apprenticeship, with 30 students enrolled. Implementation included consultant support, instructional supplies, field trips, and integration of pre-apprenticeship curriculum into CTE courses. The action prioritized unduplicated student groups, including Students with Disabilities, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, homeless students, and Hispanic students, in alignment with the Equity Multiplier goal. Mountain View High School is currently in the Red performance level on the College/Career Indicator for student groups including English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students (2025 CA Dashboard), reinforcing the need for targeted implementation of this action. Successes included strong student interest, sustained enrollment, and partnerships with industry that enhanced engagement through hands-on learning experiences. All planned components were implemented and supported progress toward improved CCI outcomes and student sense of belonging.

**Action 4.4-Licensed Vocation Nurse:** Mountain View High School implemented Action 4.4 by funding and maintaining a full-time Licensed Vocational Nurse (LVN) to support student health needs and increase students' sense of belonging on campus. This service, which was not available prior to Equity Multiplier funding, is now utilized daily, with students and families regularly accessing health services. The implementation focused on ensuring students with medical needs receive timely care so they can safely attend and remain in school, including support for students with Individualized Education Programs (IEPs) and 504 Plans, contributing to overall student well-being. This action also supports student groups performing in the Red level by addressing health-related barriers to attendance and engagement. A key success of this action is the high level of utilization and the immediate impact on student access to health services, particularly as the student population demonstrates an increased number of medical needs requiring attention during the school day. LVN services are needed more than ever before to support student well-being and remove barriers to learning. No major deviations from the planned implementation occurred. A minor challenge included managing the high demand for services; however, the consistent presence of a full-time LVN has significantly improved the school's ability to respond to student health needs and support a safe and inclusive learning environment.

**Action 4.5-Grow Our Own Teacher's Aide:** This action was implemented by hiring a "Grow Our Own" Teacher's Aide, a recent MVHS graduate who completed the Video Production CTE program, to support the video/media pathway, assist students and families with completing required forms for registration in the California pre-apprenticeship system, and support recruitment efforts. This position was fully implemented and played a key role in providing hands-on assistance to students navigating the registration process. A notable success of this action was the increase in student participation in the registered pre-apprenticeship program, with enrollment growing from 9 students in 2024–2025 to 30 students in 2025–2026. The Teacher's Aide also supported classroom instruction and strengthened connections between students and the CTE pathway. A minor challenge included ensuring sufficient time and capacity to meet high student demand for individualized support; however, overall implementation was successful. This action contributed to expanding access to pre-apprenticeship opportunities and supporting student engagement in career pathways.

Action 4.6-5 Star Students: Mountain View High School implemented Action 4.6 by purchasing and utilizing the 5-Star Student program to enhance PBIS activities aimed at improving attendance and school climate. This system was implemented campus-wide and is actively used to track student attendance, tardies, and positive behavior, as well as to provide incentives and rewards for positive student actions. A key success of this action is the consistent use of the platform by students and staff to reinforce positive behaviors and promote engagement, with students continuing to utilize the system to increase positive outcomes and reduce negative activities. The program has supported a more structured and data-informed approach to monitoring student behavior and attendance. No major deviations from the planned implementation occurred. A minor challenge included ensuring consistent use of the platform across all staff; however, ongoing support and reinforcement have helped increase fidelity of implementation. Overall, this action has strengthened PBIS practices and contributed to a more positive and supportive school environment.

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.

\*SJUSD has identified substantive material differences between budgeted expenditures and estimated actual expenditures to be 10% or more over or under the budgeted expenditures.

Action 4.1-Film/Media CTE: Material differences were over the estimated budgeted expenditures due to an increase in salary.

Action 4.2-CTE Materials: Material differences were under the estimated budgeted expenditures amount due to supplies being purchased with additional funding sources.

Action 4.3-Registered Pre-Apprenticeship: Material differences were under the estimated budgeted expenditures as a result of pre-apprenticeship agreement costing less than expected.

Action 4.4-Licensed Vocation Nurse: No material differences in estimated actual compared to proposed budget.

Action 4.5-Grow Our Own Teacher's Aide: The material difference is under the estimated budgeted expenditures due to the Teacher's Aide delayed start date.

Action 4.6-Star Students: The material difference is under the estimated budgeted expenditures due to the site budgeted for a two year contract, but can only pay one year at a time.

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

Action 4.1-Film-/Media CTE and Action 4.2 CTE Materials: Based on analysis of outcome data this action was effective in contributing to progress toward the goal, particularly in increasing College and Career Indicator (CCI) readiness and student engagement. According to the 2025 California School Dashboard, the percentage of students exiting CCI Prepared increased from 1.5% in 2024 to 4.6% in 2025, demonstrating measurable growth toward the identified goal of 7.8% by June 2027. This improvement indicates that expanded access to CTE pathways, including the Film/Media courses, supported increased student participation in college and career readiness experiences. Student survey data further supports the effectiveness of this action in promoting both college and career readiness as well as student engagement. Among students enrolled in the Film/Media CTE courses, all students (100%) reported that they would recommend the course

to other students, indicating high levels of satisfaction and perceived value. Additionally, 94% of students reported that the course is preparing them for college and/or a career, demonstrating strong alignment with CCI readiness outcomes. Furthermore, 81% of students indicated that the course motivated them to attend school, suggesting a positive impact on student engagement and contributing factors related to sense of belonging. These outcomes suggest that Action 4.1 was effective in increasing student engagement, improving perceptions of college and career readiness, and contributing to measurable gains in CCI performance.

**Action 4.3-Registered Pre-Apprenticeship:** This action was effective in increasing College and Career Indicator (CCI) preparedness and expanding access to pre-apprenticeship opportunities. Mountain View High School increased the percentage of students classified as “Prepared” on the College/Career Indicator from 1.5% in 2024 to 4.6% in 2025, demonstrating progress toward the goal, though overall performance remains low, particularly for student groups including English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students who remain in the red performance level. Additionally, participation in the registered pre-apprenticeship program increased significantly from 9 students in 2024–2025 to 30 students in 2025–2026, indicating that program expansion efforts, including the addition of the Film/Media pathway, were successful in increasing student access and engagement. These increases suggest that providing structured career pathways, hands-on learning experiences, and industry exposure contributed positively to student engagement and early indicators of college and career readiness. However, given that overall CCI preparedness remains below the desired target, particularly for unduplicated student groups, continued refinement and expansion of supports will be necessary to achieve the expected outcomes.

**Action 4.4-Licensed Vocation Nurse:** This action was effective in improving student access to health services and increasing students’ sense of belonging. The addition of a full-time Licensed Vocational Nurse, a service not previously available prior to Equity Multiplier funding, resulted in consistent daily utilization by students and families, demonstrating a strong need for and impact of this support. The availability of immediate medical care has helped reduce barriers to attendance and participation, particularly for students with Individualized Education Programs (IEPs) and 504 Plans who require ongoing health support. This action has also supported student groups performing in the Red level by addressing health-related needs that can interfere with consistent school attendance and engagement. Additionally, the action was effective in increasing students’ sense of belonging, as evidenced by Spring 2026 student survey data showing 50% of students reporting a favorable sense of belonging, an improvement from the 2024 baseline of 36%. This growth indicates that increased access to health and wellness supports contributed to a more positive and inclusive school environment. Continued monitoring of attendance, engagement, and survey data will be important to sustain and build on these outcomes.

**Action 4.5-Grow Our Own Teacher's Aide:** The implementation of Action 4.5 was effective in increasing student access to and participation in the registered pre-apprenticeship program, as well as improving students’ sense of belonging. The CTE Grow Our Own Teacher’s Aide provided direct support to students and families in completing the registration process for the California pre-apprenticeship system, reducing barriers related to paperwork and navigation of requirements. As a result, student enrollment in the program increased significantly from 9 students in 2024–2025 to 30 students in 2025–2026, demonstrating the positive impact of targeted, peer-supported assistance and recruitment efforts. Additionally, student sense of belonging improved to 50% favorable in 2026, compared to a baseline of 36% (Spring Panorama survey), indicating that increased peer support and engagement contributed to a more inclusive school environment. A teacher survey further supports the effectiveness of this action, as the Video/Media CTE teacher reported that the Teacher’s Aide has been effective in supporting student instruction and would recommend the program to others. These outcomes indicate that the action was effective in expanding access to career pathway opportunities, strengthening instructional support, and contributing to improved student engagement and progress toward College and Career Indicator (CCI) preparedness.

Action 4.6-Star Students: The implementation of Action 4.6 was effective in improving student behavior and increasing students' sense of belonging. The use of the 5-Star Students program provided a structured system for tracking attendance, tardies, and positive behavior, while reinforcing positive student actions through incentives and rewards. As a result, students demonstrated increased engagement in positive behaviors and a reduction in negative activities. Additionally, student sense of belonging improved from 36% to 50% (2026 Spring Panorama Student Survey), indicating that the consistent recognition of positive behavior and increased student engagement contributed to a more supportive and inclusive school climate. The program also allowed staff to monitor behavior and attendance trends more effectively, supporting timely interventions. These outcomes suggest that the action was effective in strengthening PBIS implementation and contributing to improved school climate and student engagement.

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

Changes were made to the goal description and explanation to include updated language including adding data from the 2025 CA Dashboard for this year's plan.

Metric 4.3- English Learner Progress Indicator metric was added for Year 2, Outcome Data for metric 4.4 was also added. Additionally, metric 4.4-Teacher Assignment Monitoring Outcomes was added for baseline, Year 1, Year 2, Outcome Data, and Difference.

Action 4.1-Film/Media CTE: Given the increase in CCI Prepared rates from 1.5% to 4.6% and strong student feedback indicating high levels of engagement, motivation, and perceived college and career readiness, Mountain View High School will maintain the current Film/Media CTE pathway while exploring opportunities to increase student enrollment and program access, particularly for identified student groups including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and other focal student groups included in this goal. To further strengthen outcomes, Mountain View High School will refine outreach strategies by expanding parent/guardian engagement opportunities and increasing targeted recruitment efforts to ensure equitable access to the program. Additionally, SJUSD will explore opportunities to strengthen alignment between CTE course completion and CCI indicators, including increasing opportunities for students to complete the apprenticeship program for this pathway.

Action 4.2-CTE Materials: No changes in 2026-27.

Action 4.3-Registered Pre-Apprenticeship: Based on the analysis of implementation and effectiveness, Mountain View High School will refine and expand Action 4.3 to increase its impact on College and Career Indicator (CCI) outcomes, particularly for student groups performing in the red level. While participation in the registered pre-apprenticeship program increased, student participation and completion rates need to continue to grow in order to significantly impact CCI preparedness. Moving forward, Mountain View High School will expand recruitment efforts targeting unduplicated student groups, strengthen supports to ensure students successfully complete pre-apprenticeship requirements, and increase alignment between CTE coursework and pre-apprenticeship pathways. Additionally, Mountain View High School will enhance monitoring of student progress and provide targeted interventions to address barriers to participation and completion. The site will also continue leveraging industry partnerships and consultant support to improve program quality and coherence. These changes are intended to increase both participation and successful completion of pre-apprenticeship programs, ultimately improving CCI outcomes and student sense of belonging.

Action 4.4-Licensed Vocation Nurse: Based on the analysis of implementation and effectiveness, Mountain View High School will continue Action 4.4 with no major changes, as the addition of a full-time Licensed Vocational Nurse has demonstrated effectiveness in improving student access to health services and increasing students' sense of belonging. Moving forward, the site will maintain this action to ensure continued support for students with medical needs, including those with IEPs and 504 Plans, and for student groups performing in the red level. Mountain View High School will continue to monitor student utilization of health services, attendance, and student survey data to ensure sustained impact. Minor refinements may include strengthening coordination with school staff and families to further support student well-being and ensure that all students are able to safely access instruction.

Action 4.5-Grow Our Own Teacher's Aide: Based on the analysis of implementation and effectiveness, action 4.5 will have no major changes, as the CTE Grow Our Own Teacher's Aide has demonstrated effectiveness in increasing student participation in the registered pre-apprenticeship program, supporting instruction, and improving students' sense of belonging. Moving forward, the Mountain View High School will maintain this position to continue providing direct support to students and families with the registration process and to strengthen recruitment efforts within the Video/Media CTE pathway. Mountain View High School will also focus on increasing student participation and completion rates in the pre-apprenticeship program by expanding outreach and monitoring student progress.

Action 4.6-Star Students: Based on the analysis of implementation and effectiveness, Mountain View High School will continue Action 4.6 with no major changes, as the 5-Star Students program has demonstrated effectiveness in improving student behavior and increasing students' sense of belonging. Moving forward, the site will focus on addressing challenges related to consistent teacher use of the platform by providing additional training, clear expectations, and ongoing monitoring to ensure fidelity of implementation across all classrooms. Mountain View High School will also continue to use data from the system to inform interventions and reinforce positive student behaviors. These refinements are intended to strengthen consistent implementation, sustain improvements in school climate, and further support positive student outcomes related to attendance, behavior, and engagement.

Action 4.7-Additional Support for English Language Learners was added to the 2026-27 plan to address the red performance level on the ELPI for English Learners and Long-Term English Learners. This action will expand support for ELL and LTEL students in core subject by increasing the number of hours instructional aides will support these student groups.

Action 4.8--Out-of-Field Credential Support and Development was added to the 2026-27 plan to address teachers at Mt. View who were classified as having a credential out-of-field. This action will provide extra duty for the teachers to receive additional professional development, coaching and support.

**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      | Film/Media CTE Courses | Increase enrollment and completion of Career Technical Education (CTE) Pathway by hiring one credentialed CTE teacher. | \$61,019.00 | No           |

| Action #   | Title                                            | Description                                                                                                                                                                                                                                                                                                                                                          | Total Funds  | Contributing |
|------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                                  | *This action will also support English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students who are in the red for College and Career. This action will also help English Learners and Long-Term English Learners exit the lowest performance level for the English Learner Progress Indicator.                                            |              |              |
| <b>4.2</b> | Supplies for CTE Course                          | Provide materials and equipment for students to use in the film and media class.                                                                                                                                                                                                                                                                                     | \$4,817.00   | No           |
| <b>4.3</b> | Registered Pre-Apprenticeship                    | Connect CTE students to a pre-apprenticeship program, which includes consultant fees, supplies, field trips, and curriculum.                                                                                                                                                                                                                                         | \$9,389.00   | No           |
| <b>4.4</b> | Licensed Vocational Nurse                        | Increase the health wellbeing of students on campus and increase students sense of belonging by funding a full time Licensed Vocational Nurse.                                                                                                                                                                                                                       | \$132,353.00 | No           |
| <b>4.5</b> | Grow Our Own Teacher's Aide                      | Provide a "Grow Our Own Teacher Aide" to assist students and families to complete the forms needed for registering with the California pre-apprentice system. A Grow Our Own Teacher's Aide is a recent MVHS graduate who completed the Video Production CTE program and will provide support to the video/media CTE teacher, students, and assist with recruitment. | \$9,822.00   | No           |
| <b>4.6</b> | 5 Star Students                                  | Purchase 5 Star Students program to enhance PBIS activities to increase attendance and school climate.                                                                                                                                                                                                                                                               | \$7,100.00   | No           |
| <b>4.7</b> | Additional Support for English Language Learners | Extra duty will be utilized to fund multilingual paraprofessionals to provide additional support to English Learners in their core subjects.                                                                                                                                                                                                                         | \$10,000.00  | No           |

| Action # | Title                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Funds | Contributing |
|----------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 4.8      | Out-of-Field Credential Support and Development | SJUSD will provide additional support for teachers serving under out-of-field credentials through extra duty opportunities that include targeted coaching, mentoring, collaboration, and professional development. Supports will focus on strengthening instructional practices, content knowledge, and credential alignment to ensure students have access to appropriately prepared and highly qualified teachers. This action is intended to reduce out-of-field credential assignments over time while improving instructional capacity, educator retention, and equitable access to high-quality instruction for students. | \$5,000.00  | No           |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Type of Goal                 |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 5      | Mountain Heights Academy will increase the number of MHA students who are exiting College and Career Indicator (CCI) as prepared from 7.6% (2025 CA Dashboard) to 11% by June 2027 as measured by the California Dashboard, inclusive of the following student groups: Students With Disabilities, Homeless students and Socioeconomically Disadvantaged students. According to Teaching Assignment Monitoring Outcomes 76.2% of Mountain Heights Academy teachers were classified as having a credential out-of-field and were given authorization by the school board to teach the subject out of their field (Data Quest 2023-24). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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|---------------------------------------------------------------------------------------------|
| Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 5: Pupil Engagement (Engagement) |
|---------------------------------------------------------------------------------------------|

An explanation of why the LEA has developed this goal.

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| <p>According to the California Dashboard, Mountain Heights Academy has had a low number of students graduating college/career ready for multiple years. The following are the percent of seniors who graduated college/career prepared: __2018 = 3.6%, __2019 = 3.1%, __2023 = 8%, __2024 = 5.6%, and __2025 = 7.6% (CA Dashboard). This placed MHA in a very low performance level (red). MHA was identified as having a 69.06% non-stability rate. Prior to receiving equity multiplier funds (2024-25) students did not have access to hands-on CTE courses on campus. By hiring a credentialed CTE teacher for the film/media course, MHA has removed a barrier for student success. The course, F3027 video production, is also considered to be at a college level. College State Course Code -9020 college credit course -Visual Arts. According to the study, Creating a Future-Oriented Culture in High Schools: The Impact of the College and Career Readiness Expansion Project (<a href="https://ies.ed.gov/ncee/WWC/Study/90291">https://ies.ed.gov/ncee/WWC/Study/90291</a>), found on What Works Clearinghouse, students in high school should be taking courses at college level while still in high school. This course meets that criteria. In addition, as part of MHA plan a registered pre-apprenticeship was embedded into the course partnering with JDS Creative Academy which is a California registered apprenticeship. MHA students who successfully complete the course will be able to transition into an apprenticeship if they choose to. These new opportunities will also help students to be considered College/Career ready as measured by the CA Dashboard. Mountain Heights Academy noticed a need to help students and families to correctly complete their necessary forms to be registered in the California pre-apprentice database. To help with this, this plan will include providing extra duty to staff to assist students and families fill out documents for the pre-apprenticeship program.</p> <p>MHA sought out input from educational partners through their School Site Council, English Language Advisory Council, ASB and Counselor Advisory groups. Staff were engaged for feedback during staff meetings. Student and family input was also gained from exit interviews. Based on the 2023-24 Stability Rate Data Mountain Heights Academy had a non-stability rate of 56.07% and had a 60.9% Stability Rate for 2024-25. Mountain Heights will receive Equity Multiplier funds for the 2026-27 school year. For the 2026-27 the Equity Multiplier goal will remain the same.</p> |
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## Measuring and Reporting Results

| Metric # | Metric                                                                                                | Baseline                                                                                                                                                                                                                                                                                      | Year 1 Outcome                                                                                                                                                                                                                                                                                 | Year 2 Outcome                                                                                                                                                                                                                                                                                                                       | Target for Year 3 Outcome                                                                                                                                                                                                    | Current Difference from Baseline                                                                                                                                                                                                  |
|----------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1      | Percentage of students college and career ready.<br><br>Data Source: California School Dashboard 2023 | All Students at MHA: 8%<br>English Learners: < 11 stu<br>Foster Youth: < 11 stu<br>Homeless: < 11 stu<br>Socioeconomically Disadvantaged: 8.8%<br>SWD: < 11 stu<br>AI: < 11 stu<br>HI: 10.9%<br>2+: < 11 stu<br>WH: 0.0%<br>Data Source: California School Dashboard 2023-Mt. Heights Academy | All Students at MHA: 5.6%<br>English Learners: < 11 stu<br>Foster Youth: < 11 stu<br>Homeless: < 11 stu<br>Socioeconomically Disadvantaged: 5.7%<br>SWD: < 11 stu<br>AI: < 11 stu<br>HI: 4.8%<br>2+: < 11 stu<br>WH: 0.0%<br>Data Source: California School Dashboard 2024-Mt. Heights Academy | All Students at MHA: 7.6%<br>English Learners: < 11 stu<br>LTEL: < 11 stud<br>Foster Youth: < 11 stu<br>Homeless: < 11 stu<br>Socioeconomically Disadvantaged: 6.3%<br>SWD: < 11 stu<br>AI: < 11 stu<br>AA:< 11 stu<br>HI: 7.3%<br>2+: < 11 stu<br>WH: < 11 stu<br>Data Source: California School Dashboard 2025-Mt. Heights Academy | All Students at MHA: 11.0%<br>English Learners: < 11 stu<br>Foster Youth: < 11 stu<br>Homeless: < 11 stu<br>Socioeconomically Disadvantaged: 11.8%<br>SWD: < 11 stu<br>AI: < 11 stu<br>HI: 13.9%<br>2+: < 11 stu<br>WH: 3.0% | All Students at MHA: -0.4%<br>English Learners: < 11 stu<br>Foster Youth: < 11 stu<br>Homeless: < 11 stu<br>Socioeconomically Disadvantaged: - 2.5 %<br>SWD: < 11 stu<br>AI: < 11 stu<br>HI: -3.6%<br>2+: < 11 stu<br>WH: <11 stu |
| 5.2      | Teacher Assignment Monitoring Outcomes<br>Data Source: Data Quest                                     | 74.4% of Mountain Heights Academy teachers were classified as having a credential out-of-field.<br>Data Source: Data Quest 2021-22                                                                                                                                                            | 73.1% of Mountain Heights Academy teachers were classified as having a credential out-of-field. Data Source: Data Quest 2022-23                                                                                                                                                                | 76.2% of Mountain Heights Academy teachers were classified as having a credential out-of-field. Data Source: Data Quest 2023-24                                                                                                                                                                                                      | 54.4% will be classified as having a credential out-of-field.                                                                                                                                                                | 1.8% increase in teachers classified as having a credential out-of-field.                                                                                                                                                         |

## Goal Analysis [2025-26]

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

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

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: This action was implemented by hiring a credentialed CTE teacher to expand the Film/Media Career Technical Education pathway and increase student enrollment and completion. The teacher is in place and has been working with students throughout the school year, providing instruction aligned to CTE standards and supporting pathway development. Four sections of the Film/Media course were offered each semester, providing students with opportunities to engage in hands-on learning, including the creation of video-based projects. This action is aligned to the Equity Multiplier goal and prioritizes student groups including Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students, particularly in the context of 76.2% of teachers being identified as out-of-field. A key success of this action was the establishment and consistent delivery of the Film/Media pathway, increasing access to CTE opportunities and student engagement. The site continues to work on increasing student participation and enrollment in the pathway. No major deviations from the planned implementation occurred; however, a minor challenge includes expanding recruitment efforts to maximize enrollment. Overall, the action successfully established and implemented a structured CTE pathway to support progress toward improved College and Career Indicator (CCI) outcomes.

Action 5.2-Supplies for the Film/Media CTE Pathway: This action was partially implemented by purchasing materials and supplies for the full functioning of the film and media classes. Not all funds were spent.

Action 5.3-Registered Pre-Apprenticeship: Mountain Heights Academy implemented this action by expanding access to a registered pre-apprenticeship program designed to connect CTE students to industry-aligned pathways. The program is currently in its second year of implementation, with 30 students enrolled. Implementation included contracting with external consultants to provide program coordination and expertise, purchasing instructional supplies, facilitating field trips, and integrating pre-apprenticeship curriculum into CTE courses. This action prioritizes student groups including Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students. A key success of this action was the continued expansion of student access to pre-apprenticeship opportunities and sustained student enrollment into the second year of the program. Overall, this action increased access to career pathway opportunities and supported progress toward improved College and Career Indicator (CCI) outcomes.

Action 5.4-Extra duty for staff: This action was not implemented as originally planned. While extra duty was intended to support student registration for the Pre-Apprenticeship program, Mt. Heights Academy instead utilized a CTE Grow Your Own Teacher's Aide to assist students. This adjustment allowed SJUSD to meet student needs without additional cost.

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

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: No material differences.

Action 5.2-Supplies for the Film/Media CTE Pathway: The material differences are under the budgeted expenditures due to not as many expenses for supplies as anticipated.

Action 5.3-Registered Pre-Apprenticeship: The material difference is under the estimated budgeted expenditures due to pre-apprenticeship agreement costing less.

Action 5.4-Extra duty for Staff: This budgeted item was not spent due to Mt. Heights using another position to help students complete the apprenticeship applications.

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

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: The implementation of this action was effective in increasing College and Career Indicator (CCI) preparedness and expanding access to Career Technical Education opportunities. Mountain Heights Academy increased the percentage of students classified as “Prepared” on the College/Career Indicator from 5.6% in 2023–2024 to 7.6% in 2024–2025, demonstrating measurable progress toward the goal. The presence of a credentialed CTE teacher and the consistent offering of four Film/Media course sections each semester contributed to increased student access and engagement in hands-on, project-based learning, including the creation of video projects. These efforts supported students, particularly those in identified student groups, in gaining relevant skills aligned to college and career readiness. While progress has been made, overall CCI preparedness remains below the desired target, indicating the need for continued focus on increasing student participation and pathway completion. Overall, the action was effective in establishing a strong foundation for the Film/Media pathway and contributing to improved student outcomes related to college and career readiness.

Action 5.2-Supplies for Film/Media CTE Pathway: This action was effective in ensuring that the film/media CTE pathway had all materials and supplies provided to function fully.

Action 5.3-Registered Pre-Apprenticeship: This action was effective in increasing student participation in pre-apprenticeship opportunities and contributing to improved College and Career Indicator (CCI) outcomes. Mountain Heights Academy increased the percentage of students classified as “Prepared” on the College/Career Indicator from 5.6% in 2023–2024 to 7.6% in 2024–2025 (2025 CA Dashboard), demonstrating measurable progress toward the goal. Additionally, student participation in the registered pre-apprenticeship program increased significantly, with 30 students enrolled in 2025–2026 compared to 9 students in 2024–2025, indicating successful expansion and increased access to career pathway opportunities. These outcomes suggest that the provision of structured pre-apprenticeship experiences, including hands-on learning and industry exposure, contributed to increased student engagement and early indicators of college and career readiness. While progress has been made, overall CCI preparedness remains below the desired target, particularly for identified student groups, indicating the need for continued focus on increasing both participation and completion rates. Overall, the action was effective in expanding access and supporting progress toward improved student outcomes.

Action 5.4-Extra Duty Staff: This action was effective in increasing student participation in the Pre-Apprenticeship program. Although the implementation differed from the original plan, the use of a CTE Grow Your Own Teacher’s Aide provided sufficient support for student registration. As a result, participation increased from 9 students in 2024–25 to 30 students in 2025–26, demonstrating improved access and engagement in the program.

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

The goal description/explanation was modified to include 2025 CA Dashboard data and updated out of field teaching assignments. Metric 5.2 was added to include Teaching Assignment Monitoring Outcomes, baseline data, year 1, year, 2, outcome data and difference from baseline data.

Action 5.1-Provide a Film/Media Career Technical Education Courses/Pathway: Based on the analysis of implementation and effectiveness, Mountain Heights Academy will continue Action 5.1 with a focus on increasing student participation in the Film/Media CTE pathway, particularly among students attending Mountain Heights Academy and identified student groups. While the action has demonstrated progress in improving College and Career Indicator (CCI) outcomes, additional efforts are needed to expand enrollment and ensure more students access and complete the pathway. Moving forward, Mountain Heights Academy will strengthen recruitment strategies, including targeted outreach, increased awareness of CTE opportunities, and enhanced counseling support to guide students into the pathway. The site will also continue to build program capacity and ensure alignment between coursework and CCI indicators to support completion. These refinements are intended to increase participation and completion rates, ultimately improving CCI preparedness and supporting equitable outcomes for all students.

Action 5.2-Supplies for the Film/Media CTE Pathway: No changes in 2025-26.

Action 5.3-Registered Pre-Apprenticeship: Based on the analysis of implementation and effectiveness, the Mountain Heights Academy will continue Action 5.3 with a focus on expanding student participation and completion in the registered pre-apprenticeship program, particularly among student groups identified in the red performance level on the College and Career Indicator (CCI). While the action has demonstrated effectiveness in increasing both participation and CCI preparedness, additional efforts are needed to ensure equitable access and outcomes for Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students. Moving forward, Mountain Heights Academy will strengthen targeted recruitment strategies, increase support for students to successfully complete program requirements, and enhance alignment between pre-apprenticeship activities and CCI indicators. The site will also continue leveraging consultant support and industry partnerships to improve program quality and accessibility. These refinements are intended to increase participation and completion rates, particularly for identified student groups, and further improve CCI outcomes.

Action 5.4-Extra duty for staff: This action will be discontinued in the next LCAP cycle and will not be included in the Equity Multiplier plan. Mt. Heights Academy will continue to utilize the CTE Grow Your Own Teacher's Aide to support students with completing the Pre-Apprenticeship application process, as this approach has proven effective in meeting student needs.

**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 |
|------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>5.1</b> | Provide a Film/Media Career Technical Education Courses/Pathway              | Increase enrollment and completion of Career Technical Education (CTE) Pathway by hiring one credentialed CTE teacher.                                                                                                    | \$61,019.00 | No           |
| <b>5.2</b> | Supplies for the Film/Media CTE Pathway                                      | Provide materials and equipment for students to use in the film and media class.                                                                                                                                          | \$59,650.00 | No           |
| <b>5.3</b> | Registered Pre-Apprenticeship                                                | Connect CTE students to a pre-apprenticeship program, which includes consultant fees, supplies, field trips, and curriculum.                                                                                              | \$64,223.00 | No           |
| <b>5.4</b> | Extra Duty for Staff (This action will not be included in the 2026-27 plan.) | This action will provide extra duty to a staff member to assist Mt. Heights Academy students through the registration process for the Pre-Apprenticeship program. (This action will not be included in the 2026-27 plan). | \$0.00      | No           |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Type of Goal                 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 6      | San Jacinto Technology Institute will increase student achievement in English Language Arts on the CAASPP from 19 points below the standard (2025 CA Dashboard) to 15.5 points below the standard and reduce chronic absenteeism from 37.8% (2025 CA Dashboard) to 30% by June 2027. This will be done by building capacity with teachers to create structured collaborative opportunities and by increasing virtual engagement attendance strategies for students (inclusive of Hispanic students and Socioeconomically Disadvantaged students who are in the red for chronic absenteeism). According to Teaching Assignment Monitoring Outcomes 40% of San Jacinto Technical Institute teachers were classified as having a credential out-of-field and were given authorization by the school board to teach the subject out of their field (Data Quest 2023-24). | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 6 was created to address the unique needs of students at San Jacinto Technology Institute. As the district's only K-8 Virtual School, SJTI continuously looks for ways to increase online engagement and provide instructional and curricular support for both staff and students. Most core curriculum aligns with in-person instruction and delivery and lacks online strategies to supplement the teachers who teach in a virtual setting. As a virtual school, SJTI continues to adapt, modify, and design learning opportunities for students using core curriculum that needs to be developed for the virtual learners. This becomes even more evident when addressing barriers to attendance and meeting the needs of Hispanic students and Socioeconomically Disadvantaged students.

The 2025 California Dashboard shows there was an increase of 18.5 points in English Language Arts, where all students scored -19 distance from the grade level standard. SJTI had a 37.8% chronic absenteeism rate (red performance level), with Hispanic students (35%) and Socioeconomically Disadvantaged (40.9%) students scoring in the lowest (red) performance level. By continuing to build the capacity of teachers to create virtual structured collaborative opportunities to develop written language skills, students will be more engaged in their education achievement and attendance will increase. By increasing virtual engagement strategies and attendance interventions SJTI will be able to support student groups in the red for chronic absenteeism and decrease chronic absences. Based on the root cause analysis it was determined there is a need to increase and improve structured collaborative opportunities for students. According to What Works Clearinghouse provided regular, structured opportunities to help develop written language skills that assists students in engaging in analytical writing activities, during which they learn to support their opinions, arguments, and claims with evidence from tests. By funding an Education Technology Teacher On Special Assignment this teacher will be able provide professional development and coaching on how to implement structured collaborative opportunities in the virtual setting and assist teachers in strategically designing graphic organizers, sentence frames, and other visual supports for structured student talk through daily opportunities for students to discuss content and learning with other

students and in small groups. Targeted coaching and support will be provided to teachers having a credential out-of-field. This position will also assist in providing tiered supports for students who are chronically absent or at risk of being chronically absent. Additionally, SJTI will hire a full time aide who will support students in implementing structured collaborative opportunities, provide targeted academic interventions and provide support for students who struggle with attendance. Based on feedback from educational partners having a guest teacher will help support staff in receiving professional development and in supporting students with attendance interventions and increase engagement. Feedback from staff, parents/families, and students was received during the SJTI mid-year review meeting and staff meetings in 2025-26 and staff surveys in 2025-26. For the 2026-27 school year SJTI is eligible for third year of equity multiplier funds due to having a 52.9% non-stability rate. The goal for the 2026-27 will remain the same.

## Measuring and Reporting Results

| Metric # | Metric                                                                                                      | Baseline                                                                                                                                                                                                                                                | Year 1 Outcome                                                                                                                                                                                                                                                              | Year 2 Outcome                                                                                                                                                                                                                                                                   | Target for Year 3 Outcome                                                                                                                                                                         | Current Difference from Baseline                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.1      | Pupil Achievement on Statewide Assessments--ELA DFS<br><br>Data Source:<br>California School Dashboard 2023 | ALL: -45.5<br>EL: -66.0<br>SWD: -90.1<br>SED: -48.0<br>HOM: <11 stu<br>FY: <11 stu<br>HI: -49.6<br>AI: <11 stu<br>AS: <11 stu<br>AA: -64.5<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: +0.6<br>Data Source:<br>California School Dashboard 2023 | ALL: -37.5<br>EL: -77.4<br>SWD: -71.9<br>SED: -45.7<br>HOM: <11 stu<br>FY: <11 stu<br>HI: -46.8<br>AI: <11 stu<br>AS: <11 stu<br>AA: 1.8<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 23.3<br>LTEL: <11 stu<br>Data Source:<br>California School Dashboard 2024-SJTI | ALL: -19<br>EL: -28.5<br>SWD: <11 stu<br>SED: -28.8<br>HOM: <11 stu<br>FY: <11 stu<br>HI: -18.2<br>AI: <11 stu<br>AS: <11 stu<br>AA: <11 stu<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: -17.2<br>LTEL: <11 stu<br>Data Source:<br>California School Dashboard 2025-SJTI | ALL: -0.5<br>EL: -21.0<br>SWD: -45.1<br>SED: -3.0<br>HOM: <11 stu<br>FY: <11 stu<br>HI: -4.6<br>AI: <11 stu<br>AS: <11 stu<br>AA: -19.5<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: +45.6 | ALL: +26.5<br>EL: +37.5<br>SWD: <11stu<br>SED: +19.2<br>HOM: <11 stu<br>FY: <11 stu<br>HI: +31.4<br>AI: <11 stu<br>AS: <11 stu<br>AA: < 11 stu<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: +16.6 |
| 6.2      | Pupil Achievement Local Assessment--Reading i-Ready meets or exceeds<br><br>Data Source:<br>Schoolzilla/    | ALL: 43.5%<br>EL: 4.0%<br>SWD: 28.6%<br>SED: 33.3%<br>HOM: <11 stu<br>FY: <11 stu                                                                                                                                                                       | ALL: 44.3%<br>EL: 18.8%<br>SWD: 33.3%<br>SED: 42.7%<br>HOM: <11 stu<br>FY: <11 stu                                                                                                                                                                                          | ALL: 37.6%<br>EL: 9.1%<br>SWD: 7.1%<br>SED: %<br>HOM: <11 stu<br>FY: <11 stu                                                                                                                                                                                                     | ALL: 54.5%<br>EL: 25.0%<br>SWD: 49.6%<br>SED: 54.3%<br>HOM: <11 stu<br>FY: <11 stu                                                                                                                | ALL: -5.9%<br>EL: 5.1%<br>SWD: -21.5%<br>SED: %<br>HOM: <11 stu<br>FY: <11 stu                                                                                                                           |

| Metric # | Metric                                                                         | Baseline                                                                                                                                                                                                                                                                | Year 1 Outcome                                                                                                                                                  | Year 2 Outcome                                                                                                                                                                                                                            | Target for Year 3 Outcome                                                                                                                                                                                         | Current Difference from Baseline                                                                                                                                                             |
|----------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Panorama                                                                       | HI: 41.5%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 44.4%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 58.8%<br>Data Source:<br>Schoolzilla                                                                                                                           | HI: 44.3%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 43.3%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 53.6%<br>Data Source:<br>Schoolzilla--SJTI             | HI: <11 stu<br>AI: 41.3%<br>AS: <11 stu<br>AA: 33.3%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 43.6%<br>Data Source:<br>Panorama-SJTI                                                                                           | HI: 62.5%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 65.4%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 79.8%                                                                                                    | HI: <11 stu<br>AI: <11 stu<br>AS: <11 stu<br>AA: -11.1%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: -15.2%                                                                           |
| 6.3      | Chronic Absenteeism<br><br>Data Source:<br>California School<br>Dashboard 2024 | ALL: 35.5<br>EL: 25%<br>SWD: 28.6%<br>SED: 37.5%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: 28.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 55.9%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 41.9%<br>LTEL: 41.2%<br>Data Source:<br>California School<br>Dashboard 2024 | This is blank<br>because this is a<br>new metric added<br>to the 2025-26<br>LCAP                                                                                | ALL: 37.8%<br>EL: 26.1%<br>SWD: 29.6%<br>SED: 40.9%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: 35%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 58.3%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 37.9%<br>LTEL: 33.3%<br>CA 2025<br>Dashboard | ALL: 20.5%<br>EL: 15%<br>SWD: 18.6%<br>SED: 37.5%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: 18.6%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 25.9%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: 31.9%<br>LTEL: 31.2% | ALL: 2.3%<br>EL: 1.1%<br>SWD: 1%<br>SED: 3.4%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: 6.4%<br>AI: <11 stu<br>AS: <11 stu<br>AA: 2.4%<br>FI: <11 stu<br>PI: <11 stu<br>2+: <11 stu<br>WH: -4.0% |
| 6.4      | Teaching Assignment<br>Monitoring Outcomes<br><br>Data Source:<br>Data Quest   | 21.1% of San Jacinto<br>Technical Institute<br>teachers were classified<br>as having a credential<br>out-of-field.<br>Data Source:<br>Data Quest 2021-22                                                                                                                | 18.8% of San<br>Jacinto Technical<br>Institute teachers<br>were classified as<br>having a credential<br>out-of-field.<br>Data Source:<br>Data Quest 2022-<br>23 | 40% of San<br>Jacinto Technical<br>Institute teachers<br>were classified as<br>having a credential<br>out-of-field.<br>Data Source:<br>Data Quest 2023-<br>24                                                                             | 15% of San<br>Jacinto Technical<br>Institute teachers<br>will be classified as<br>having a credential<br>out-of-field.                                                                                            | +18.9% increase<br>in teachers<br>classified as<br>having a credential<br>out-of-field.                                                                                                      |

## 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 6.1-Ed. Tech TOSA: SJTI implemented Action 6.1 by funding an Ed. Tech TOSA to build teacher capacity and increase student engagement through structured collaborative opportunities in the virtual setting. The TOSA provided coaching and professional development through eight PLCs and individual support sessions, training sessions focusing on strategies such as graphic organizers, sentence frames, structured student discourse, and tools including PearPractice, iReady data analysis, Wacom Boards, and independent reading supports. The action also included targeted interventions to address chronic absenteeism, such as Internet Café access, technology refresh support, and student check-ins, particularly for African American students, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Key successes included implementation of K–5 Tier 2 reading interventions, daily push-in support, weekly hybrid enrichment labs, and increased teacher engagement in coaching. A challenge in implementation was supporting a high percentage of teachers teaching out of their credentialed field, requiring differentiated and ongoing support; however, all planned actions were implemented as described.

Action 6.2-Fund a Corwin Consultant: SJTI implemented this action by funding a Corwin Consultant to provide multiple professional development sessions aligned to the site focus on structured collaborative opportunities and Quality First Instruction in the virtual learning environment. These sessions supported teachers in building instructional strategies, including Accountable Student Talk and supports for English Learners, and were reinforced through ongoing practice and feedback throughout the year. A key success of this action was the establishment of a consistent, schoolwide focus on Accountable Student Talk and instructional rigor, supported by sustained professional development. Additionally, the Corwin partnership helped address the needs of a high percentage of teachers teaching out of their credentialed field by providing structured guidance and capacity-building. A challenge in implementation was ensuring the long-term sustainability of these practices, as site leadership will need to build internal capacity to continue supporting teachers once the Corwin contract ends in June 2026; however, all planned professional development activities were implemented as described in the adopted LCAP.

Action 6.3-Supplemental Support and Resources- This action was implemented by providing supplemental technological resources such as Waycom Boards and Chromebooks equipped with Long Term Evolution (LTE), to ensure students had consistent access to internet connectivity and virtual learning tools. These resources were distributed to students lacking reliable internet access, with a focus on supporting unduplicated student groups, including Students with Disabilities, African American students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Implementation included device distribution, setup support, and ongoing troubleshooting to ensure students could effectively access instructional materials and participate in virtual learning. A key success of this action was increased student access to online coursework and instructional resources, reducing barriers to participation in the virtual setting. A challenge in implementation included managing device connectivity issues and ensuring timely distribution and maintenance of devices to meet student needs; however, all planned actions were implemented as described in the adopted LCAP.

Action 6.4- Fund Additional Instructional Aide: This action was implemented by funding an additional Instructional Aide to support teachers and students in both the virtual and in-person learning environments. The Instructional Aide supported the Internet Café Initiative as part of the Tier 2 re-engagement plan. The Instructional Aide provided push-in support during group and breakout room activities, facilitated Lunch

Bunch engagement opportunities, and delivered targeted English Learner tutoring to support structured collaborative learning. Additionally, the aide supported students identified with high rates of chronic absenteeism, including Students with Disabilities, African American students, English Learners, and Socioeconomically Disadvantaged students, through small group tutoring, academic monitoring in the Internet Café, monthly attendance recognition, and targeted attendance interventions. A key success of this action was increased student engagement and targeted support for student groups in the red performance level through both academic and attendance interventions. A challenge in implementation was a delay in hiring, as the site needed to replace the instructional aide and the new hire started later than anticipated; however, all planned actions were ultimately implemented as described in the adopted LCAP.

**Action 6.5-On Site Daily Guest Teacher:** This action was implemented by funding an on-site daily guest teacher to support instructional continuity, teacher collaboration, and targeted student interventions. The guest teacher provided classroom coverage for teachers participating in professional development and peer observation cycles as part of SJTI's collective efficacy model, enabling staff to engage in collaboration and feedback on instructional practices, including virtual engagement strategies. This structure ensured all students received consistent instruction during teacher absences, while the guest teacher also supported small group interventions and enrichment activities focused on foundational reading and comprehension skills. Additionally, the guest teacher provided targeted support for students with high rates of chronic absenteeism by conducting check-ins, follow-up communication, and engagement interventions for students who were chronically absent or at risk of becoming chronically absent. A key success of this action was maintaining continuity of instruction while increasing opportunities for teacher collaboration and targeted student support. No significant challenges impacted implementation, and all planned actions were carried out as described in the adopted LCAP.

**Action 6.6-Expanding Tutoring Support:** This action was implemented by providing extra duty funds to staff to deliver targeted after-school tutoring interventions for students in need of additional academic support, particularly unduplicated student groups. Tutoring sessions were held on a consistent schedule twice per week, allowing students to receive ongoing, structured support in key skill areas, including reading and comprehension. Staff maintained tracking logs documenting dates, times, and types of support provided, as well as monitoring student academic progress to inform instruction and intervention adjustments. A key success of this action was the establishment of a consistent and reliable tutoring schedule that increased access to targeted academic support for students. An area of growth in implementation is expanding the availability of tutoring opportunities to reach more students in need of support. All planned actions were implemented as 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.

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference. Additional expenditures were based upon the state adopted budget.

**Action 6.1-Ed. Tech TOSA:** No material difference in actual expenditures and budgeted expenditures.

**Action 6.2-Fund a Corwin Consultant:** No material difference in actual expenditures and budgeted expenditures.

**Action 6.3-Supplemental Support and Resources:** The material difference were under the budgeted expenditures due to not as many expenses for supplemental resources as anticipated.

Action 6.4--Fund an Additional Instructional Aide: This action was underspent because the site had to replace the Instructional Aide and the new hire started later than anticipated.

Action 6.5- On Site Daily Guest Teacher: The cost for the guest teacher was under the budgeted amount because the site did not need to use all days that were budgeted.

Action 6.6-Expanding Tutoring Support: This action was under the budgeted amount due to lower costs than expected.

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

Action 6.1-Ed. Tech TOSA: This action was effective in progressing toward the goal based on 2025 California School Dashboard data, which showed an increase of 18.5 points in English Language Arts performance compared to 2024. While students remain 19 points below the standard, the significant improvement indicates that the professional development, coaching, and structured collaborative strategies implemented by the Ed. Tech TOSA contributed to increased student engagement and academic performance in the virtual setting. The focus on building teacher capacity to facilitate structured student interaction and the targeted supports for students experiencing chronic absenteeism, including African American students, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, supported improved access to instruction and learning outcomes.

Action 6.2-Fund a Corwin Consultant: This action was effective in progressing toward the goal based on 2025 California School Dashboard data, which showed an increase of 18.5 points in English Language Arts performance compared to 2024. While students remain 19 points below the grade level standard, this improvement indicates that the professional development provided by the Corwin Consultant contributed to increased teacher capacity in implementing structured collaborative strategies, including Accountable Student Talk and supports for English Learners, within the virtual learning environment. The consistent focus on Quality First Instruction and ongoing opportunities for practice and feedback supported improved instructional delivery, particularly for unduplicated student groups. Overall, the action was effective in contributing to measurable gains in ELA achievement and progress toward the goal.

Action 6.3-Supplemental Support and Resources: SJTI determined this action was effective in progressing toward the goal by increasing student access to instruction in the virtual learning environment. By providing Chromebooks with LTE connectivity, students who previously lacked reliable internet access were able to consistently engage in coursework, participate in structured collaborative activities, and access instructional resources. This increased access supported improved student engagement and contributed to overall gains in academic performance, as reflected in 2025 California School Dashboard data showing an 18.5-point increase in English Language Arts compared to 2024. While students remain 19 points below the grade level standard, the removal of technological barriers played a critical role in improving participation and supporting learning outcomes, particularly for unduplicated student groups. Overall, this action was effective in contributing to increased access and measurable progress toward the goal.

Action 6.4-Fund an Additional Instructional Aide: This action was effective in progressing toward the goal by increasing student engagement and providing targeted academic and attendance supports for students most at risk of chronic absenteeism. The Instructional Aide supported structured collaborative opportunities, small group instruction, and interventions through the Internet Café, which improved student participation and access to learning. These efforts contributed to overall gains in academic performance, as reflected in the 2025 California

School Dashboard, which showed an 18.5-point increase in English Language Arts compared to 2024. While students remain 19 points below the grade level standard, the additional academic support, targeted tutoring for English Learners, and focused attendance interventions helped remove barriers to engagement and learning for unduplicated student groups. Overall, this action was effective in contributing to improved student outcomes in ELA achievement.

Action 6.5-On Site Daily Guest Teacher: SJUSD determined this action was effective in progressing toward the goal by maintaining continuity of instruction and supporting both teacher collaboration and targeted student interventions. The use of a daily guest teacher allowed staff to participate in professional development and peer observation cycles, strengthening instructional practices that support student learning. Additionally, targeted supports such as small group instruction, student check-ins, and follow-up with students who were chronically absent or at risk of becoming chronically absent contributed to increased engagement and access to instruction. This is reflected in the 2025 California School Dashboard, which showed an 18.5-point increase in English Language Arts performance compared to 2024. While students remain 19 points below the grade level standard, the action contributed to measurable academic growth. An area of growth is to continue strengthening efforts to reduce chronic absenteeism by expanding proactive outreach and intervention strategies for students most at risk.

Action 6.6-Expanding Tutoring Support: This action was effective in progressing toward the goal by providing consistent, targeted academic support to students through structured after-school tutoring. The implementation of twice-weekly tutoring sessions increased student access to additional instructional time and support in key areas such as reading and comprehension. An area of growth is to expand tutoring opportunities to increase access for more students and further accelerate progress toward meeting ELA and attendance goals.

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.

Teaching Assignment Monitoring Outcome data and the California Dashboard data was modified in the goal description to reflect the most recent data. Metric 6.2 was modified to include Panorama. In previous years the data source was Schoolzilla, SJUSD no longer has Schoolzilla, so we added Panorama to the data source. The data for year 2 outcomes is from Panorama. Metric 6.4-Teaching Assignment Monitoring Outcomes (TAMO) was added. TAMO data was added to the baseline, year 1, year 2, year 3, and current difference from the baseline.

Action 6.1-Ed. Tech TOSA: Based on the analysis of effectiveness, SJTI will continue to implement and refine Action 6.1 with an increased emphasis on expanding student and family supports to further improve access and engagement. Enhancements will include strengthening structures that provide consistent access to in-person labs, technology assistance, and targeted supports to ensure all students can fully participate in the virtual learning environment. Additionally, the site will deepen its focus on sitewide instructional priorities, including Accountable Student Talk, scaffolding strategies, checking for understanding, and student engagement practices to further build teacher capacity and improve student outcomes. These refinements are necessary to build on the positive gains in ELA achievement while continuing to address chronic absenteeism and ensuring equitable access for unduplicated student groups.

Action 6.2-Fund a Corwin Consultant: In the 2026-27 school year this action will not be included in SJTI's equity multiplier plan.

Action 6.3-Supplemental Support and Resources: A change to the action title was made to “Supplemental Resources” to ensure more clarity. The action description was modified to delete reference to an instructional aide, as there was duplicate mention of instructional in aide in action 6.3 and 6.4. The instructional aide is funded out of action 6.4. Additionally, Waycom boards were added to the action description.

Action 6.4-Fund Additional Instructional Aide: Based on the analysis of effectiveness, this action will continue to be implemented with refinements to strengthen targeted academic and attendance supports for students at risk of chronic absenteeism. SJTI will enhance proactive systems to identify and support students who are absent or at risk of becoming chronically absent by increasing timely outreach, monitoring, and intervention efforts through the instructional aide and Internet Café structures. Additionally, SJTI will expand targeted small group instruction, English Learner supports, and engagement strategies to further improve student participation and access to learning. These changes are necessary to build on progress made, further reduce chronic absenteeism, and ensure continued academic growth for unduplicated student groups

Action 6.5- On Site Daily Guest Teacher: This action will continue in 2026-27 with no significant changes.

Action 6.6-Expanding Tutoring Support: Based on the analysis of effectiveness, SJTI will continue to implement this with refinements to increase student access to tutoring supports. SJTI will expand tutoring opportunities by offering additional sessions, increasing staff participation, and improving outreach to ensure more students, particularly unduplicated students, are able to participate consistently. Additionally, SJTI will strengthen progress monitoring systems to better target support and ensure tutoring aligns with identified student needs in English Language Arts and attendance. These changes are necessary to build on academic gains and address the identified area of need to increase access, thereby supporting continued progress toward improved ELA outcomes and reduced chronic absenteeism.

For the 2026-27 school year action 6.7-Expand In-Person Enrichment and Engagement will be added to SJTI's equity multiplier plan. This action will help expand in person enrichment and engagement which will help the site to meet their goal.

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

## Actions

| Action # | Title         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total Funds  | Contributing |
|----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 6.1      | Ed. Tech TOSA | Implement structured collaborative opportunities for students in the virtual setting by funding one Ed. Tech TOSA who will provide professional development and coaching to support all staff and students in the virtual setting making online structured collaborative opportunities accessible and build the capacity of online teachers. This action item will provide support to students struggling with chronic absenteeism, including African American students, English Learners, Students With Disabilities, and Socioeconomically Disadvantaged students. | \$133,983.00 | No           |

| Action #   | Title                                                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Total Funds | Contributing |
|------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |              |
| <b>6.2</b> | Fund a Corwin Consultant<br>(This action will not be included in the 2026-27 plan.) | SJTI will fund a Corwin Consultant to provide PD in support of Site Focus plan. SJTI will increase student achievement by building capacity with teachers in the area of structured collaboration opportunities including strategies for English Language learners. This PD will focus on strategies in support of students in the virtual learning environment specific and measured by 2024 CAASP Assessment and local iReady EOY diagnostic results. (This action is not in the 2026-27 plan).                                                                                                                                                                         | \$0.00      | No           |
| <b>6.3</b> | Supplemental Resources                                                              | SJTI will provide technological resources such as chrome books with Long Term Evolution (LTE) which enables students who do not have access to the internet to have a device with internet access and Waycom boards will be provided for all students. This will support overall academic achievement and access to resources in the virtual classroom.                                                                                                                                                                                                                                                                                                                   | \$45,000.00 | No           |
| <b>6.4</b> | Fund an Additional Instructional Aide                                               | This action will fund an Instructional Aide to support all Teachers at SJTI including traditional independent study instructors as well as supporting the newly implemented Internet Cafe Initiative for the Tier 2 re-engagement plan that supports academics, behavior, SEL, and attendance. This position will also focus on providing extra support to students struggling with chronic absenteeism (Students With Disabilities, African American Students, English Learners, and Socioeconomically Disadvantaged students. This position will also promote foundational skills and an in-person assessment environment for BOY, MOY, EOY, ELPAC, and CAASPP testing. | \$22,427.00 | No           |
| <b>6.5</b> | On Site Daily Guest Teacher                                                         | This action will fund a daily guest teacher who will receive additional training in virtual engagement strategies to support the Ed. Tech TOSA, staff, and students. The guest teacher will provide coverage for teachers during peer observation sessions as part of the SJTI collective efficacy cycles, enabling teacher collaboration and feedback on focused strategies implantation practices. This position will also provide targeted interventions for student groups in the red for chronic absenteeism. Additionally, the substitute will assist teachers across all grade levels with                                                                         | \$49,755.00 | No           |

| Action #   | Title                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Total Funds | Contributing |
|------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                                            | small group interventions and enrichment activities to support the development of foundational skills in reading and reading comprehension strategies.                                                                                                                                                                                                                                                                                                                    |             |              |
| <b>6.6</b> | Expanding Tutoring Support                 | Extra duty funds will be provided to staff to create tutoring interventions for students needing targeted support. A tracking log with date, time, and tutor support provided will be kept and academic progress will be tracked as well for progress monitoring. purposes.                                                                                                                                                                                               | \$6,144.00  | No           |
| <b>6.7</b> | Expand In-Person Enrichment and Engagement | This action will expand in-person enrichment and engagement by funding a part-time campus aide to provide supervision and support during enrichment labs and a part-time guest teacher to assist with instruction, small-group support, and social-emotional well-being. These structured supports are designed to increase student engagement, improve attendance, and provide targeted ELA assistance, and are expected to be effective in improving academic outcomes. | \$36,575.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Type of Goal                 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 7      | Monte Vista Middle School will increase student engagement by strengthening the Multi-Tiered System of Support focusing on increasing English Language Literacy, Mathematics, improving systems for behavior support, and increasing college and career opportunities for students. Within three years, all students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Mathematics as measured by CAASPP test results and local benchmarks. Particularly Students with Disabilities and African American students who scored red in Math (2025 CA Dashboard). Additionally, students, particularly Homeless and African American students will have a decrease in suspensions as measured by the California School Dashboard, and see an increase in a sense of belonging as measured by the Panorama student survey. There will also be a decrease in chronic absenteeism for student groups in the lowest performance level based on the 2025 CA Dashboard: English Learners, Long-Term English Learners, Students With Disabilities, Socioeconomically Disadvantaged students, Homeless students, African American students, and Hispanic students. According to Teaching Assignment Monitoring Outcomes 3.1%, Monte Vista Middle School teachers were classified as having a credential out-of-field and were given authorization by the school board to teach the subject out of their field (Data Quest 2023-24). Monte Vista Middle School no longer qualifies for Equity Multiplier Funds for 2026-27 but has remaining funds. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 6: School Climate (Engagement) |
|-------------------------------------------------------------------------------------------|

An explanation of why the LEA has developed this goal.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Although Monte Vista Middle School no longer qualifies for the Equity Multiplier funds in 2026-27, there are remaining funds. This plan addresses how the remaining plans will be used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| According to the 2025 California Dashboard, students at Monte Vista Middle School scored 65.5 points below the grade level standard in English Language Arts (ELA), which is an increase in 14.3 points compared to the 2024 CA Dashboard. Based on the 2025 California Dashboard for mathematics Monte Vista Middle School's students scored 121 points below the standard. The following student groups performed at the lowest performance level (red): African American students were 135.5 points below the standard and Students with Disabilities were 160.9 points below the grade level standards. Suspension rates were 7.6% in 2025 (CA Dashboard) which is a slight increase from the previous year. The following student groups were identified in the red for suspension rate: African American students had a 12.7% suspension rate and Homeless students had a 14.3% suspension rate. Monte Vista Middle School's chronic absenteeism rate was 34.4% with the following student groups being in the red (lowest performance level): African American (30.1%), English Learners (38.5%), |

Hispanic (35.6%), Homeless (58.7%), Long-Term English Learners (40.9%), and Socioeconomically Disadvantaged students (35.5%). Monte Vista Middle School was provided Equity Multiplier funds for the 2024-25 school year based on the non-stability rate for MVMS which was 25.42%. This is year three of the plan.

Initially, this goal was created based on an in-depth needs assessment of the school that was conducted by Orenda Education from February through April, 2024. This included a site visit with focus groups for teachers, support staff, students, and administrators; classroom observations; surveys; and the collection of artifacts. This data was triangulated with five years of student performance and demographic data to identify the barriers to accelerating student achievement. Results from the study included that the staff was divided into factions that did not have common expectations for behavior or academics; thus, students were not receiving a coherent, consistent educational message. Additionally, grade level standards were not consistently practiced by grade levels. During the 2024-25 school year educational partners provided feedback via guiding coalition, school site council, staff, family/parent, student surveys, as well as student focus groups. Based on responses there was still a need to strengthen Monte Vista Middle Schools Multi-Tiered Systems of support in relation to behavior and tiered support for English Language Arts and Mathematics. Students expressed the continued desire for more College and Career electives. Staff and students also identified the need to improve the culture and climate of the campus. There was a need to unite the staff together behind common expectations and agreements for achievement and behavior that are collaboratively created and agreed upon. The plan included Monte Vista Middle School increasing collective efficacy among teachers and tiered supports by funding a Learning Support Teacher on Special Assignment. By providing professional learning, tiered support, and coaching, teachers would be able to align curriculum focused on increasing student engagement by utilizing Quality First Instruction. The Learning support TOSA would work on improving student engagement by creating and maintaining systems for addressing student behaviors, restorative practices, creating a positive culture/climate, reducing suspension rates, and increasing social-emotional learning. The initial plan funded a full time Career Technical Education Teacher for Robotics/Maker Space and a Digital Media teacher. A study by the National Research Center for Career and Technical Education found that middle school students who participated in career exploration programs demonstrated higher levels of career readiness and academic achievement compared to those who did not. Research published in the "Journal of Career and Technical Education" showed that career exploration activities positively influenced students' career decision-making, self-efficacy and career planning.

In 2025-2026 Educational partners were engaged in the development of this goal based remaining funds and on feedback from student focus groups, School Site Council, ELAC, SPSA planning, and Guiding Coalition teams to review and provide feedback regarding this goal. The initial plan was modified due to the fact that Monte Vista Middle School did not qualify for the 2026-27 equity multiplier funds. This current plan is using equity multiplier funds that are remaining. The plan for 2026-27 includes removing action 7.4-CTE teacher for robotics/Maker Space. The plan will fund a Learning Support TOSA who will assist in the implementation of a Multi-Tiered System of Support (academics, social/emotional, and behavior). In the academic domain this position will support staff in implementing Quality First Instruction, including scaffolding. The position will help increase collective efficacy among staff on best instructional practices, as well as coordinate and provide staff development as related to Multi-Tiered Systems of Support. The Learning Support TOSA will reinforce an evidence-based collaborative approach to supporting student groups in the red and help create a tiered system of support for students struggling with English Language Arts, mathematics, and behavior.

## Measuring and Reporting Results

| Metric # | Metric                                                                                                                                                        | Baseline                                                                                                                                                                                                                                                                    | Year 1 Outcome                                                                                                                                                                                                                                                                 | Year 2 Outcome                                                                                                                                                                                                  | Target for Year 3 Outcome                                                                                                                                                               | Current Difference from Baseline                                                                                                                                                |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1      | Percent of students in grades 6-8 who meet or exceeded standard in ELA<br><br>Data Source: California Assessment of Student Performance and Progress (CAASPP) | All: 24.8%<br>EL: 4.6%<br>SWD: 1.8%<br>SED: 23.2%<br>HOM: 13.3%<br>FY: < 11 stu<br>HI: 25.8%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 16.9%<br>FI: < 11 stu<br>2+: 21.9%<br>WH: 27.0%<br>Data Source: California Assessment of Student Performance and Progress (CAASPP) 2023 | All: 18.4%<br>EL: 2.1%<br>SWD: 2.2%<br>SED: 16.4%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 17.3%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 17.9%<br>FI: < 11 stu<br>2+: 22.7%<br>WH: 26.6%<br>Data Source: California Assessment of Student Performance and Progress (CAASPP) 2024 | ALL: 23.5%<br>EL: 6.61 %<br>SWD: 6.67%<br>SED: 22.6%<br>HOM: 23.3%<br>FY: % < 11 stu<br>HI: 22.7%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 19.8%<br>FI: < 11 stu<br>2+: 20.8 %<br>WH: 36.37%<br>CA Dashboard 2025 | All: 45.8%<br>EL: 25.6%<br>SWD: 22.8%<br>SED: 44.2%<br>HOM: 34.3%<br>FY: % < 11 stu<br>HI: 46.8%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 37.9%<br>FI: < 11 stu<br>2+: 42.9%<br>WH: 48.0% | All: -1.3%<br>EL: 4.8%<br>SWD: -16.5%<br>SED: -0.6%<br>HOM: 10%<br>FY: < 11 stu<br>HI: -3.1%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: %<br>FI: < 11 stu<br>2+: -1.1 %<br>WH: 9.4% |
| 7.2      | Pupil Achievement on Local Assessment-Reading i-Ready<br><br>Data Source: Schoolzilla ELA exceeds or meets EOY<br>Data source changed in Year 2 to Panorama   | All: 21.0%<br>EL: 0.9%<br>SWD: 4.1%<br>SED: 25.7%<br>HOM: 21.1%<br>FY: < 11 stu<br>HI: 20.4%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 14.8%<br>FI: < 11 stu<br>2+: 27.6%<br>WH: 31.5%<br>Data Source: Schoolzilla ELA exceeds or meets EOY                                    | All: 21.5%<br>EL: 0.0%<br>SWD: 5.8%<br>SED: 19.6%<br>HOM: 9.5%<br>FY: <11 stu<br>HI: 20.0%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 23.5%<br>FI: < 11 stu<br>2+: 31.8%<br>WH: 29.8%<br>Data Source: Schoolzilla ELA exceeds or meets EOY                                         | All: 21%<br>EL: 3%<br>SWD: 5%<br>SED: 21%<br>HOM: 13%<br>FY: <11 stu<br>HI: 33%<br>AI: 20%<br>AS: < 11 stu<br>AA: 21%<br>FI: < 11 stu<br>2+: 21%<br>WH: 34%<br>Data Source: Panorama ELA exceeds or meets EOY   | All: 42.0%<br>EL: 21.9%<br>SWD: 25.1%<br>SED: 46.7%<br>HOM: 42.1%<br>FY: < 11 stu<br>HI: 41.4%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 35.8%<br>FI: < 11 stu<br>2+: 48.6%<br>WH: 52.5%   | All: 0%<br>EL: 2.1%<br>SWD: .9%<br>SED: -4.7%<br>HOM: -8.1%<br>FY: < 11 stu<br>HI: 12.6%<br>AI: <11<br>AS: < 11 stu<br>AA: -6.6%<br>FI: < 11 stu<br>2+: -6.6%<br>WH: 2.5 %      |

| Metric # | Metric                                                                                                          | Baseline                                                                                                                                                                                                                | Year 1 Outcome                                                                                                                                                                                                                           | Year 2 Outcome                                                                                                                                                                                               | Target for Year 3 Outcome                                                                                                                                                   | Current Difference from Baseline                                                                                                                                    |
|----------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.3      | Suspension Rates<br><br>Data Source:<br>California Dashboard<br>2023                                            | All: 6.7%<br>EL: 5.9%<br>SWD: 10.0%<br>SED: 7.2%<br>HOM: 4.5%<br>FY: 5.9%<br>HI: 5.4%<br>AI: 0.0%<br>AS: < 11 stu<br>AA: 13.3%<br>FI: < 11 stu<br>2+: 9.5%<br>WH: 10.0%<br>Data Source:<br>California Dashboard<br>2023 | All: 7.0%<br>EL: 6.3%<br>SWD: 8.5%<br>SED: 7.6%<br>HOM: 13.7%<br>FY: 17.6%<br>HI: 7.1%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 7.1%<br>FI: < 11 stu<br>2+: 0.0%<br>WH: 9.9%<br>LTEL: 9.8%<br>Data Source:<br>California<br>Dashboard 2024 | ALL: 7.6%<br>EL: 6.4 %<br>SWD: 8%<br>SED: 8%<br>HOM:14.3%<br>FY: 0%<br>HI: 6.6%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 12.7%<br>FI: < 11 stu<br>2+: 18.5%<br>WH: 6.3%<br>LTEL: 10.7%<br>CA Dashboard<br>2025 | All: 3.7%<br>EL: 2.9%<br>SWD: 7.0%<br>SED: 4.2%<br>HOM: 1.5%<br>FY: 2.9%<br>HI: 2.4%<br>AI: 0.0%<br>AS: < 11 stu<br>AA: 7.3%<br>FI: < 11 stu<br>2+: 3.5%<br>WH: 4.0%        | All: .9%<br>EL: .5%<br>SWD: -2%<br>SED: .8%<br>HOM: 9.8%<br>FY: 5.9%<br>HI: 1.2%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -.6%<br>FI: < 11 stu<br>2+: 9%<br>WH: -3.7% |
| 7.4      | Panorama Student<br>Survey sense of<br>belonging.<br><br>Data Source:<br>Panorama Student<br>Survey Spring 2024 | 28% of students have a<br>sense of belonging with<br>the school.<br>Data Source:<br>Panorama Student<br>Survey Spring 2024                                                                                              | 33% of students<br>have a sense of<br>belonging with the<br>school.<br>Data Source:<br>Panorama Student<br>Survey Fall 2024                                                                                                              | 37% of students<br>have a sense of<br>belonging with the<br>school.<br>Panorama Student<br>Survey Spring<br>2025                                                                                             | 43% of students<br>have a sense of<br>belonging.                                                                                                                            | 9% increase                                                                                                                                                         |
| 7.5      | Distance from the<br>standard in Mathematics<br><br>Data Source:<br>CA School Dashboard                         | All: -123.2<br>EL: -156.5<br>LTEL: -171.2<br>SWD: -155.8<br>SED: -129.1<br>HOM: -131.4<br>FY: <11 stu<br>HI: -125.4<br>AI: <11 stu<br>AS: < 11 stu<br>AA: -129.4<br>FI: < 11 stu<br>2+: -116.6                          | This is a new<br>metric added to<br>the 2025-26 LCAP.                                                                                                                                                                                    | All: -121<br>EL: -131.7<br>LTEL: -160.9<br>SWD: -160.9<br>SED: -123.7<br>HOM: -145.8<br>FY: <11 stu<br>HI: -120.7<br>AI: <11 stu<br>AS: < 11 stu<br>AA: -135.5<br>FI: < 11 stu<br>2+: -145.5                 | All: -78.2<br>EL: -111.5<br>LTEL: -126.2<br>SWD: -110.8<br>SED: -84.1<br>HOM: -86.4<br>FY: <11 stu<br>HI: -80.4<br>AI: <11 stu<br>AS: < 11 stu<br>AA: -84.4<br>FI: < 11 stu | All: +2.2<br>EL: +24.8<br>LTEL: +10.3<br>SWD: 5.1<br>SED: -5.4<br>HOM: 14.4<br>FY: <11 stu<br>HI: -4.7<br>AI: <11 stu<br>AS: < 11 stu<br>AA: 6.1<br>FI: < 11 stu    |

| Metric # | Metric                                                                    | Baseline                                                                                                                             | Year 1 Outcome                                                                                                                       | Year 2 Outcome                                                                                                                       | Target for Year 3 Outcome                                                       | Current Difference from Baseline                                        |
|----------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|          |                                                                           | WH: -106.9<br>Data Source:<br>California Dashboard 2024                                                                              |                                                                                                                                      | WH: -102.8<br>Data Source:<br>California Dashboard 2025                                                                              | 2+: -71.6<br>WH: -61.9                                                          | 2+: 28.9<br>WH: -4.1                                                    |
| 7.6      | Teaching Assignment Monitoring Outcomes<br><br>Data Source:<br>Data Quest | 1.4% of Monte Vista Middle School teachers were classified as having a credential out-of-field<br>Data Source:<br>Data Quest 2021-22 | 5.8% of Monte Vista Middle School teachers were classified as having a credential out-of-field<br>Data Source:<br>Data Quest 2022-23 | 3.1% of Monte Vista Middle School teachers were classified as having a credential out-of-field<br>Data Source:<br>Data Quest 2023-24 | 1.0% of Monte Vista Middle School teachers will have a credential out-of-field. | There is a 1.7% increase in teachers having an out-of-field credential. |

## 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 7.1-Deep Dive into Standards within a Nested Data System: As of 2025-26 this action is no longer part of the Equity Multiplier plan due to the fact that this work is being done by district staff.

Action 7.2-AVID Professional Learning By Content: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: As of 2025-26 this action is no longer part of the Equity Multiplier plan due to the site not qualifying for new equity multiplier funds.

Action 7.4-CTE teacher for Robotics/Maker Space: Monte Vista Middle School fully implemented Action 7.4 by providing a CTE teacher to deliver Robotics and Maker Space courses, expanding access to career exploration opportunities for middle school students. These courses supported student engagement and aligned with pathways in Robotics/Maker Space and Digital Media Arts. As of April 2026, 48 students were enrolled in two sections of Robotics and 48 students were enrolled in three sections of Maker Space, demonstrating strong student participation and access to hands-on, interest-based learning experiences. A success of implementation was increased opportunities for students to explore career pathways, build technical skills, and remain engaged in their educational journey through applied learning experiences.

Action 7.5-Learning Support TOSA: Monte Vista Middle School fully implemented Action 7.5 by providing a Learning Support Teacher on Special Assignment (TOSA) to support the implementation of a Multi-Tiered System of Support (MTSS) and Quality First Instruction. The TOSA collaborated with staff to strengthen instructional practices, including scaffolding, and provided professional development focused on MTSS, English Language Arts, mathematics, and behavior supports. The TOSA also supported the development of a tiered system of interventions by working with teachers to identify and address the needs of student groups performing at the lowest levels, using data-driven and evidence-based strategies. This included coordinating supports for students struggling academically and behaviorally, with an emphasis on improving outcomes for targeted student groups. A success of implementation was increased staff collaboration and a stronger focus on evidence-based instructional practices, contributing to improved support systems for students.

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

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference.

Action 7.4-CTE teacher for Robotics/Maker Space: No substantive material difference between budgeted expenditures and actual expenditures.

Action 7.5-Learning Support TOSA: No substantive material difference between budgeted expenditures and actual expenditures.

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

Action 7.1-Deep Dive into Standards within a Nested Data System: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.2-AVID Professional Learning By Content: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.4-CTE teacher for Robotics/Maker Space: Action 7.4 was effective in increasing student engagement and sense of belonging through expanded access to CTE pathways. The Robotics and Maker Space courses provided students with hands-on, interest-based learning experiences that supported engagement and connection to school. Effectiveness was measured over the past three years using student sense of belonging data. In 2023–24, 32% of students reported a positive sense of belonging in the fall and 28% in the spring. In 2024–25, rates increased slightly to 33% and 30%. In 2025–26, rates improved further to 37% in both fall and spring, indicating gradual and sustained improvement over time. While gains have been incremental, the consistent upward trend suggests that increased access to engaging, career-connected learning opportunities has contributed positively to student experience.

Action 7.5-Learning Support TOSA: Action 7.5 was effective in strengthening instructional practices and improving student outcomes, particularly for targeted student groups. The Learning Support TOSA contributed to increased implementation of MTSS and Quality First Instruction, resulting in measurable academic and climate improvements. Academic data shows progress in both ELA and Mathematics. The percentage of students meeting or exceeding grade-level standards in ELA increased from 18.4% in 2024 to 23.5% in 2025. Additionally, distance from standard in Mathematics improved from -123.2 in 2024 to -121 in 2025. Notably, based on 2025 CA Dashboard results, there are no student groups performing in the red in ELA. Student engagement and school climate also improved, with sense of belonging

increasing from 28% in Fall 2024 to 37% in Fall 2025. These outcomes are further supported by growth data for Students with Disabilities, who demonstrated accelerated progress in reading, with a median growth of 111% compared to 93% for non-disabled peers, indicating that targeted supports were effective. Overall, this action was effective in improving academic achievement, strengthening MTSS implementation, and increasing student engagement, with evidence of positive outcomes across multiple measures.

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

The Teaching Assignment Monitoring Outcomes were updated in the goal description to include the most recent data. Additionally the goal description was modified to included information about Monte Vista Middle School no longer qualifying for new Equity Multiplier funds and updated language to reflect the student groups who were in the red performance level based on the 2025 CA Dashboard. Metric 7.2 source was modified to show that this year the new data source is Panorama. The district no longer has schoolzilla which was the data source in previous years. Metric 7.6-Teaching Assignment Monitoring Outcomes were added to the metric table. Data was added for metric 7.6 to include data for the baseline, year 1, year 2, year 3, and difference from the baseline. The goal explanation was modified to include updates to this year's plan.

Goal 7 description and explanation was modified to include 2025 data. The goal and actions were modified based on needs and the remaining equity multiplier funds.

Action 7.1-Deep Dive into Standards within a Nested Data System: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.2-AVID Professional Learning By Content: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.3-MTSS (Multi-Tiered System of Supports) TOSA: As of 2025-26 this action is no longer part of the Equity Multiplier plan.

Action 7.4-CTE teacher for robotics/Maker Space: This action will not be included in the 2026-27 LCAP due to MVMS did not receiving new Equity Multiplier funds.

Action 7.5-Learning Support TOSA: No substantive changes made to this action for 2026-27.

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

Actions

| Action # | Title                                                | Description                                                                                                                                          | Total Funds | Contributing |
|----------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 7.1      | Deep Dive into Standards within a Nested Data System | Provide professional learning to teachers and staff focused on curriculum-alignment, developing conditions for success with an instructional support | \$0.00      | No           |

| Action #   | Title                                                                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds  | Contributing |
|------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            | (This action is removed for the 2025-26 school year)                                                | system, and using student achievement data to support instructional decision making based on evidence (What Works Clearinghouse).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |              |
| <b>7.2</b> | AVID Professional Learning By Content<br>(This action is removed for the 2025-26 school year)       | Support for a teacher professional learning model focused on curriculum-aligned activities for Math and ELA that provides equitable access and success for all students. This is additional training that is outside of what the school district provides in the LCAP.                                                                                                                                                                                                                                                                                                                                                      | \$0.00       | No           |
| <b>7.3</b> | MTSS (Multi-Tiered System of Supports)<br>TOSA (This action is removed for the 2025-26 school year) | Focus on creating and maintaining a Multi-Tiered System of Supports to address behavior, social emotional learning and chronic absenteeism by focusing on restorative practices.                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$0.00       | No           |
| <b>7.4</b> | CTE teacher for robotics/Maker Space<br>(For 2026-27 this action will be removed)                   | By providing career exploration programs in middle school, students can better understand their interests, strengths and stay engaged in their educational journey. By providing a CTE teacher for Robotics/Makerspace students will have access to the pathways of Robotics/Makerspace and Digital Media Arts.                                                                                                                                                                                                                                                                                                             | \$0.00       | No           |
| <b>7.5</b> | Learning Support TOSA                                                                               | Under the direction of the school Principal, assist in the implementation of a Multi-Tiered System of Support and Quality First Instruction, including scaffolding. The position will help increase collective efficacy among staff on best instructional practices, as well as coordinate and provide staff development as related to Multi-Tiered Systems of Support. The Learning Support TOSA will reinforce an evidence-based collaborative approach to supporting student groups in the red and help create a tiered system of support for students struggling with English Language Arts, mathematics, and behavior. | \$158,759.00 | No           |
| <b>7.6</b> | Fund a Digital Media Arts Teacher<br>(For 2026-27 this action is removed)                           | This action funds a Digital Media Arts teacher position to support implementation of a Career Technical Education course aligned to the Arts, Media, and Entertainment industry sector. The course is designed to foster student voice, creativity, and collaboration through real-world applications                                                                                                                                                                                                                                                                                                                       | \$0.00       | No           |

| Action # | Title | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Total Funds | Contributing |
|----------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |       | of English Language Literacy skills, including script writing, storytelling, and media production. The course will also integrate SEL strategies and structured peer feedback to support behavior development and increase a sense of belonging. The action directly supports unduplicated students by engaging them in meaningful learning tied to college and career aspirations, especially those who are traditionally underrepresented in media and tech fields. |             |              |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Type of Goal                 |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 8      | North Mountain Middle School will strengthen their Multi-Tiered System of Supports by focusing on increasing English Language Arts, Mathematics, strengthening the behavior supports, and social emotional learning. Within three years, all students, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks. All students, particularly African American students, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities will demonstrate growth in meeting or exceeding standards in mathematics as measured by CAASPP test results and local benchmarks. Additionally, there will be a decrease in behavior incidents as measured by the California School Dashboard suspension rates for all students, particularly White students who are in the red for suspension. The school will also decrease chronic absenteeism rates for all students, particularly the following student groups who were in the red based on the 2025 CA Dashboard: English Learners, Long-Term English Learners, Homeless students, Students With Disabilities, African American students, Hispanic students, Pacific Islanders, and Two or More Races. NMMS students will increase in emotional regulation as measured on the Panorama student survey. According to Teaching Assignment Monitoring Outcomes 6.4% of North Mountain Middle School teachers are classified as having a credential out-of-field and have been given authorization by the school board to teach the subject out of their field (Data Quest 2023-24). North Mountain Middle School did not qualify for the 2026-27 Equity Multiplier funds but has remaining funds from when the school qualified for Equity Multiplier. | Equity Multiplier Focus Goal |

### State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

According to the 2025 California Dashboard, students at North Mountain Middle School scored 54.3 points below the standard in English Language Arts. Upon further examining student group data, Long-Term English Learners scored 89.8 points below the standard (orange performance level), and Students with Disabilities scored 106.7 points below the standard (orange performance level). In Math, North Mountain Middle School students scored 114.83 points below the standard and the following student groups scored at the lowest performance level (red): Long-term English Learners (173.4) and Students with Disabilities (155.7). Performing in the Orange performance band, were the following student groups:

African American students (120.1 points below the standard), English Learners (132.2 points below the standard), Hispanic students (115.6 points below the standard), Socioeconomically Disadvantaged students (115.5 points below the standard).

The suspension rate for North Mountain Middle School according to the 2025 California Dashboard was 7.3%, with the following groups in the Orange performance level: African-American (11%), Hispanic (6.2), Long-Term English Learners (5.4%), Two or More Races (11.4%), Socioeconomically Disadvantaged (7.2%), and Students with Disabilities (9.4%).

The following students scored in the red performance (lowest level) for chronic absenteeism: English Learners, Long-Term English Learners, Homeless students, Socioeconomically Disadvantaged students, Students With Disabilities, African American students, Hispanic students, Pacific Islander students and students with Two or More Races (2025 CA Dashboard).

Based on the fall 2023 Panorama student survey, 38% of students at North Mountain Middle School indicated that they had the ability to emotionally regulate. In the fall of 2025, 39% of students indicated they had the ability to emotionally regulate. NMMS had a 26.13% non-stability rate making them eligible for the Equity Multiplier funds starting in the 2024-25 school year. NMMS did not receive equity multiplier funds for the 2026-27 school year.

For the 2026-27 school year North Mountain Middle School plans to use the remaining Equity Multiplier funds to address student groups' needing additional academic, behavioral, and social-emotional learning support, including student groups identified as being in the red (lowest performance). By funding a Learning Support TOSA, NMMS will be able to strengthen their MTSS with a focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, social-emotional learning, and supporting English Learners. In order to meet the needs of their growing number of Newcomer English Language Learners, NMMS will continue to fund one additional bilingual aide that will assist students with English Language Arts. The evidence based practice that the bilingual aide will use to support English Learners includes Language Development Strategies such as interactive read-alouds, Language Experience Approach (LEA), and vocabulary building (Gibbons, P. (2015). Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom).

Educational partner feedback was collected and used to create this plan. NMMS engaged educational partners through their English Learner Advisory Council, School Site Council, and during staff meetings. Student feedback was received from student focus groups and student surveys. Parents/Families also provided feedback by completing the family/parent survey.

## Measuring and Reporting Results

| Metric # | Metric                                                           | Baseline                                          | Year 1 Outcome                                    | Year 2 Outcome                                   | Target for Year 3 Outcome                           | Current Difference from Baseline                  |
|----------|------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|
| 8.1      | Pupil Achievement on Statewide Assessments-English Language Arts | All: 23.5%<br>EL: 1.5%<br>SWD: 9.8%<br>SED: 22.2% | All: 23.9%<br>EL: 6.7%<br>SWD: 7.3%<br>SED: 23.0% | ALL: 28.2%<br>EL:4.64%<br>SWD:7.9%<br>SED: 28.1% | All: 44.5%<br>EL: 22.5%<br>SWD: 30.8%<br>SED: 43.2% | All: 4.7%<br>EL: 3.14%<br>SWD: -1.9%<br>SED: 5.9% |

| Metric # | Metric                                                                                                       | Baseline                                                                                                                                                                                                                                                         | Year 1 Outcome                                                                                                                                                                                                                                                       | Year 2 Outcome                                                                                                                                                                                                                                         | Target for Year 3 Outcome                                                                                                                                                                          | Current Difference from Baseline                                                                                                                                                                     |
|----------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Data Source:<br>California Dashboard                                                                         | HOM: 9.1%<br>FY: < 11 stu<br>HI: 23.5%<br>AI: 23.5%<br>AS: < 11 stu<br>AA: 21.5%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 10.3%<br>WH: 28.6%<br>California Dashboard<br>2023                                                                                       | HOM: < 11 stu<br>FY: < 11 stu<br>HI: 23.4%<br>AI: 19.1%<br>AS: < 11 stu<br>AA: 18.6%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 26.9%<br>WH: 30.9%<br>California<br>Dashboard 2024                                                                                       | HOM: 5.71%<br>FY: < 11 stu<br>HI: 28.6%<br>AI: 21.7%<br>AS: < 11 stu<br>AA: 20.7%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 16%<br>WH: 40.9%<br>2025 CA<br>Dashboard                                                                                      | HOM: 30.1%<br>FY: < 11 stu<br>HI: 44.5%<br>AI: 44.5%<br>AS: < 11 stu<br>AA: 42.5%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 31.3%<br>WH: 49.6%                                                        | HOM: -3.4%<br>FY: < 11 stu<br>HI: 5.1%<br>AI: -1.8%<br>AS: < 11 stu<br>AA: -0.8%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 5.7%<br>WH: 12.3%                                                            |
| 8.2      | Pupil Achievement on<br>Local Assessment-<br>Reading i-Ready<br><br>data source:<br>Schoolzilla/<br>Panorama | All: 24.6%<br>EL: 2.2%<br>SWD: 5.9%<br>SED: 23.9%<br>HOM: 0.0%<br>FY: < 11 stu<br>HI: 23.5%<br>AI: 23.5%<br>AS: < 11 stu<br>AA: 19.4%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 27.6%<br>WH: 35.4%<br>Data Source:<br>Schoolzilla MOY North<br>Mountain Middle 2024 | All: 24.3%<br>EL: 0.0%<br>SWD: 4.5%<br>SED: 24.0%<br>HOM: 21.7%<br>FY: < 11 stu<br>HI: 24.0%<br>AI: 14.3%<br>AS: < 11 stu<br>AA: 21.4%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 24.1%<br>WH: 31.5%<br>Data Source:<br>Schoolzilla MOY<br>North Mountain<br>Middle 2025 | All: 14%<br>EL: 1%<br>SWD: 2%<br>SED: 14%<br>HOM: 6%<br>FY: < 11 stu<br>HI: 17%<br>AI: 33%<br>AS: < 11 stu<br>AA: 10%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 21%<br>WH: 21%<br>Data Source:<br>Panorama MOY<br>North Mountain<br>Middle School<br>2026 | All: 45.6%<br>EL: 23.2%<br>SWD: 26.9%<br>SED: 44.9%<br>HOM: 21.0%<br>FY: < 11 stu<br>HI: 44.5%<br>AI: 44.5%<br>AS: < 11 stu<br>AA: 40.4%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 48.6%<br>WH: 56.4% | All: -10.6%<br>EL: -1.2%<br>SWD: -3.9%<br>SED: -9.9%<br>HOM: 6%<br>FY: < 11 stu<br>HI: -6.5%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -9.4%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: -6.6%<br>WH: -14.4% |
| 8.3      | Suspension Rates<br><br>Data Source:<br>California Dashboard<br>2023                                         | All: 5.8%<br>EL: 3.4%<br>SWD: 11.2%<br>SED: 6.3%<br>HOM: 15.8%<br>FY: 21.4%                                                                                                                                                                                      | All: 6.5%<br>EL: 4.1%<br>SWD: 8.7%<br>SED: 6.9%<br>HOM: 10.6%<br>FY: 25.0%                                                                                                                                                                                           | ALL: 7.3%<br>EL: 4.4%<br>SWD: 9.4%<br>SED: 7.2%<br>HOM: 3.9%<br>FY: 28.6%                                                                                                                                                                              | All: 2.8%<br>EL: 0.4%<br>SWD: 5.3%<br>SED: 3.3%<br>HOM: 9.8%<br>FY: 15.4%                                                                                                                          | All: 1.5%<br>EL: 1%<br>SWD: -1.8%<br>SED: %<br>HOM: .9%<br>FY: 7.2%                                                                                                                                  |

| Metric # | Metric                                                                               | Baseline                                                                                                                                                                                                                                                     | Year 1 Outcome                                                                                                                               | Year 2 Outcome                                                                                                                                                                                                                                             | Target for Year 3 Outcome                                                                                                                                                                                                | Current Difference from Baseline                                                                                                                                                                    |
|----------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                      | HI: 4.8%<br>AI: 9.5%<br>AS: < 11 stu<br>AA: 10.0%<br>2+: 7.5%<br>WH: 9.6%                                                                                                                                                                                    | HI: 5.6%<br>AI: 4.2%<br>AS: < 11 stu<br>AA: 9.4%<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: 3.1%<br>WH: 17.4%<br>LTEL: 2.9%<br>2024 CA Dashboard | HI: 6.2%<br>AI: 16%<br>AS: < 11 stu<br>AA: 11%<br>2+: 11.4%<br>WH: 10.7%<br>LTEL: 5.4%<br>2025 CA Dashboard                                                                                                                                                | HI: 1.8%<br>AI: 3.6%<br>AS: < 11 stu<br>AA: 4.0%<br>2+: 1.5%<br>WH: 3.6%                                                                                                                                                 | HI: 1.4%<br>AI: 6.5%<br>AS: < 11 stu<br>AA: 1%<br>2+: 3.9%<br>WH: 1.1%                                                                                                                              |
| 8.4      | Emotional Regulation<br><br>Data Source:<br>Panorama Spring Student Survey           | Students at NMMS have a 38% ability to self regulate.                                                                                                                                                                                                        | Students at NMMS have a 41% ability to self regulate.                                                                                        | Students at NMMS have a 39% ability to self-regulate. Fall Survey (25)                                                                                                                                                                                     | Students at NMMS have a 53% ability to self regulate.                                                                                                                                                                    | +1.0% increase                                                                                                                                                                                      |
| 8.5      | Distance from the standard in Mathematics<br><br>Data Source:<br>CA School Dashboard | All: -119.3<br>EL: -149.7<br>LTEL: -167.4<br>SWD: -157.1<br>SED: -122.1<br>HOM: -153.2<br>FY: < 11 stu<br>HI: -122.2<br>AI: -126.4<br>AS: < 11 stu<br>AA: -128.0<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: -112.6<br>WH: -85.0<br>Data Source 2024 CA Dashboard | This box is left blank because this metric was added to the 2025-26 LCAP                                                                     | All: -114.8<br>EL: -132.2<br>LTEL: -173.4<br>SWD: -155.7<br>SED: -115.5<br>HOM: -170.7<br>FY: < 11 stu<br>HI: -115.6<br>AI: -136<br>AS: < 11 stu<br>AA: -120.1<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: -158.3<br>WH: -68.4<br>Data Source 2025 CA Dashboard | All: -74.3<br>EL: -104.7<br>LTEL: -122.4<br>SWD: -112.1<br>SED: -77.1<br>HOM: -108.2<br>FY: < 11 stu<br>HI: -77.2<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -83.0<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: -67.6<br>WH: -40.0 | All: 4.5<br>EL: 17.5<br>LTEL: -6.0<br>SWD: 1.4<br>SED: 6.6<br>HOM: -17.5<br>FY: < 11 stu<br>HI: 6.6<br>AI: -9.6<br>AS: < 11 stu<br>AA: 7.9<br>FI: < 11 stu<br>PI: < 11 stu<br>2+: -45.7<br>WH: 16.6 |
| 8.6      | Chronic Absenteeism Rates                                                            | All: 41.8%<br>EL: 30.3%<br>SWD: 51.6%                                                                                                                                                                                                                        | All: 29.8%<br>EL: 22.2%<br>LTEL: 23.3%                                                                                                       | All: 31.7%<br>EL: 25.2%<br>LTEL: 32.8%                                                                                                                                                                                                                     | All: 21.8.0%<br>EL: 10.3%<br>LTEL: 22.8%                                                                                                                                                                                 | All: -10.1%<br>EL: -5.1%<br>SWD: -12.4 %                                                                                                                                                            |

| Metric # | Metric                                                                       | Baseline                                                                                                                                                        | Year 1 Outcome                                                                                                                                                             | Year 2 Outcome                                                                                                                                                          | Target for Year 3 Outcome                                                                                                                    | Current Difference from Baseline                                                                                                 |
|----------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|          | Data Source:<br>California Dashboard                                         | SED:43.4%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: 41.7%<br>AI: <11 stu<br>AS: < 11 stu<br>AA: 42.2%<br>2+: <11 stu<br>WH: 44.4%<br>Data Source: 2023 CA Dashboard | SWD: 35.3%<br>SED: 31.3%<br>HOM: 48.8%<br>FY: <11 stu<br>HI: 29.9%<br>AI: <11 stu<br>AS: < 11 stu<br>AA: 29.6%<br>2+: 26.7%<br>WH: 28.6%<br>Data Source: 2024 CA Dashboard | SWD: 39.2%<br>SED:32.7%<br>HOM: 67.4%<br>FY: <11 stu<br>HI: 30%<br>AI: <11 stu<br>AS: < 11 stu<br>AA: 32.7%<br>2+: 42.4%<br>WH: 32.7%<br>Data Source: 2025 CA Dashboard | SWD: 31.6%<br>SED: 23.4%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: 21.7%<br>AI: <11 stu<br>AS: < 11 stu<br>AA: 22.2%<br>2+: <11 stu<br>WH: 24.4% | SED:-10.7%<br>HOM: <11 stu<br>FY: <11 stu<br>HI: -11.7%<br>AI: <11 stu<br>AS: <11 stu<br>AA: -9.5%<br>2+: <11 stu<br>WH: -11.7 % |
| 8.7      | Teaching Assignment Monitoring Outcomes<br><br>Data Source:<br>CA Data Quest | 3.7% of North Mountain Middle School teachers were classified as having a credential out-of-field.<br>Data Source: CA Data Quest, 2021-22                       | 3.7% of North Mountain Middle School teachers were classified as having a credential out-of-field.<br>Data Source: CA Data Quest, 2022-23                                  | 6.4% of North Mountain Middle School teachers were classified as having a credential out-of-field.<br>Data Source: CA Data Quest, 2023-24                               | 1.5% of North Mountain Middle School teachers will be classified as having a credential out-of-field.                                        | 2.7% increase of teachers classified as having a credential out-of-field.                                                        |

## 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 8.1-Learning Support TOSA: North Mountain Middle School implemented Action 8.1 by utilizing a Learning Support Teacher on Special Assignment (TOSA) to establish and maintain schoolwide systems aligned to the Multi-Tiered System of Supports (MTSS) with a focus on behavior, attendance, social-emotional learning, and support for English Learners and other student groups. Implementation included facilitating Site Intervention Team meetings, coordinating attendance interventions such as incentives, attendance calls, and individualized goal-setting meetings, participating in the Attendance Taskforce, and conducting suspension re-entry meetings. The TOSA also led schoolwide initiatives such as Husky of the Month, Level 3 student monitoring and mediations, and supported staff through professional development, classroom management coaching, and new teacher support. Additionally, the TOSA participated in leadership teams including the Guiding Coalition, MTSS, and Equity Taskforce to ensure alignment of supports. A key success in implementation was increased family engagement through attendance outreach and strengthened behavior systems through restorative practices. A challenge

was ensuring consistent implementation across all classrooms, particularly in supporting new teachers. However, NMMS continued to build staff capacity and refine systems. All planned actions were implemented as described in the LCAP.

**Action 8.2-Learning Support TOSA:** NMMS implemented Action 8.2 by utilizing a Learning Support Teacher on Special Assignment (TOSA) to serve as an instructional coach at North Mountain Middle School, supporting the implementation of an effective instructional program aligned to the site's Strategic Plan and MTSS framework. The TOSA provided ongoing professional development, classroom-based coaching, and site-based training focused on strengthening instructional practices in English Language Arts and Mathematics, with an emphasis on supporting student groups performing in the red. Implementation included facilitating professional development on evidence-based strategies such as academic conversations for English Learners, the Model-Practice-Reflect instructional cycle for writing, and differentiated instructional practices. The TOSA also supported teachers through in-class coaching, modeling lessons, and collaboration to develop tiered academic supports. A key success in implementation was increased teacher support and access to targeted instructional strategies to better meet diverse student needs. A challenge encountered was ensuring consistent implementation of these strategies across all classrooms and varying levels of teacher readiness; however, ongoing coaching and support were provided to build staff capacity. All planned actions were implemented as described in the LCAP.

**Action 8.3-Bilingual Aide:** North Mountain Middle School implemented Action 8.3 by funding a bilingual aide to support Newcomer English Learners in both integrated and designated English Language Development classrooms at North Mountain Middle School. The bilingual aide provided targeted small group instruction and individualized support focused on language acquisition, including reading, writing, listening, and speaking skills, while also assisting students in developing academic vocabulary and understanding school culture and expectations. Implementation included supporting students during instruction, monitoring student progress, assisting with ELPAC preparation, and reinforcing language development through evidence-based strategies such as interactive read-alouds, the Language Experience Approach (LEA), and vocabulary development activities. The bilingual aide also supported students in building independence and confidence in academic settings. A key success in implementation was the increased level of individualized support provided to Newcomer students, allowing for more access to instruction and engagement in the classroom. A challenge encountered was meeting the needs of a growing population of Newcomer students with limited staffing, which required prioritization of support and scheduling adjustments. All planned actions were implemented as described in the LCAP.

**Action 8.4-Fund an additional section for 8th grade ELA:** NMMS implemented Action 8.4 by funding and scheduling an additional section of 8th grade English Language Arts at North Mountain Middle School, allowing for reduced class sizes and more balanced course offerings across content areas. This adjustment in the master schedule provided greater equity in class numbers, as English previously required an additional section compared to Math, and created increased access to electives, including the addition of a yearbook course. The implementation supported improved classroom conditions by enabling more individualized instruction and increased opportunities for student engagement. A key success of this implementation was the ability to reduce class sizes and expand elective offerings, contributing to a more balanced and supportive learning environment. This action was fully implemented.

**Action 8.5-Fund two sections of 7th Grade Success Class:** NMMS implemented Action 8.5 by funding and scheduling two sections of a 7th grade Success Class at North Mountain Middle School to provide targeted phonics intervention for students performing at the Kindergarten through 3rd-grade level, particularly English Learners and Students with Disabilities. The classes utilized the iReady Phonics for Reading program to deliver structured, evidence-based instruction focused on decoding, fluency, and foundational literacy skills. Implementation included providing students with additional instructional time for intensive interventions, allowing for smaller group settings and differentiated

support tailored to individual student needs. A key success of implementation was the increased opportunity for students to build foundational reading skills, resulting in improved confidence and engagement in literacy. A challenge encountered was scheduling and placing students appropriately within the master schedule to ensure they received both intervention and access to core instruction. All planned actions were implemented as described in the 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.**

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference.

Action 8.1-MTSS/Learning Support TOSA: There was a substantive material difference under the budgeted amount due to the new teacher's salary was less than budgeted.

Action 8.2-Learning Support TOSA: No substantial material differences.

Action 8.3-Bilingual Aide: This action was over the budgeted expenditures due to salary increase.

Action 8.4-Fund an additional section for 8th grade ELA: This action was over the budgeted expenditures due to salary increase.

Action 8.5-Fund two sections of 7th Grade Success Class: This action was over the budgeted expenditures due to salary increase.

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

Action 8.1-Learning Support TOSA: The implementation of Action 8.1 contributed to mixed outcomes across identified metrics. Based on Panorama student survey data, there was a slight increase in students' ability to regulate emotions, with 39% of students reporting positive responses in Fall, reflecting a 1% increase, indicating modest progress in social-emotional learning. English Language Arts outcomes also improved, with 28.2% of students meeting or exceeding standards compared to 23.5% in 2023, suggesting that the coordinated MTSS supports, including targeted interventions and staff professional development, were partially effective in improving academic achievement. However, suspension rates increased to 7.3% on the 2025 California School Dashboard, up from 5.8% in 2023, indicating that behavior supports and restorative practices have not yet resulted in the desired reduction in disciplinary incidents. Overall, while the action demonstrated effectiveness in improving ELA performance and modest gains in student self-regulation, the increase in suspension rates suggests inconsistent impact of behavior interventions and highlights the need for continued refinement and stronger implementation of behavior supports.

Action 8.2-Learning Support TOSA: The implementation of Action 8.2 contributed to modest improvements in academic outcomes, particularly in English Language Arts. English Language Arts scores increased, with 28.2% of students meeting or exceeding grade-level standards compared to 23.5% in 2023, indicating that instructional coaching, professional development, and the use of evidence-based strategies such as academic conversations and the Model-Practice-Reflect cycle were partially effective in improving literacy outcomes. In Mathematics, while targeted supports and professional development were provided to address student needs, progress was more limited, suggesting that additional refinement and consistency in instructional practices are needed to accelerate growth. These results indicate that

the action was effective in strengthening instructional capacity and contributing to gains in ELA; however, continued focus is needed to increase the impact on Mathematics achievement and ensure consistent implementation across classrooms.

**Action 8.3-Bilingual Aide:** The implementation of Action 8.3 contributed to positive outcomes for English Learners, particularly in academic achievement. On the 2025 California School Dashboard, English Learners improved in mathematics, scoring 132.2 points below the grade level standard, an improvement from 149.7 points below standard in 2024, indicating meaningful progress in closing the opportunity gap. In English Language Arts, 4.64% of English Learners met or exceeded the grade level standard, an increase from 1.5% in 2023, demonstrating growth in literacy skills. These improvements suggest that the bilingual aide's targeted support, including small group instruction, vocabulary development, and language acquisition strategies, was effective in increasing student access to instruction and supporting academic progress. While overall performance levels remain low, the upward trend in both ELA and mathematics indicates that the action was effective in supporting incremental growth for Newcomer English Learners and improving their ability to engage with grade-level content.

**Action 8.4-Fund an additional section for 8th grade ELA:** The effectiveness of Action 8.4 is currently limited, as there is not yet sufficient data to determine the full impact of adding an additional section of 8th grade English Language Arts. While the action was implemented to reduce class sizes and improve access to instruction, outcome data specifically tied to this structural change is not yet available for analysis. However, the reduced class sizes and increased access to electives are expected to support improved student engagement and instructional effectiveness over time. NMMS will continue to monitor English Language Arts performance on local assessments and the California School Dashboard, as well as student engagement indicators, to determine the long-term effectiveness of this action in improving academic outcomes.

**Action 8.5-Fund two sections of 7th Grade Success Class:** The implementation of Action 8.5 has resulted in positive outcomes in foundational literacy for participating students. Students enrolled in the 7th grade Success Class demonstrated improvement in literacy skills as evidenced by gains on iReady assessment scores, indicating increased proficiency in decoding, fluency, and overall reading development. These results suggest that the targeted phonics intervention using iReady Phonics for Reading was effective in addressing foundational skill gaps, particularly for English Learners and Students with Disabilities. While broader state assessment data may take additional time to reflect these gains, the observed progress in local assessment data indicates that the action is effectively supporting students in building the foundational literacy skills necessary to access grade-level content

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

The Teaching Assignment Monitoring Outcomes were updated in the goal description to include the most recent data and to include information that the site did not qualify for new equity multiplier funds. Goal 8 description and explanation was changed to include updated data from the 2025 California Dashboard and updated actions based on funds remaining. Metric 8.1 was modified to add the year and data source to each year. Metric 8.2 data source was changed to include Panorama since the district no longer has Schoolzilla, which was the data source for the previous years. The data source was added for baseline and Year 1 for metric 8.2 to reflect Schoolzilla as the source. Metric 8.3 was modified to add the data source to year 1 data. Metric 8.6-Chronic Absenteeism rates were added to the metric table, along with data for baseline, year 1, year 2, year 3 outcome target and baseline difference data. Metric 8.7-Teaching Assignment Monitoring Outcome was added to the metric table, along with data for baseline, year 1, year 2, year 3 outcome target and baseline difference data.

Action 8.1-MTSS TOSA (Learning Support TOSA): Based on the analysis of implementation and effectiveness, NMMS will refine Action 8.1 to strengthen the consistency and impact of behavior supports and social-emotional learning systems. While gains in English Language Arts and slight improvements in student self-regulation were observed, the increase in suspension rates indicates a need for more targeted and consistent implementation of restorative practices and behavior interventions. NMMS will enhance professional development and coaching for staff, with a stronger focus on classroom management, culturally responsive practices, and fidelity of MTSS implementation across all classrooms. This will help support teachers teaching out of field. Additional emphasis will be placed on early intervention, including expanding Tier 2 and Tier 3 supports and strengthening progress monitoring systems. NMMS will also continue to refine attendance and family engagement strategies to support student outcomes. The title of this action will be changed to Learning Support TOSA for the 2026-27 school year.

Action 8.2-Learning Support TOSA: Based on the analysis of implementation and effectiveness, NMMS will not continue Action 8.2 as part of the Equity Multiplier plan for the upcoming year due to funding constraints. While the action contributed to improved instructional capacity and modest gains in English Language Arts, NMMS will prioritize available resources toward other strategies within Goal 8 that more directly target student outcomes. Elements of instructional coaching and professional development may be integrated into other site-based supports to maintain a focus on strengthening instructional practices in English Language Arts and Mathematics. This adjustment reflects NMMS' effort to align resources with the highest areas of need while continuing to support student achievement through the Multi-Tiered System of Supports (MTSS).

Action 8.3-Bilingual Aide: Based on the analysis of implementation and effectiveness, NMMS will continue Action 8.3 with no major changes, as the data indicates the action is contributing to improved outcomes for English Learners in both Mathematics and English Language Arts. The bilingual aide will continue providing targeted small group instruction, language development support, and assistance with academic vocabulary and ELPAC preparation to support Newcomer students' access to grade-level content. While no significant modifications are planned, NMMS will refine implementation by continuing to monitor student progress, prioritize support for students with the greatest needs, and ensure alignment of instructional strategies within the Multi-Tiered System of Supports (MTSS). This continued focus will support sustained growth in language acquisition and academic achievement for English Learners.

Action 8.4-Fund an additional section for 8th grade ELA: No major changes will be made to this action in 2026-27.

Action 8.5-Fund two sections of 7th Grade Success Class: Based on the analysis of implementation and effectiveness, NMMS will modify Action 8.5 to expand access to foundational literacy supports by including 6th grade students who demonstrate similar needs in phonics and early reading skills. While the Success Class has shown effectiveness in improving literacy outcomes for 7th grade students, expanding the program will allow for earlier intervention and support within the Multi-Tiered System of Supports (MTSS). NMMS will continue implementing the iReady Phonics for Reading program with targeted small group instruction, while refining student identification and placement processes to ensure timely support for students with the greatest needs. This adjustment is intended to strengthen early literacy development, improve long-term academic outcomes, and increase access to grade-level content for both 6th and 7th grade students.

**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 |
|------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>8.1</b> | Learning Support TOSA<br>(formerly MTSS TOSA)                               | Focus on creating and maintaining systems for addressing student behaviors, restorative practices, incentives, chronic absenteeism, suspension rates, social-emotional learning, and supporting our English Learners. Will be focused on using these schoolwide evidence-based strategies to consistently teach and reinforce good behaviors. The TOSA will provide professional development, coaching and support to staff members who are teaching out of field.                                                                                                                                                                                                                                                                                                                                                         | \$164,996.00 | No           |
| <b>8.2</b> | Learning Support TOSA<br>(This action is not included in the 2026-27 plan.) | Under the direction of the school Principal, assist in the implementation of an effective instructional program by serving as the Instructional Coach for the school site. The position will also coordinate and provide staff development as related to the Strategic Plan for student achievement. Will reinforce an evidence-based collaborative approach to supporting English Learner student instruction through academic conversations with peers in the integrated classroom. Will implement the use the Model-Practice-Reflect instructional cycle for writing (WWC). This position will help develop tiered support for academics (English Language Arts and Mathematics). This position will provide training to staff on how to provide targeted support to student groups in the red for ELA and mathematics. | \$0.00       | No           |
| <b>8.3</b> | Bilingual Aide                                                              | In order to meet the needs of the growing number of Newcomer English Language Learners, NMMS will fund one bilingual aide to support the students' language acquisition in the integrated and designated EL classrooms. The evidence based practice that the bilingual aide will use to support English Learners includes Language Development Strategies such as interactive read-alouds, Language Experience Approach (LEA), and vocabulary building.                                                                                                                                                                                                                                                                                                                                                                    | \$29,753.00  | No           |
| <b>8.4</b> | Fund an additional section for 8th grade ELA                                | Fund an additional section for 8th grade ELA-This action will enable North Mountain Middle School to offer one more section of ELA for 8th grade in their master schedule.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | \$16,338.00  | No           |

| Action #   | Title                                        | Description                                                                                                                                                                                                                                                                                                                                                    | Total Funds | Contributing |
|------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>8.5</b> | Fund two sections of 7th Grade Success Class | Funding two sections of 7th grade "Success Class" will address the needs of NMMS 7th-grade students who are at the Kindergarten through 3rd-grade level in phonics. The classes will implement iReady Phonics for Reading intervention. This will especially benefit our SWD and EL students, who make up the majority of the students who are low in phonics. | \$31,280.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Type of Goal                 |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 9      | San Jacinto Elementary School will strengthen and improve its Multi-Tiered System of Supports by focusing on English Language Arts, specifically literacy in grades K-3, as well as strengthening behavior supports, and social emotional learning. Within three years, all students, and particularly English Learners, Socioeconomically Disadvantaged students, and Hispanic students will demonstrate growth towards meeting or exceeding standards in English Language Arts as measured by CAASPP test results and local benchmarks. Student groups in the lowest performance level for mathematics (English Learners, Socioeconomically Disadvantaged students, and Hispanic students) will demonstrate growth in meeting or exceeding the standards in mathematics as measured by the 2025 CAASPP test results. Additionally, there will be a decrease in behavior incidents as measured by the California School Dashboard suspension rates ,specifically for African American students who were in the red performance level. SJE will have a decrease in chronic absenteeism and the following student groups will remove out of the red performance level: English Learners, Homeless students, Socioeconomically Disadvantaged students, Students With Disabilities, and Hispanic students. This goal will also support moving English Learners out of the lowest performance level on the English Learner Progress Indicator (ELPI). According to Teaching Assignment Monitoring Outcomes 2% of San Jacinto Elementary School teachers are classified as having a credential out-of-field (Data Quest 2023-24). San Jacinto Elementary School did not qualify for the 2026-27 Equity Multiplier funds but has this goal due to remaining funds from past Equity Multiplier. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the 2025 California Dashboard, SJE students scored 90.7 points below the grade level standard in English Language Arts which is a significant decline from the 2024 CA Dashboard. English Learners, Hispanic, and Socioeconomically Disadvantaged students scored in the red performance level for English Language Arts. Students with Disabilities scored in the orange performance level for English Language Arts. SJE students scored 107.6 points below the standard for mathematics. English Learners, Hispanic, and Socioeconomically Disadvantaged students scored in the red performance level for Math. Students with Disabilities scored in the orange performance level for Math. Upon examining suspension rates from the 2025 CA Dashboard, SJE had an overall 3.2% suspension rate, which was an increase by 1.3% from the previous year. SJE had a 30.1% chronic absenteeism rate, and English Learners, Hispanic, Homeless, Students With Disabilities, and Socioeconomically Disadvantaged students were identified in the lowest performance level (red). According to Teaching

Assignment Monitoring Outcomes 2% of San Jacinto Elementary School, teachers are classified as having a credential out-of-field (Data Quest 2023-24).SJE is eligible for Equity Multiplier funds for the 2025-26 school year based on having a 28.64% non-stability rate.

According to the 2024 California Dashboard, SJE students scored 78.3 points below the grade level standard in English Language Arts which is a significant improvement from the 2023 CA Dashboard. There were no student groups in the red performance level for English Language Arts. SJE students scored 101 points below the standard for mathematics. Hispanic students (102.8 points below the standard) and Socioeconomically Disadvantaged students (101.4 points below the standard). Upon examining suspension rates, SJE had an overall 1.9% suspension rate (2024 CA Dashboard). SJE had a 27.8% chronic absenteeism rate and Students with Disabilities were identified in the lowest performance level (red) with a 31.3% chronic absenteeism rate. According to the most recent Teaching Assignment Monitoring Outcomes for 2022-23, SJE has 0% of teachers classified as having a credential out-of-field (Data Quest 2022-23). SJE is eligible for Equity Multiplier funds for the 2025-26 school year based on having a 28.64% non-stability rate.

This goal was developed to support the unique needs of students at San Jacinto Elementary and to provide targeted support to student groups in the red for mathematics and chronic absenteeism, as well as support student groups in the orange for suspension (Students With Disabilities) and English Language Arts (English Learners, Hispanic, Socioeconomically Disadvantaged, and Students With Disabilities) based on the 2024 California Dashboard. San Jacinto Elementary plans to use the Equity Multiplier funds to address student groups that need additional academic, behavioral, and social-emotional learning support. The 2026-27 Equity Multiplier Plan will include funding: a contract with a mentoring program who will provide additional support to students that struggle with behavior and chronic absenteeism, a bilingual aide to support English Learners, as well as funding a campus aide who will support students struggling with behavior and SEL skills. Lastly this plan will fund a full time front office clerk which enable the site to increase parent/family engagement. Research reviewed by the What Works Clearinghouse indicates that restorative practices can improve school climate and reduce suspensions, while mentoring-related interventions improve student engagement and persistence.

This goal was developed based on educational partner feedback that occurred through the School Site Council, the English Language Advisory Council, the PLT meetings, staff meetings, and student focus groups.

## Measuring and Reporting Results

| Metric # | Metric                                                                                                         | Baseline                                                                                                                        | Year 1 Outcome                                                                                                                  | Year 2 Outcome                                                                                                          | Target for Year 3 Outcome                                                                                                         | Current Difference from Baseline                                                                                                |
|----------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 9.1      | Pupil Achievement on Statewide Assessments-English Language Arts<br><br>Data Source: California Dashboard 2023 | All: 16.9%<br>EL: 3.5%<br>SWD: 6.5%<br>SED: 16.9%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 16.1%<br>AI: < 11 stu<br>AS: < 11 stu | All: 18.7%<br>EL: 6.5%<br>SWD: 0.0%<br>SED: 18.8%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 19.2%<br>AI: < 11 stu<br>AS: < 11 stu | ALL: 16.7%<br>EL: 5.06%<br>SWD: 7.69%<br>SED: 16.5%<br>HOM: 0%<br>FY:< 11 stu<br>HI:15.6%<br>AI:< 11 stu<br>AS:< 11 stu | All: 36.9%<br>EL: 24.5%<br>SWD: 27.5%<br>SED: 37.9%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 37.1%<br>AI: < 11 stu<br>AS: < 11 stu | All: -0.2%<br>EL: 1.6%<br>SWD: 1.2%<br>SED: -0.4%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: -0.5%<br>AI: < 11 stu<br>AS: < 11 stu |

| Metric # | Metric                                                                                                       | Baseline                                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                                                                         | Year 2 Outcome                                                                                                                                                                                          | Target for Year 3 Outcome                                                                                                                                                 | Current Difference from Baseline                                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                              | AA: 18.2%<br>2+: < 11 stu<br>WH: 9.1%<br>Data Source: California Dashboard 2023                                                                                                                                           | AA: 0.0%<br>2+: < 11 stu<br>WH: < 11 stu<br>Data Source: California Dashboard 2024                                                                                                                     | AA: 7.69%<br>2+: < 11 stu<br>WH: 43.7%<br>2025 CA Dashboard                                                                                                                                             | AA: 39.2<br>2+: < 11 stu<br>WH: 30.1%                                                                                                                                     | AA: -10.5%<br>2+: < 11 stu<br>WH: 34.6                                                                                                                                    |
| 9.2      | Pupil Achievement on Local Assessment--Reading iReady<br><br>Data Source: Schoolzilla 2023 End of Year (EOY) | All: 27.2%<br>EL: 8.7%<br>SWD: 7.8%<br>SED: 27.1%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 27.3%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 18.8%<br>2+: 38.5%<br>WH: 38.9%<br>Data Source: Schoolzilla 2023 End of Year (EOY) | All: 33.2%<br>EL: 14.0%<br>SWD: 11.3%<br>SED: 33.5%<br>HOM: 26.1%<br>FY: < 11 stu<br>HI: 32.4%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 29.2%<br>2+: 58.3%<br>WH: 50.0%<br>Data Source: Schoolzilla 2024 | All: 16%<br>EL: 7%<br>SWD: 1%<br>SED: 15%<br>HOM: 8%<br>FY: < 11 stu<br>HI: 33%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 21%<br>2+: 21%<br>WH: 34%<br>Data Source: Panorama 2026                          | All: 48.2%<br>EL: 29.7%<br>SWD: 28.8%<br>SED: 48.1%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 48.3%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 39.8%<br>2+: 59.5%<br>WH: 59.9%  | All: -11.2%<br>EL: -1.7%<br>SWD: -6.8%<br>SED: -12.1%<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: 5.7%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 2.2%<br>2+: -17.5%<br>WH: -4.9% |
| 9.3      | Suspension Rates<br><br>Data Source: California Dashboard 2023                                               | All: 2.5%<br>EL: 1.8%<br>SWD: 7.3%<br>SED: 2.6%<br>HOM: 0.0%<br>FY: 0.0%<br>HI: 2.0%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 6.2%<br>PI: < 11 stu<br>2+: 0.0%<br>WH: 0.0%<br>Data Source: California Dashboard 2023        | All: 1.9%<br>EL: 1.0%<br>SWD: 6.5%<br>SED: 1.8%<br>HOM: 0.0%<br>FY: < 11 stu<br>HI: 1.5%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 4.4%<br>2+: 0.0%<br>WH: 4.0%<br>Data Source: California Dashboard 2024 | ALL: 3.2%<br>EL: 2.2%<br>SWD: 5.6%<br>SED: 3.3%<br>HOM: 0%<br>FY: < 11 stu<br>HI: 2.2%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 7.1%<br>PI: < 11 stu<br>2+: < 11 stu<br>WH: < 11 stu<br>2025 CA Dashboard | All: 1.5 %<br>EL: 0.8%<br>SWD: 2.3%<br>SED: 1.6%<br>HOM: 0.0%<br>FY: 0.0%<br>HI: 1.0%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 1.2%<br>PI: < 11 stu<br>2+: 0.0%<br>WH: 0.0% | All: 0.7%<br>EL: 0.4%<br>SWD: -1.7%<br>SED: 0.7%<br>HOM: 0%<br>FY: < 11 stu<br>HI: 0.2%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 0.9%<br>2+: < 11 stu<br>WH: < 11 stu       |

| Metric # | Metric                                                                                                                                                                                                          | Baseline                                                                                                                                                                                                                      | Year 1 Outcome                                                       | Year 2 Outcome                                                                                                                                                                                                        | Target for Year 3 Outcome                                                                                                                                                          | Current Difference from Baseline                                                                                                                                    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.4      | Chronic Absenteeism<br><br>Data Source: California Dashboard<br>*This metric was added to the 25-26 LCAP                                                                                                        | All: 27.8%<br>EL: 17.3%<br>SWD: 31.3%<br>SED: 27.7%<br>HOM: 43.2%<br>FY: <11 stu<br>HI: 26.5 %<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 36.5%<br>PI: < 11 stu<br>2+: 33.3%<br>WH: 28%<br>Data Source: California Dashboard 2024 | This is blank because this is a new metric added to the 2025-26 LCAP | All: 30.1%<br>EL: 22%<br>SWD: 31.9%<br>SED: 30.4%<br>HOM: 44.1%<br>FY: <11 stu<br>HI: 30.8%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 34.5%<br>PI: < 11 stu<br>2+: < 11 stu<br>WH: < 11 stu<br>California Dashboard 2025 | All: 17.8%<br>EL: 7.3%<br>SWD: 21.3%<br>SED: 17.7%<br>HOM: 33.2%<br>FY: <11 stu<br>HI: 16.5 %<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 26.5%<br>PI: < 11 stu<br>2+: 23.3%<br>WH: 18% | All: 2.8%<br>EL: 4.7%<br>SWD: 0.6%<br>SED: 2.7%<br>HOM: 0.9%<br>FY: < 11 stu<br>HI: 4.3%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -2%<br>2+: < 11 stu<br>WH: < 11 stu |
| 9.5      | Implementation of behavior plans for targeted students<br>Data Source: # Completed Panorama Intervention Plans for targeted students- San Jacinto Elementary School<br>*This metric was added to the 25-26 LCAP | 0 up to date completed intervention plans<br>Data Source: April 2025 Panorama                                                                                                                                                 | This is blank because this is a new metric added to the 2025-26 LCAP | 25 intervention plans<br>Data Source: April 2026 Panorama                                                                                                                                                             | 100% of students who are identified has needing tier 3 support will have an intervention plan.                                                                                     | +25 more plans                                                                                                                                                      |
| 9.6      | Pupil Achievement on Statewide Assessments- Mathematics<br><br>Data Source: California Dashboard                                                                                                                | All: -101.0<br>EL: -105.3<br>SWD: -159.0<br>SED: -101.4<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: -102.8<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -108.4                                                                          | This is blank because this is a new metric added to the 2025-26 LCAP | All: -107.6<br>EL: -106<br>SWD: -154.2<br>SED: -110<br>HOM: <11 stu<br>FY: <11 stu<br>HI: -108.4<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -138.2                                                                        | All: -56.0<br>EL: -60.3<br>SWD: -114.0<br>SED: -56.4<br>HOM: < 11 stu<br>FY: < 11 stu<br>HI: -57.8<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: -63.4                                    | All: 6.6%<br>EL: 0.7%<br>SWD: -4.8%<br>SED: 8.6%<br>HOM:< 11 stu<br>FY: < 11 stu<br>HI: 5.6%<br>AI: < 11 stu<br>AS: < 11 stu<br>AA: 29.8%                           |

| Metric # | Metric                                                                             | Baseline                                                                                                                     | Year 1 Outcome                                                                                                             | Year 2 Outcome                                                                                                             | Target for Year 3 Outcome                                                                            | Current Difference from Baseline                                                 |
|----------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|          |                                                                                    | 2+: < 11 stu<br>WH: < 11 stu<br>Data Source: California Dashboard 2024                                                       |                                                                                                                            | PI: < 11 stu<br>2+: < 11 stu<br>WH: < 11 stu<br>California Dashboard 2025                                                  | 2+: < 11 stu<br>WH: < 11 stu                                                                         | 2+: < 11 stu<br>WH: < 11 stu                                                     |
| 9.7      | English Learner Progress Indicator (ELPI)<br><br>Data Source: California Dashboard | All: 48.3%<br>California Dashboard 2023                                                                                      | All: 47.3%<br>EL: 47.3%<br>California Dashboard 2024                                                                       | All: 26.3%<br>EL: 26.3%<br>California Dashboard 2025                                                                       | All: 68.3%<br>EL: 68.3%                                                                              | 22% decrease                                                                     |
| 9.8      | Teaching Assignment Monitoring Outcomes<br><br>Data Source: California Data Quest  | 3.2% of San Jacinto Elementary School teachers were classified as having a credential out-of-field.<br>CA-Data Quest 2021-22 | 0% of San Jacinto Elementary School teachers were classified as having a credential out-of-field.<br>CA-Data Quest 2022-23 | 2% of San Jacinto Elementary School teachers were classified as having a credential out-of-field.<br>CA-Data Quest 2023-24 | 0% of San Jacinto Elementary School teachers will be classified as having a credential out-of-field. | 1.2% decrease in teachers who were classified as have a credential out-of-field. |

## 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 9.1- Provide a MTSS Specialist: San Jacinto Elementary School partially implemented this action due to staffing challenges, as the Learning Support TOSA position remained vacant until mid-October and was later impacted by a leave of absence beginning in December. Despite these interruptions, the TOSA provided targeted academic supports aligned with MTSS priorities. The TOSA delivered small group Tier 2 instruction, including a 4-week cycle of focused vocabulary development and daily 30-minute interventions using the 95% Group model. The TOSA also supported mathematics interventions and collaborated with the Solution Based Team to provide tiered academic supports. In addition, the TOSA provided coaching and modeling for a probationary teacher on instructional routines and procedures, facilitated data chats with upper-grade students, and participated in grade-level collaboration meetings to support data-driven instruction. A success of implementation was the delivery of targeted Tier 2 interventions and supports for teacher development. However, implementation was limited in scope and consistency due to staffing interruptions.

Action 9.2-Provide social/emotional learning and behavior support: SJE implemented this action by funding and supporting the Rise Above Mentoring program to provide targeted social-emotional, behavioral, and attendance supports for students within the MTSS framework. The program utilized evidence-based strategies, including Check-In/Check-Out, cross-age peer mentoring, SEL skill development, and family engagement. The program served approximately 60 students at San Jacinto Elementary and 72 students at SJLA, completing approximately 800 student check-ins, 20 trainings, 24 home visits, 6 parent workshops, and 50 parent conferences. Additional engagement activities included regular morning outreach to students and families to promote positive school climate and connection. A success of implementation was the consistent delivery of mentoring supports and expanded outreach to families through workshops, conferences, and home visits. A challenge in implementation was the program's reliance on active parent participation. When parent engagement declined, some students were dropped from the program, limiting consistent access to supports for originally targeted students. Overall, the action was largely implemented as planned, with strong delivery of mentoring services, while identifying the need to strengthen strategies for sustained family engagement to ensure consistent student participation.

Action 9.3-Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support: SJE fully implemented Action 9.3 by providing a Learning Support Teacher on Special Assignment (TOSA) to lead the development and implementation of MTSS focused on social-emotional learning (SEL) and behavioral supports. The TOSA coordinated Solution-Based Teams (SBTs) to identify and respond to student needs using data from Panorama and other sources. The TOSA delivered targeted Tier 2 interventions, including small groups for 4th-grade students focused on emotional regulation, and developed Behavior Intervention Plans based on student data. In addition, the TOSA implemented Tier 1 instruction through the delivery of Boys Town, 16 Essential Skills lessons across all classrooms beginning in January 2026. The TOSA also provided direct student support through the Wellness Room, offering a structured space during recess and lunch for students to regulate emotions and access support. A success of implementation was the establishment of tiered SEL and behavioral supports, including Tier 1, Tier 2, and individualized interventions aligned to student needs. Overall, the action was implemented as planned, strengthening MTSS structures for behavior and SEL, and increasing access to targeted supports for identified student groups.

Action 9.4-Provide a Campus Aide to support behavior and SEL: SJE partially implemented Action 9.4 due to staffing challenges, as the campus aide position was not filled until February 2026. Once filled, the Campus Aide worked in collaboration with the Behavior Support TOSA and site administration to provide support for students with behavioral and social-emotional needs. The Campus Aide supported the implementation of restorative practices by facilitating restorative conversations in a designated Refocus Room, where students reflected on behavioral expectations and received support in developing self-regulation strategies. A success of implementation was the establishment of a structured space and process for restorative practices and student reflection.

Action 9.5-Provide a Bilingual Instructional Aide: SJE fully implemented Action 9.5 by hiring a bilingual Instructional Aide to provide targeted support to English Learners within the MTSS framework. The campus aide delivered direct services focused on foundational literacy skills and mathematics to support students identified as needing additional academic assistance. A success of implementation was increased access to targeted, language-supportive instruction for English Learners, helping to address identified gaps in literacy and mathematics. Overall, the action was implemented as planned, providing supplemental academic support aligned to the needs of English Learners and the goals of improving student achievement.

Action 9.6-Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement: SJE partially implemented this action due to staffing delays, as the front office clerk position was not filled until November 2025. Once hired, the clerk supported parent engagement and attendance efforts aligned to MTSS priorities. The clerk maintained regular communication with families, including daily phone calls to

parents of absent students to encourage attendance and identify needed supports. The clerk also supported outreach efforts by contacting families to participate in school events, including a multi-literacy event. A success of implementation was increased communication with families and a more proactive approach to addressing attendance concerns through consistent outreach. However, implementation was limited in duration due to the late hiring, which reduced the overall impact of the action.

#### 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.

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference.

Action 9.1- Provide a MTSS Specialist: There was a substantive difference below the budgeted amount due to a vacancy in the position, but the action was implemented by other support staff.

Action 9.2- Provide Social/Emotional Learning and Behavior support: There was no material differences.

Action 9.3- Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support: There was no material differences.

Action 9.4- Provide a Campus Aide to support behavior and SEL: There is a substantive difference where this action was not fully spent due to the position being hired later in the school year.

Action 9.5- Provide a Bilingual Instructional Aide: This action is under the budgeted amount due to the salary costing less than what it was budgeted for.

Action 9.6- Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement: There was no material differences.

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

Action 9.1- Provide a MTSS Specialist: Action 9.1 was partially effective, and San Jacinto Elementary School continues to recognize the need for a Learning Support TOSA to strengthen foundational literacy skills in grades K–3 and provide targeted math interventions through Tier 2 and Tier 3 supports. Effectiveness was limited due to inconsistent implementation, as the position remained vacant from August to mid-October and was later impacted by extended leave beginning in November. As a result, student support was minimal and did not allow for a full year of implementation or comprehensive data collection. Based on the 2025 California School Dashboard, SJE experienced declines in key academic indicators, including a 12.3-point decrease in ELA, a 6.6-point decrease in mathematics, and a 21% decline in English Learners making progress on the ELPI. Students with Disabilities performed significantly lower than their peers across these measures, indicating a continued need for targeted academic support. However, implementation data showed an increase in the percentage of teachers providing Quality First Instruction using core curriculum as designed, suggesting progress in building instructional capacity. Overall, due to limited implementation, the action had a reduced impact on student outcomes.

Action 9.2- Provide social/emotional learning and behavior support: Action 9.2 was partially effective in supporting students' social-emotional, behavioral, and attendance needs through targeted mentoring and family engagement strategies. The program provided consistent Check-In/Check-Out supports, mentoring, and outreach efforts, contributing to increased student connection and access to interventions. However,

overall effectiveness was limited due to inconsistent student participation. As parent engagement declined, some students were dropped from the program despite being part of the originally targeted group. As a result, these students lost access to consistent mentoring supports, limiting their opportunity for academic and behavioral success. Due to this inconsistency, the action did not fully achieve its intended impact across all identified students. Additionally, as the most recent California School Dashboard data reflects the 2024–2025 school year, San Jacinto Elementary will continue to monitor the effectiveness of this action over an additional academic year.

**Action 9.3-Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support:** San Jacinto Elementary School continues to recognize the need for a Learning Support TOSA to support MTSS, SEL, and behavior systems. Action 9.3 was partially effective. Panorama data shows ongoing needs, with 9 of 469 students experiencing incidents on more than 5% of school days and 26 students attending less than 80% of school days. Additionally, chronic absenteeism increased by 2.3% and suspension rates increased by 1.3% on the 2025 Dashboard. African American students and English Learners continue to perform below their peers. However, there was an increase in teacher use of SEL supports and positive behavior strategies, and 25 intervention plans were developed for students with intensive needs. Overall, the action established key supports but had limited impact on outcomes.

**Action 9.4-Provide a Campus Aide to support behavior and SEL:** Action 9.4 was partially effective in supporting the Behavior Support TOSA to provide daily behavioral and social-emotional supports through restorative practices, supervision, and conflict mediation. Effectiveness was limited, as the position was not filled until February 2026, resulting in a shortened implementation period. Due to the late start, the action had limited impact on overall student outcomes and schoolwide behavior systems. Considering that the most recent discipline data available is from the 2025 California School Dashboard, SJE will continue to monitor effectiveness over an additional academic year. Overall, while initial supports were established, the action's impact was constrained by limited implementation time.

**Action 9.5-Provide a Bilingual Instructional Aide:** Action 9.5 was partially effective in supporting English Learners through targeted instruction in foundational literacy and mathematics. The bilingual instructional aide provided direct support aligned to identified student needs, increasing access to language-supported academic interventions. However, data indicates that significant needs remain. According to Panorama data, 86 of 133 English Learners (65%) were identified as critical in at least one subject, and 21 students (16%) were identified as at risk during the 2025–2026 school year. SJE is still awaiting summative ELPAC results to fully evaluate the effectiveness of this action. SJE will continue to monitor effectiveness as additional assessment data becomes available.

**Action 9.6-Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement:** Action 9.6 was partially effective in improving attendance and family engagement. Effectiveness was limited, as the position remained vacant from August to November during the 2025–2026 school year, reducing the duration of implementation. Panorama data indicates ongoing attendance concerns, with 26 of 469 students attending less than 80% of school days and 66 students attending between 80–90% of school days (Panorama, April 2026). Due to the shortened implementation period, the action had limited impact on overall attendance outcomes. Additionally, as the most recent chronic absenteeism data from the California School Dashboard reflects the 2024–2025 school year, SJE will continue to monitor effectiveness over an additional academic year. Overall, while the action supported increased communication with families, its impact was constrained by limited implementation time.

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

The Teaching Assignment Monitoring Outcomes were updated in the goal description to include the most recent data. Modifications were made to the goal description and explanation to include updated data addressing student groups in the red and updated actions for the 2026-27 school year. Metric 9.2 was modified to reflect the new data source for this year, which is from Panorama not Schoolzilla. The district no longer has Schoolzilla. Metric 9.4 was modified in the baseline data and Year 3 data to include data for Homeless students. Metrics 9.7--English Learner Progress Indicator and Metric 9.8 Teaching Assignment Monitoring Outcomes was added for baseline, year 1, year 2, year 3 outcome, and difference from the baseline.

Action 9.1-Provide a MTSS Specialist: Due to SJE not receiving additional Equity Multiplier funds this action will be removed for the 2026-27 school year.

Action 9.2-Provide social/emotional learning and behavior support: Based on the analysis of implementation and effectiveness, SJE will refine Action 9.2 to strengthen consistency of student participation and increase family engagement to ensure identified students maintain access to mentoring and behavioral supports. SJE will enhance communication and outreach strategies with families, including more frequent follow-up and flexible engagement opportunities, to improve sustained participation in the program. Additionally, SJE will review student identification and monitoring processes to ensure students with the greatest needs continue receiving consistent Check-In/Check-Out supports and mentoring services throughout the school year. SJE will also explore additional incentives and intervention strategies to increase student engagement and participation. As the most recent California School Dashboard data reflects the 2024–2025 school year, SJE will continue monitoring the effectiveness of this action over an additional academic year to determine the long-term impact on student behavior, attendance, and social-emotional outcomes.

Action 9.3-Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support: Due to SJE not receiving additional Equity Multiplier funds this action will be removed for the 2026-27 school year.

Action 9.4-Provide a Campus Aide to Support Behavior and SEL: The action description was modified. Based on this analysis, SJE will continue this action for the 2026- 2027 school year with a continued focus on a classified staff member to provide daily support for students experiencing behavioral and Social Emotional Learning challenges using restorative practices, supervision, and conflict mediation.

Action 9.5-Provide a Bilingual Instructional Aide: No substantive changes. SJE will continue this action for the 2026- 2027 school year with a continued focus on an aide who will provide targeted support to English Learners who are struggling with foundational literacy skills and mathematics.

Action 9.6-Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement: SJE will continue this action for the 2026-2027 school year with a continued focus on the front office clerk playing a critical role in increasing parent engagement, improving school-home communication, and supporting attendance interventions, particularly for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and African American students.

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 |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 9.1      | Learning Support TOSA focused on Academics<br>(In 2026-27 this action will not be included)                                                     | The Learning Support TOSA will strengthen the foundational skills to support reading for understanding (an evidence based practice from What Works Clearinghouse) in grades K-3 by providing tiered 2 and 3 supports for students by teaching students to decode words, analyze word parts, and write and recognize words. The Learning Support TOSA will provided targeted interventions for mathematics. The Learning Support TOSA will work with the Solution Based Team to provide multi-tiered supports in the academic domain to support students.                                                                                                                                                                                                                                                                                                                 | \$0.00       | No           |
| 9.2      | Provide social/emotional learning and behavior support                                                                                          | Providing targeted support for students who are struggling with social, emotional, behavior, and attendance concerns by funding a mentoring program. The mentoring program includes evidence based strategies such as Check-In and Check-Out, cross-age peer mentoring, social emotional learning competencies, and a parent/family engagement component.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$145,500.00 | No           |
| 9.3      | Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support<br>(This action will not be included in the 2026-27 plan) | Provide a Learning Support Teacher on Special Assignment (TOSA) to lead the development and implementation of a site-based Multi-Tiered System of Support (MTSS) focused on social-emotional learning (SEL) and behavioral supports. This position will coordinate Solution-Based Teams (SBTs) to identify and respond to student needs using data-driven interventions. The TOSA will deliver tiered behavioral and SEL supports for students identified through discipline data, attendance records, and social-emotional screening tools—prioritizing support for low-income students, English learners, and foster youth who disproportionately experience behavioral referrals and chronic absenteeism. This action is principally directed toward unduplicated pupils to improve student engagement, reduce suspension rates, and build a positive school climate. | \$0.00       | No           |

| Action #   | Title                                                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds | Contributing |
|------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| <b>9.4</b> | Provide a Campus Aide who will provide behavior and SEL support                   | Employ a classified staff member to provide daily support for students experiencing behavioral and Social Emotional Learning challenges using restorative practices, supervision, and conflict mediation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$26,137.00 | No           |
| <b>9.5</b> | Provide a Bilingual Instructional Aide                                            | The aide will provide targeted support to English Learners who struggle with foundational literacy skills and mathematics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$29,749.00 | No           |
| <b>9.6</b> | Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement | <p>The Front Office Clerk will play a critical role in increasing parent engagement, improving school-home communication, and supporting attendance interventions, particularly for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and African American students.</p> <p>The clerk will maintain regular parent contact, coordinate meeting reminders, and assist with family outreach for literacy and behavior support initiatives. By supporting a welcoming and responsive front office environment, the position contributes to reducing chronic absenteeism, a key local and state priority, and aligns with efforts to improve student engagement and achievement outcomes. The action is provided on a schoolwide basis because 89% of students at San Jacinto Elementary School are unduplicated pupils. This staffing support is designed to address the unique needs of those student groups, particularly in mitigating barriers to attendance and increasing access to tiered interventions and parent partnerships.</p> | \$63,110.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Type of Goal                 |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 10     | Park Hill Elementary School will strengthen its Multi-Tiered System of Support (MTSS) to provide comprehensive, tiered interventions that address students' academic achievement, social-emotional wellbeing, and behavior. This goal is designed to support all students while specifically addressing the needs of student groups performing in the red performance level on the California Dashboard (2025), African American (ELA, Math, and suspensions), Students with Disabilities (math, suspensions and chronic absenteeism) and Homeless students (chronic absenteeism). Through data-driven practices and culturally responsive interventions, the school will work to close opportunity gaps and create an inclusive, supportive learning environment for its most underserved student groups. By June 2027 there will be an increase in students meeting or exceeding the state standards for English Language Arts and Mathematics as measured by the California Dashboard and a decrease in disproportionate behavior and chronic absenteeism. The Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)- indicates that 0% of teachers are out of field and all Park Hill teachers were fully credentialed (Data Quest 2023-24). Park Hill Elementary School was not eligible for the 2026-27 Equity Multiplier funds but has funds remaining from the previous Equity Multiplier funds. | 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.

This goal was developed in direct response to student outcome data from the 2024 California School Dashboard which showed that all students scored 75.6 points below the standard for English Language Arts which is the lowest performance level (red). Students scored 103.8 points below the standard in mathematics (red performance level), and 20.5% of English Learners made progress which was a 33.9% decline (red performance level). Upon examining school site data related to behavior, currently there is a 2.6% suspension rate (Schoolzilla, May 2025) which is considerably higher than what was reported on the 2024 CA Dashboard which was 1.8%. Further analysis of that data indicates disproportionate suspension rates among specific student groups—White students (7.7%) who are in the red performance level, Homeless students (2.9%), students of two or more races (4.8%), and Students with Disabilities (3.8%) compared to the overall suspension rate of 1.8% (2024 CA Dashboard). Current office Discipline Referral rates are at 316 based on our local data from Schoolzilla. Based on the 2024 CA Dashboard Park Hill had a 28.1% chronic absenteeism rate and White students were in the red performance level with a 30.6% chronic absenteeism rate. These data points signal systemic gaps in behavior support, attendance support, and academic support. The 2025 CA Dashboard showed that all students were 71.7 points below standard. In Math, students were 103.1 points below standard. African American students were performing 142.1 points below standard. Students with Disabilities were 164.7 points below standard. This goal was

created to address the unique needs at Park Hill Elementary school. Educational partners identified behavior and SEL skills being barriers to academic achievement. This goal will enable Park Hill Elementary to create a proactive system of support (MTSS) and provide tiered interventions for students who need more, specifically student groups in the red.

Educational partners were engaged through Coffee with the Principal, a parent/family survey, school site council and ELAC meetings in April 2025. Staff input was taken during a staff input gallery walk and guiding coalition during the Spring of 2025. Student Input meetings were also held in April 2025. In 2025-26 Park Hill engaged their educational partners through Coffee with the Principal meetings, ELAC, School Site Council, Site leadership team, staff meetings, and student surveys. Based on feedback, concerns were voiced during engagement sessions about student behavior, school climate, and the need for more individualized academic support and trauma-informed supports. Through this feedback, it became clear that continuing to strengthen the school's Multi-Tiered System of Supports (MTSS) and implementing the Building Assets Reducing Risks (BARR) program to align restorative practices, social-emotional learning, and resources would be essential for improving outcomes for historically underserved students. The decision to use Equity Multiplier funds to enhance behavioral, emotional, and academic supports via additional staffing and resources was grounded in this data and feedback. These supports are intended not only to reduce suspension and absenteeism but also to foster a more inclusive and supportive learning environment, aligning with the state's equity priorities and Park Hill's commitment to continuous improvement. Using Equity Multiplier funds, the school will expand services by:

- Funding a Learning Support TOSA who will strengthen tiered supports in the academic, social/emotional, behavior and attendance to develop and support targeted interventions (e.g., social skills training, restorative practices, academic coaching) and collaborate with families and staff on attendance, behavior, and academic support.

- Funding a Campus Aide for daily, responsive behavioral, tiered academic supports, and social-emotional interventions.

- Funding an Instructional Aide to reinforce SEL practices, academic interventions, and assist the Learning Support TOSA.

- Utilizing the BARR Program to create staff support for our entire school, and focus on strengths based assets.

This integrated approach aims to decrease disproportionality in suspension, increase student connectedness and safety, and improve academic outcomes for underserved student groups. Some of the evidence based services that will be provided include the following: Tier 1: Teacher-Delivered Behavioral interventions in Grades K-5 (<https://ies.ed.gov/ncee/WWC/PracticeGuide/31>), Tier 1: Evaluation of the Whole School Restorative Practices Project: One-Year Implementation and Impact on Discipline Incidents <https://ies.ed.gov/ncee/WWC/Study/90793>, Tier 3: Reducing behavior problems in the elementary school classroom <https://ies.ed.gov/ncee/WWC/PracticeGuide/4>.

## Measuring and Reporting Results

| Metric # | Metric                           | Baseline               | Year 1 Outcome         | Year 2 Outcome        | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|------------------------|------------------------|-----------------------|---------------------------|----------------------------------|
| 10.1     | Suspension Rate by Student Group | All-1.8%<br>White-7.7% | No year 1 Outcome Data | ALL: 2.8%<br>WH: 1.4% | All-1.5%<br>White-2.5%    | All: 1%<br>WH: -5.1%             |

| Metric # | Metric                                                                     | Baseline                                                                                                                                                                                                                                      | Year 1 Outcome                                                                  | Year 2 Outcome                                                                                                                                                                                                                          | Target for Year 3 Outcome                                                                                                                                                                         | Current Difference from Baseline                                                                                                                                                                           |
|----------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Data Source: CA Dashboard-Park Hill Elementary                             | Hispanic-1.5%<br>Homeless-2.9%<br>FY:<11<br>Two or More Races-4.8%<br>SWD-3.8%<br>SED-1.2%<br>African American-0%<br>ELL-1%<br>AI:<11<br>AS:<11<br>FI:<11<br>PI:<11<br>Data Source: 2024 CA Dashboard                                         | since this Metric has been added as of the 25-26 LCAP                           | HI: 1.7%<br>HOM: 0%<br>FY: <11 stu<br>2+: <11 stu<br>EL: 2.6%<br>SWD: 6.3%<br>SED: 3%<br>AA: 9.6%<br>AI: <11 stu<br>AS: <11 stu<br>FI: <11 stu<br>PI: <11 stu<br><br>CA 2025 Dashboard                                                  | Hispanic-1.3%<br>Homeless-1.5%<br>FY:<11<br>Two or More Races-2.0%<br>SWD-1.0%<br>SED-1.3%<br>African American-0%<br>ELL-0%<br>AI:<11<br>AS:<11<br>FI:<11<br>PI:<11                               | HI: 0.2%<br>HOM:-2.9%<br>FY:<11<br>2+: <11 stu<br>EL:1.6%<br>SWD: 2.5%<br>SED: 1.8%<br>AA: 9.6%<br>AI:<11<br>AS:<11<br>FI:<11<br>PI:<11                                                                    |
| 10.2     | Chronic Absenteeism Rate<br>Data Source: CA Dashboard-Park Hill Elementary | All-28.1%<br>White-30.6%<br>Hispanic: 26.1%<br>Homeless:<11<br>FY:<11<br>Two or More Races: 33.3%<br>SWD:33.7%<br>SED: 29.8%<br>African American-37.6%<br>ELL-22.6%<br>AI:<11<br>AS:<11<br>FI:<11<br>PI:<11<br>Data Source: 2024 CA Dashboard | No year 1 Outcome Data<br>since this Metric has been added as of the 25-26 LCAP | All-27.3%<br>White-26.4%<br>Hispanic: 25.6%<br>Homeless:48.1%<br>FY: 25.9%<br>Two or More Races: 28.2%<br>SWD: 35.4%<br>SED:27.8%<br>African American 35.6%<br>ELL-16%<br>AI:<11<br>AS:<11<br>FI:<11<br>PI:<11<br><br>CA 2025 Dashboard | All-18.1%<br>White-20.6%<br>Hispanic: 16.1%<br>Homeless:<11<br>FY:<11<br>Two or More Races: 23.3%<br>SWD:23.7%<br>SED: 19.8%<br>African American-27.6%<br>ELL-12.6%<br>AI:<11<br>AS:<11<br>FI:<11 | All:-0.8%<br>White: -4.2%<br>Hispanic: -0.5%<br>Homeless: <11<br>FY: <11<br>Two or More Races: -5.1%<br>SWD: 1.7%<br>SED:-2%<br>African American: -2%<br>ELL:-6.6%<br>AI:<11<br>AS:<11<br>FI:<11<br>PI:<11 |

| Metric # | Metric                                                                                                                                                    | Baseline                                                                                                                                                                                                                                               | Year 1 Outcome                                                               | Year 2 Outcome                                                                                                                                                                                                                                     | Target for Year 3 Outcome                                                                                                                                                                                        | Current Difference from Baseline                                                                                                                                                                          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10.3     | Student Survey on School Connectedness<br>Data Source: Panorama-Park Hill Elementary                                                                      | 59% of students in grades 3-5 had a favorable sense of belonging.<br>Data Source: Fall 2024 Panorama Survey                                                                                                                                            | No year 1 Outcome Data since this Metric has been added as of the 25-26 LCAP | 62% of students in grades 3-5 had a favorable sense of belonging.<br>Data Source: Fall 2025 Panorama Survey                                                                                                                                        | 70% of students in grades 3-5 will have a favorable sense of belonging on the student Panorama Survey.                                                                                                           | 3% increase                                                                                                                                                                                               |
| 10.4     | Implementation of behavior plans for targeted students<br>Data Source: # Completed Panorama Intervention Plans for targeted students-Park Hill Elementary | 0 completed intervention Plans<br>Data Source: April 2025 Panorama                                                                                                                                                                                     | No year 1 Outcome Data since this Metric has been added as of the 25-26 LCAP | 28 completed intervention Plans<br>Data Source: April 7, 2025 Panorama                                                                                                                                                                             | 100% of students identified as needing Tier 3 Supports will have an intervention plan in Panorama.                                                                                                               | 28 increase                                                                                                                                                                                               |
| 10.5     | Pupil Achievement on Statewide Assessments-ELA DFS<br>Data Source: CA Dashboard-Park Hill Elementary School                                               | All:-75.6<br>White: <11<br>Hispanic: -77.7<br>Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -140.6<br>SED: -80.4<br>African American: -97.5<br>ELL: -90.1<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11<br><br>Data Source: 2024 CA Dashboard | No year 1 Outcome Data since this Metric has been added as of the 25-26 LCAP | All:-71.7<br>White: <11<br>Hispanic: -70.2<br>Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -131.5<br>SED: -71.8<br>African American:-117.1<br>ELL: -75.1<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11<br>Data Source: 2025 CA Dashboard | All:-55.6<br>White: <11<br>Hispanic: -57.7<br>Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -110.6<br>SED: -60.4<br>African American: -77.5<br>ELL: -70.1<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11 | All: -3.9<br>White: <11<br>Hispanic: -7.5<br>Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -9.1<br>SED: -8.6<br>African American: 19.6<br>ELL: -15<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11 |
| 10.6     | Pupil Achievement on Statewide Assessments-Mathematics DFS                                                                                                | All:-103.8<br>White: <11<br>Hispanic: -107.5                                                                                                                                                                                                           | No year 1 Outcome Data since this Metric                                     | All:-103.1<br>White: <11<br>Hispanic: -103.7                                                                                                                                                                                                       | All:-83.8<br>White: <11<br>Hispanic: -87.5                                                                                                                                                                       | All:-0.7<br>White: <11<br>Hispanic: -3.8                                                                                                                                                                  |

| Metric # | Metric                    | Baseline                                                                                                                                                                                                    | Year 1 Outcome                      | Year 2 Outcome                                                                                                                                                                                          | Target for Year 3 Outcome                                                                                                                                           | Current Difference from Baseline                                                                                                                            |
|----------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Data Source: CA Dashboard | Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -160.6<br>SED: -107.1<br>African American: -111.3<br>ELL: -112.2<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11<br><br>Data Source: 2024 CA Dashboard | has been added as of the 25-26 LCAP | Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -164.7<br>SED: -103.5<br>African American: -142.1<br>ELL: -108.3<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11<br>Data Source: 2025 CA Dashboard | Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD: -140.6<br>SED: -87.1<br>African American: -91.3<br>ELL: -100.2<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11 | Homeless:<11<br>FY: <11<br>Two or More Races: <11<br>SWD:4.1<br>SED: -3.6<br>African American: 30.8<br>ELL: -3.9<br>AI: <11<br>AS: <11<br>FI: <11<br>PI:<11 |

## 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 10.1-Learning Support TOSA: This action was implemented by providing a full-time Learning Support TOSA to support the development of a Multi-Tiered System of Support (MTSS) at Park Hill Elementary. The TOSA collaborated with teachers and site teams (SST, 504, Solution-Based Team) to strengthen Tier 1 supports, provide push-in behavioral support, and deliver targeted Tier 2 and Tier 3 interventions, including small group SEL instruction, restorative practices, and individualized behavior plans. The TOSA also supported PBIS implementation, utilized a wellness room for student regulation, and conducted observations to inform interventions. Successes included increased access to SEL supports, expanded use of restorative practices, and improved collaboration among staff to address student behavioral and social-emotional needs. Challenges included a predominance of reactive responses to behavioral incidents, which limited time for proactive Tier 1 system development. Another barrier was inconsistent implementation of Tier 1 SEL practices. Ongoing behavioral demands also limited the ability to consistently collect and analyze data to inform decision-making. Overall, Park Hill implemented the core components of the action as described, while identifying the need to strengthen proactive systems, staff alignment, and data practices.

Action 10.2-Campus Aide for MTSS Support: Park Hill implemented Action 10.2 by employing a campus aide to support students with behavioral, academic, and social-emotional needs within the MTSS framework. The campus aide analyzed playground behaviors, supported structured recess through Playworks (POP), and provided supervision, redirection, elopement support, and conflict mediation during unstructured times. A success of implementation was increased supervision and immediate behavioral support during recess, helping to de-

escalate conflicts and promote restorative practices. Challenges included difficulty retaining staff and the campus aide being frequently redirected to address immediate behavioral needs, such as student breaks and de-escalation. This limited the ability to implement planned responsibilities, including classroom support, data collection, and behavior tracking.

Action 10.3-Instructional Aide for SEL and Academic Support: Park Hill implemented Action 10.3 by providing an instructional aide to support SEL implementation, behavior interventions, and academic supports in collaboration with the Learning Support TOSA within the MTSS framework. The instructional aide assisted with classroom observations to identify behavioral triggers, documented student behaviors, and supported teachers in implementing intervention plans. The instructional aide also provided direct student support by reinforcing self-regulation strategies, redirecting behaviors prior to escalation, and promoting positive and replacement behaviors. Additional responsibilities included preparing instructional materials, collecting student statements, and ensuring consistent use of tracking tools across staff. The aide collaborated closely with the Learning Support TOSA by sharing observations, providing feedback on student progress, and supporting the monitoring of interventions. A success of implementation was increased support for teachers and students through consistent reinforcement of SEL strategies and improved communication regarding student interventions. A challenge in implementation was ensuring consistent use of data tracking systems and maximizing the aide's role across classrooms, as competing behavioral needs at times required a focus on immediate student support. Overall, Park Hill implemented the core components of the action as described, with an emphasis on supporting SEL and behavioral interventions, while identifying the need to strengthen consistency in data practices and role utilization.

Action 10.4-MTSS Infrastructure & Tools: Park Hill implemented Action 10.4 by providing 5th grade classrooms with collaborative desks and classroom incentives to support student engagement and behavior. The flexible seating allowed teachers to adjust classroom layouts to promote collaboration and address behavioral needs. A success of implementation was increased flexibility in classroom environments, supporting more engaging instruction and improved behavior management strategies. A challenge was the inconsistent use of data tracking tools, as real-time tracking of behavior and attendance was not fully implemented as intended. Overall, Park Hill implemented key components of the action while identifying the need to strengthen consistent data use practices.

#### 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.

SJUSD identified 10% over or under the budgeted amount as being a substantive/significant material difference.

Action 10.1-Learning Support TOSA: There was a substantive material difference under the budgeted amount due to the salary of the staff being less than what was budgeted.

Action 10.2-Campus Aide for MTSS Support: There was a substantive material difference under the budgeted amount due to the salary of the staff being less than what was budgeted.

Action 10.3-Instructional Aide for SEL and Academic Support: There was a substantive material difference under the budgeted amount due to the salary of the staff being less than what was budgeted.

Action 10.4-MTSS Infrastructure & Tools: This action was underspent due to costs being under budgeted amount.

Action 10.1-Learning Support TOSA: Overall, Action 10.1 has promising effective support when it is fully utilized. The Learning Support TOSA contributed to improved implementation of targeted behavioral and social-emotional interventions, particularly through Tier 2 small groups, which were effective in reducing student behaviors and supporting skill development. Additionally, the increase from 0 Tier 3 intervention plans in 2024–25 to 28 in 2025–26 demonstrates strengthened systems for identifying and addressing high levels of student need. There were also improvements in school climate, as the percentage of students reporting a favorable sense of belonging increased from 59% in Fall 2024 to 62% in Fall 2025. Chronic absenteeism showed improvement, decreasing from 27.3% on the 2025 California Dashboard to 22% based on local data (April 2026), indicating progress in attendance interventions. However, effectiveness was inconsistent due to capacity limitations. At times, the site required more staff to respond to behavioral needs than were available, which reduced the ability to fully implement proactive supports. While targeted interventions were effective, schoolwide outcomes were mixed. Suspension rates increased from 2.8% (2025 Dashboard) to 6% (April 2026), suggesting that reactive responses to behavior remained a challenge. Additionally, the Park Hill continues to experience challenges in effectively supporting students with IEPs, indicating a need for more specialized and aligned interventions within the MTSS framework. Overall, this action was partially effective in improving student outcomes, particularly in targeted interventions and attendance, but further refinement is needed to address capacity constraints, reduce suspensions, and strengthen supports for students with disabilities.

Action 10.2-Campus Aide for MTSS Support: This action was partially effective in supporting student behavior and school climate. The campus aide provided supervision and de-escalation support, contributing to improved Tier 3 systems, as evidenced by an increase from 0 intervention plans in 2024–25 to 28 in 2025–26. School climate and attendance showed some improvement, with favorable sense of belonging increasing from 59% to 62% and chronic absenteeism decreasing from 27.3% to 22%. However, overall effectiveness was limited due to staffing challenges and a focus on reactive behavioral support. The campus aide was frequently redirected to de-escalation, limiting implementation of planned supports such as data tracking and classroom interventions. Additionally, suspension rates increased from 2.8% to 6%, indicating ongoing challenges with behavior. Overall, the action supported individual student needs but had limited broader impact due to capacity constraints and inconsistent implementation.

Action 10.3-Instructional Aide for SEL and Academic Support: Action 10.3 was partially effective in supporting student behavior, social-emotional development, and intervention implementation. The instructional aide contributed to improved monitoring of student behaviors, reinforcement of SEL strategies, and increased consistency in implementing interventions in collaboration with the Learning Support TOSA. The instructional aide also supported Tier 2 lessons and data tracking, which strengthened fidelity of Tier 2 interventions. This aligned with strengthened Tier 3 systems, as evidenced by an increase from 0 intervention plans in 2024–25 to 28 in 2025–26. School climate and attendance data showed some improvement, with favorable sense of belonging increasing from 59% in Fall 2024 to 62% in Fall 2025 and chronic absenteeism decreasing from 27.3% (2025 Dashboard) to 22% (April 2026 local data). However, overall effectiveness was mixed. While the aide supported behavior redirection and intervention fidelity, ongoing behavioral needs and inconsistent data tracking practices limited the full impact of the role. Additionally, suspension rates increased from 2.8% (2025 Dashboard) to 6% (April 2026), indicating continued challenges with behavior.

Action 10.4-MTSS Infrastructure & Tools: Action 10.4 had limited effectiveness in improving student outcomes. The implementation of collaborative desks supported increased student engagement and provided teachers with greater flexibility to promote collaboration and address behavioral needs within the classroom. However, the effectiveness of real-time data tracking was limited. While tablets were provided, they were not utilized as intended due to practical challenges, including the lack of protective cases for campus supervisors and

noon duty staff. Although some staff appreciated the ability to award points immediately, most relied on personal cell phones to complete referrals and document student behavior. As a result, the action did not fully achieve its intended impact of strengthening consistent, real-time data tracking systems across staff. Given that the materials have already been purchased, this action will be adjusted moving forward to better align with site needs, and the purchase component will be removed from the plan for the coming 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.

Changes were made to the goal description and goal explanation to include updated data, updated information about education partner feedback as well as updated goals.

Action 10.1-Learning Support TOSA: Based on the analysis of implementation and effectiveness, Park Hill will make several adjustments to strengthen the impact of Action 10.1. To address the need for more proactive systems, Park Hill will prioritize strengthening Tier 1 supports for social-emotional learning (SEL), including clearer schoolwide expectations, consistent routines, and universal SEL instruction to reduce reliance on reactive interventions. To improve coherence and implementation fidelity, Park Hill will increase clarity around the role and function of the Learning Support TOSA, including defining responsibilities related to Tier 1, Tier 2, and Tier 3 supports, as well as the purpose and use of the wellness room. Additionally, Park Hill will establish and protect dedicated time for staff collaboration to examine behavioral, attendance, and intervention data. This will support stronger data-driven decision-making, improve alignment across systems (MTSS, PBIS, SST/504), and enhance the effectiveness of interventions, particularly for students with disabilities and other student groups with identified needs. Park Hill will also explore strategies to address capacity challenges, ensuring sufficient support is available to implement proactive and targeted interventions consistently. These changes are intended to improve system coherence, reduce behavioral incidents, and strengthen outcomes for all students, particularly those identified in this Equity Multiplier goal.

Action 10.2-Campus Aide for MTSS Support: Based on the analysis of implementation and effectiveness, Park Hill will make adjustments to strengthen the impact of Action 10.2. To address staffing and capacity challenges, Park Hill will refine the role of the campus aide to ensure clearer expectations around supervision, proactive support, and alignment with MTSS priorities.

Park Hill will strengthen Tier 1 systems by increasing structured supports during unstructured times, including consistent expectations, routines, and restorative practices to reduce reliance on reactive interventions. Additionally, Park Hill will implement the Building Assets, Reducing Risks (BARR) model to strengthen the MTSS framework by improving coordination among staff, increasing relationship-building, and using data-driven processes to monitor student progress. BARR will support more proactive identification of student needs and improve alignment between Tier 1, Tier 2, and Tier 3 supports. Park Hill will also establish dedicated time for staff collaboration to review behavioral and attendance data, ensuring more consistent implementation and data-driven decision-making. These changes are intended to improve system coherence, reduce behavioral incidents, and strengthen outcomes for all students, particularly those identified in this Equity Multiplier goal.

Action 10.3-Instructional Aide for SEL and Academic Support: Based on the analysis of implementation and effectiveness, Park Hill will refine Action 10.3 to strengthen system coherence, data use, and alignment within the MTSS framework. The Instructional Aide will continue to support Tier 2 interventions and data tracking; however, data collection and progress monitoring will be more systematically integrated into BARR block meetings to ensure interventions are consistently reviewed, aligned, and adjusted through a unified decision-making process. To further strengthen impact, Park Hill will utilize the BARR model to promote a strengths-based, schoolwide approach. This will allow the Instructional Aide to more consistently reinforce positive and replacement behaviors across classrooms, maximizing the effectiveness of Tier

2 supports and ensuring alignment with broader MTSS and SEL practices. Additionally, with more consistent Tier 1 implementation across classrooms, the campus aide will have greater capacity to perform intended duties, including analyzing playground behaviors, supporting mediation and peer conflict during recess, and assisting classroom staff with data collection and behavior tracking. This increased alignment across Tier 1 and Tier 2 systems will support more proactive interventions and reduce reliance on reactive responses.

**Action 10.4- MTSS Infrastructure and Tools:** Based on the analysis of implementation and effectiveness, Action 10.4 will no longer be included in the plan, as the materials (collaborative desks and tablets) were fully purchased and implemented during the 2025–26 school year. Moving forward, Park Hill will shift focus from purchasing materials to strengthening system coherence and implementation through the adoption of the BARR model. This decision was driven by educational partner feedback indicating that, while multiple programs were in place, implementation was inconsistent and lacked alignment, resulting in delayed support for students. BARR will address these challenges by establishing structured Block Meetings to align intervention practices and create a more cohesive MTSS framework. This approach will strengthen coordination across Tier 1 and Tier 2 supports, improve timely identification of student needs, and ensure more consistent, proactive interventions schoolwide. These changes are intended to improve system alignment, increase effectiveness of existing supports, and better meet the needs of student groups identified in this Equity Multiplier goal.

**Action 10.5-Implement B.A.R.R program** will be added to the 2026-27 equity multiplier plan. BARR curriculum and training will be provided for Guiding Coalition Leads, Administrators, and Learning Support TOSA to align the site's SBT, SST, Interventions and behavioral needs to address Tier 1 and Tier 2 behaviors school wide.

**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 |
|-------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>10.1</b> | Learning Support TOSA                           | Hire a full-time Learning Support Teacher On Special Assignment to coordinate academic, behavioral, and attendance interventions; deliver social-emotional learning (SEL) and mentoring supports; and collaborate with the site's Solution Based Team, SST and 504 teams. | \$137,070.00 | No           |
| <b>10.2</b> | Campus Aide for MTSS Support                    | Employ a classified staff member to provide daily support for students experiencing behavioral, academic, and SEL challenges using restorative practices, supervision, and conflict mediation.                                                                            | \$29,459.00  | No           |
| <b>10.3</b> | Instructional Aide for SEL and Academic Support | Add a paraprofessional to assist in SEL implementation, behavior interventions, and academic interventions in collaboration with the Learning Support TOSA.                                                                                                               | \$29,742.00  | No           |

| Action #    | Title                                                                      | Description                                                                                                                                                                                                                               | Total Funds | Contributing |
|-------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                                                                            |                                                                                                                                                                                                                                           |             |              |
| <b>10.4</b> | MTSS Infrastructure & Tools<br>(This action will not be funded in 2026-27) | Provide 5th grade classrooms with collaborative desks and equip staff with tablets to track student behavior and attendance data in real time.                                                                                            | \$0.00      | No           |
| <b>10.5</b> | Implement B.A.R.R. program                                                 | Purchasing BARR Program (K-12) for 26/27 school year to implement Block Meetings to align our current intervention process, our Learning TOSA will provide the monitoring of the program while supporting positive teacher interventions. | \$80,000.00 | No           |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---------------------------------------------------------------|----------------------------------------------------------|
| \$47,669,363                                                  | \$6,216,120.00                                           |

## 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 41.646%                                                                         | 0.029%                      | \$31,551.59             | 41.675%                                                                     |

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                                                                                                                                                        |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2               | <p><b>Action:</b><br/>Supplemental Educational Technology Software Licenses</p> <p><b>Need:</b><br/>The District's core adopted materials provide limited technology resources to support instruction. Supplemental educational technology programs are needed to engage Unduplicated students, extend their learning</p> | <p>The District will purchase supplemental educational technology programs based on an annual needs assessment to determine the specific programs needed to support our identified Unduplicated students. The supplemental educational technology programs will support unduplicated students across the entire district. This action will increase and improve services for Unduplicated students because supplemental education technology programs bolster high-</p> | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI)--(Metric 1.9)<br/>English Learner Progress Indicator (ELPI)--(Metric 1.12)</p> |

| 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 |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>and support quality first instruction, while also providing a safe and secure experience. The following data shows the need for for this action: Upon examining English Language Arts State Assessment all students were -52.7 points below the standard, whereas the following student groups have a larger gap. English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math all students scored -98 points below the standard, whereas English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red).</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students</p> | <p>quality first instruction by offering personalized learning experiences, immediate feedback, and adaptive resources tailored to individual student needs. These programs provide educators with valuable insights into student progress and areas of struggle, enabling them to differentiate instruction effectively and address learning gaps promptly. By leveraging the power of technology, educators can deliver dynamic and engaging lessons that cater to diverse learning styles, ultimately fostering a more inclusive and effective learning environment where every student has the opportunity to succeed. Ultimately this action will assist in improving metrics for Unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>Providing supplemental educational technology to engage and support all learners district wide ensures all students will receive consistent and comprehensive support. It is essential to provide this action district-wide to assist all students in meeting or exceeding standards on the state assessments for English Language Arts and mathematics.</p> |                                    |

| 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                     |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
|                   | <p>were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%).</p> <p>This data demonstrates the need for multi-modalities of educational opportunities such as educational technical software. In student focus groups, students identified how some ed. tech programs help with engaging students in the learning process.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                        |
| 1.3               | <p><b>Action:</b><br/>Supplemental Programs and Staff to Improve College and Career Readiness</p> <p><b>Need:</b><br/>The specific need and conditions for action 1.3 is based upon the college/career ready data which shows that 31.2% of all students are prepared for college/career, yet gaps exist for Unduplicated students. 12.1% of English Learners are prepared, 11.5% of Homeless students are prepared, and 30.2% of</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The District will provide additional programs or services that increase access for unduplicated students to demonstrate that they are prepared for success after graduation. This action will improve and increase services for unduplicated students as it will remove barriers for students having to pay for PSAT, SAT, Advanced Placement tests, International Baccalaureate tests, college application fees, and provide access to college fairs. Ultimately this action will assist in improving CCI metrics for Unduplicated students and ensuring that SJUSD reach Goal 1.</p> | <p>College and Career Indicator (CCI)-(Metric 1.9)</p> |

| 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                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|                   | <p>Socioeconomically Disadvantaged students are prepared (2023 CA Dashboard).</p> <p>Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5% of Socioeconomically Disadvantaged students were prepared.</p> <p>SJUSD has identified the need to provide additional opportunities for students to participate in programs and/or receive direct services that help them meet one or more of the requirements to demonstrate college and career readiness. Based on feedback from students finances to pay for college application fees, PSAT, SAT, AP and IB exams are often a barrier for Unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>These actions are being provided district-wide because only 41.6% of all of SJUSD are college and career ready. Although the district has seen this action item increase college and career indicators for Unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p>                                                                                                                           |                                                                                            |
| 1.4               | <p><b>Action:</b><br/>Career Technical Education Programs</p> <p><b>Need:</b><br/>According to the 2023 Career Technical Education (CTE) Pathway completion report, only 22.1% of Socioeconomically Disadvantaged students, 17.2% of English Learners and 0% of Foster Youth have</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>This action will increase and improve services for Unduplicated students by providing additional Career Technical Education (CTE) courses available to all students, the District will expand opportunities for students to complete a pathway. Access to career technical education (CTE) is vital for students as it equips them with practical skills, hands-on experience, and industry-relevant knowledge necessary for success in the workforce. CTE programs offer opportunities for</p> | <p>CTE Pathway Completion Report, Percentage of students completing CTE (Metrics 1.15)</p> |

| 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                                                                                                                                                      |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>completed at least one CTE pathway with a grade of C- or better in the capstone class.</p> <p>Based on the 2025 California School Dashboard 25.7% of students completed a CTE pathway.</p> <p>This data demonstrates the unique need for this action. Additionally, during student focus groups students expressed the importance of having CTE options. Completing a CTE pathway is one of the 11 approved measure for demonstrating college and career readiness and the District needs to expand opportunities for unduplicated students to complete a pathway. Unduplicated students make up 90% of our total District enrollment which indicates that we need to continue to provide additional Career Technical Education opportunities.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students to explore various career pathways, develop employability skills, and make informed decisions about their future. Ultimately this action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>This action item is provided district-wide because only 41.6% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p> |                                                                                                                                                                                         |
| <b>1.5</b>        | <p><b>Action:</b><br/>Non-traditional Educational Opportunities</p> <p><b>Need:</b><br/>The following data shows the need for for this action: Upon examining English Language Arts State Assessment all students were -52.7 points below the standard, yest larger gaps exist for English Learners who scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below</p>                                                                                                                                                                                                                                                                                                                                    | <p>The District will continue to provide four unique learning environments that specialize in dual language immersion, leadership, online and blended learning and early college courses. This action increases and improves services for unduplicated students by offering a range of educational options which provide students with the opportunity to find a learning environment that best suits their individual strengths, interests, and aspirations, ultimately empowering them to reach their full potential academically, socially, and personally. Ultimately this action will assist in</p>                             | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI) (Metric 1.9)<br/>English Learner Progress Indicator (ELPI) (Metric 1.12)</p> |

| 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 |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard). Upon examining the State Assessment for math English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red).</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language</p> | <p>improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> <p>This action will not only benefit unduplicated students, but will also benefit all students by providing options for a non-traditional educational opportunity to meet the unique educational needs of all students.</p> |                                    |

| 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                                                                                                                                               |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5% of Socioeconomically Disadvantaged students were prepared.</p> <p>Through educational partner input and feedback, the District continues to identify a need to provide non-traditional educational settings that provide unique learning environments and experiences for students and families based on request.</p> <p><b>Scope:</b><br/>Schoolwide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                  |
| 1.7               | <p><b>Action:</b><br/>Curriculum Teachers on Special Assignment (TOSA)</p> <p><b>Need:</b><br/>The following data shows the need for for this action: English Language Arts State Assessment English Learners scored -84 points below standard (red), Foster Youth scored -84.2 points below the standard, Homeless students scored -89.4 points below the standard (red), and Socioeconomically Disadvantaged students scored -113.30 points below the standard (2023 CA Dashboard).</p>                                                                                                                                                                                                                                                  | <p>In order to offer ongoing professional development to all teachers by level, the District needs to provide supplemental support through curriculum Teachers on Special Assignment (TOSA). This action will increase and improve services of unduplicated students because the TOSAs will be able to provide teachers training and coaching on Quality First Instruction which is inclusive of providing strategies to scaffold and to provide differentiation for Unduplicated students who are struggling. Ultimately this action will assist in improving metrics for Unduplicated students and ensuring that SJUSD reach Goal 1.</p> | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI) (Metric 1.9)<br/>English Learner Progress Indicator (ELPI) (1.12)</p> |

| 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 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>Upon examining the State Assessment for math English Learners scored -121.1 below the standard (red), Foster Youth scored -141.1 points below the standard (red), Homeless students scored 129 points below the standard (red), and Socioeconomically Disadvantaged students scored 102 points below the standard (red). Dashboard data indicates that the majority of students are performing below grade level standards in English Language Arts and Mathematics.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in</p> | <p>The district expects to see continued improvement in student achievement in English Language Arts and Math as measured by the CAASPP scores. Although this action will support SJUSD's unduplicated students, it is being offered district-wide because the districts believes this action will benefit all students across the district.</p> |                                    |

| 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                                                                                                                                                      |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5% of Socioeconomically Disadvantaged students were prepared.</p> <p>In order to best support implementation of District identified instructional strategies embedded in quality first instruction there is a need for supplemental support for Unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |
| 1.9               | <p><b>Action:</b><br/>Professional Growth Opportunities Through Specialized Conferences</p> <p><b>Need:</b><br/>According to our most recent local data, unduplicated students consistently score lower than students that are not identified as unduplicated. For example, in grades K-2, 50% of our unduplicated students are reading at grade level compared to 61% of students that are not unduplicated. In grades 3 - 5, the gap widens with only 31% of unduplicated students reading at grade level compared to 50% of students that are not unduplicated. In grades 6-8, there is less disproportionality, but</p>                        | <p>By providing for supplemental conferences, workshops and other trainings provided through outside experts, the District will address the identified need to improve our internal knowledge and capacity in specific strategies and instructional approaches to improve foundational reading skills for unduplicated students, which will lead to better outcomes in all content areas. Providing teachers additional professional development will help increase and improve services for unduplicated students as teachers will be provided instructional practices to support unduplicated student groups. This action will assist in improving metrics for unduplicated students and ensuring that SJUSD reach Goal 1.</p> | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI) (Metric 1.9)<br/>English Learner Progress Indicator (ELPI) (Metric 1.12)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                     | Metric(s) to Monitor Effectiveness |
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|                   | <p>only 28% of our unduplicated students are reading at grade level, compared to 42% of students that are not unduplicated.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5%</p> | <p>Providing professional growth opportunities district-wide is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Metric(s) to Monitor Effectiveness                                                                                                                                                                                         |
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|                   | <p>of Socioeconomically Disadvantaged students were prepared.</p> <p>This data demonstrates the unique need for this action. In order to improve the quality of instructional support being provided to our students, the District has identified a need for additional expert support through conferences, workshops and other training opportunities that will help us improve internal capacity and support our unduplicated students, which make up nearly 90% of our current enrollment.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                            |
| <b>1.10</b>       | <p><b>Action:</b><br/>Support Job Embedded Professional development Rotations</p> <p><b>Need:</b><br/>According to the 2023 California School Dashboard CAASPP results, only 29% of students in grades 3 - 8 and 11 met or exceeded grade level expectations in English Language Arts. However, there is a disproportionality in achievement when comparing our unduplicated students to students that are not unduplicated. For our most recent CAASPP results, only 27% of unduplicated students met or exceeded grade level expectations in ELA, compared to 41% of our students that are not unduplicated. In Mathematics, only 15% of all students in grades 3 - 8 and 11 met or exceeded grade level expectations. Again, our unduplicated</p> | <p>In order to provide targeted support for unduplicated students implementing additional evidence based instructional strategies is needed to support our learners' unique needs. The District needs to be able to provide sufficient time with the use of daily guest teacher coverage for teachers to engage in meaningful, job embedded professional learning opportunities, and support for students. This action addresses the need of providing unduplicated targeted support by having teachers who are trained to use evidence based instructional strategies to increase support for unduplicated student groups. Targeted evidence based instructional practices include EL strategies, differentiation, scaffolding are being implemented. This action will assist SJUSD in reaching Goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red"</p> | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI) (Metric 1.9)<br/>English Learner Progress Indicator (ELPI) (Metric 1.12)<br/>California Science Test (CAST)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                             | Metric(s) to Monitor Effectiveness |
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|                   | <p>students scored significantly lower with only 13.6% meeting or exceeding grade level expectations, compared to 25.6% of our students that are non unduplicated.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of</p> | <p>performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Metric(s) to Monitor Effectiveness                                                                                                                                                      |
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|                   | <p>Homeless students were prepared, and 40.5% of Socioeconomically Disadvantaged students were prepared.</p> <p>These results indicate that our unduplicated students require teachers to improve their utilization of evidence based instructional strategies that support their unique needs to learn the required concepts and skills while also supporting foundational reading skills.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                         |
| 1.11              | <p><b>Action:</b><br/>Extra Duty to Support Professional Growth Activities</p> <p><b>Need:</b><br/>According to the 2023 California School Dashboard CAASPP results, only 29% of students in grades 3 - 8 and 11 met or exceeded grade level expectations in English Language Arts. However, there is a disproportionality in achievement when comparing our unduplicated students to students that are not unduplicated. For our most recent CAASPP results, only 27% of unduplicated students met or exceeded grade level expectations in ELA, compared to 41% of our students that are not unduplicated. In Mathematics, only 15% of all students in grades 3 - 8 and 11 met or exceeded grade level expectations. Again, our unduplicated students scored significantly lower with only 13.6% meeting or exceeding grade level</p> | <p>In order to meet the need of teachers implementing additional evidence based instructional strategies to support our learners' unique needs, the District needs to be able to provide sufficient time with the use of extra duty for teachers to engage in meaningful, job embedded professional learning opportunities that cannot be provided during the instructional day. By providing professional growth opportunities to staff unduplicated students will have improved and increased services because their teachers will gain more instructional practices to support students who are struggling. This action will assist SJUSD in reaching Goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p> | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI) (Metric 1.9)<br/>English Learner Progress Indicator (ELPI) (Metric 1.12)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>expectations, compared to 25.6% of our students that are non unduplicated.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Metric(s) to Monitor Effectiveness                                                                                                                                                                                         |
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|                   | <p>of Socioeconomically Disadvantaged students were prepared.</p> <p>These results indicate that our unduplicated students require teachers to improve their utilization of evidence based instructional strategies that support their unique needs to learn the required concepts and skills while also supporting foundational reading skills.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                            |
| 1.12              | <p><b>Action:</b><br/>Assessment and Data Analysis Support and Resources</p> <p><b>Need:</b><br/>According to a review of various academic achievement measures, our unduplicated students score disproportionately lower than their peers. For example, on the 2023 California School Dashboard CAASPP, our unduplicated students scored 14% lower than students that are not unduplicated in English Language Arts. In Mathematics, our unduplicated students scored 12% lower than students that are not unduplicated. When the data is reviewed by Distance From Standard, our unduplicated students were two times further from meeting grade level standards than students that were not unduplicated in English Language Arts. Our unduplicated students scored -64.3 points below standard compared to -32.3 for students that are not unduplicated. In Mathematics, unduplicated</p> | <p>In order to determine whether or not evidence based instructional practices are being fully implemented, the District needs to provide supplemental staff and resources to support developing a consistent process to monitor implementation and protocols to analyze the impact of implementation on student outcomes. This action will increase and improve services for unduplicated students because it will enable staff to have early data indicators to provide additional support to unduplicated students. This action will assist SJUSD in improving outcomes and in reaching goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p> | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)<br/>College and Career Indicator (CCI) (Metric 1.9)<br/>English Learner Progress Indicator (ELPI) (Metric 1.12)<br/>California Science Test (CAST)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>students scored -106.5 points below standard, compared to -73.9 for students that are not unduplicated.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Metric(s) to Monitor Effectiveness                                         |
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|                   | <p>of Socioeconomically Disadvantaged students were prepared.</p> <p>These results indicate that our unduplicated students, which make up almost 90% of our current enrollment, need additional resources to support frequent and ongoing progress monitoring to identify and determine specific evidence based strategies for teachers to implement.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |
| 1.13              | <p><b>Action:</b><br/>Foundational Literacy Support, Including Dyslexia</p> <p><b>Need:</b><br/>According to the 2023 California School Dashboard California Assessment of Student Progress and Performance (CAASPP) indicates that only 30% of students in grades 3-8 and 11 demonstrate proficiency in English Language Arts. Only 4% of English Learners, 6.1% of Foster Youth and 7.4% of Students with Disabilities meet grade level expectations. According 2023 local data, 65% of students in grades K-2, 30% of students in grades 3-5 and 15% of students in grades 6 -8 still need support with foundational reading skills. SJUSD's local assessments indicate over 65% of students in all grade levels demonstrate they still need support with vocabulary and comprehension.</p> | <p>In order to continue to improve the percentage of unduplicated students that demonstrate proficiency in foundational reading skills, the District will provide supplemental curriculum, materials and resources to support quality first instruction. Additionally, the District will support supplemental and intensive strategies to accelerate the development of foundational reading skills for students in upper grade levels. Offering supplemental and intensive strategies for foundational reading skills will increase and improve services for unduplicated students and will enable outcomes to improve. This action will assist SJUSD in meeting goal1.</p> <p>Providing foundational literacy and dyslexia support district-wide is critical to systematically addressing the reading proficiency gap, aiming to elevate the literacy levels of every student to meet state academic standards.</p> | iReady Diagnostic Assessment (Metric 1.4)<br>ELA CAASPP (Metrics 1.1, 1.2) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                         | Metric(s) to Monitor Effectiveness                                                                       |
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|                   | <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%).</p> <p>Unduplicated students underperform when compared with their peers. All of this data identifies a need to better support the development foundational reading skills, especially for underperforming designated student groups.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                          |
| 1.14              | <p><b>Action:</b><br/>Intervention and Credit Recovery</p> <p><b>Need:</b><br/>According to the 2023 California School Dashboard college and career levels and measures report, 31.2% of all students are prepared, 21.5% are approaching prepared and 47.2% are not prepared. There is an</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>In order to meet the needs of our unduplicated students that are not able to demonstrate grade level proficiency through their primary classroom or initial instruction, the District will provide additional opportunities through supplemental intervention programs, courseware and extended learning time that occurs during intersession or the summer program. The programs and extended learning time will be provided throughout the</p> | <p>College and Career Indicator (CCI) (Metric 1.9)<br/>College and Career Levels and Measures Report</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Metric(s) to Monitor Effectiveness                                      |
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|                   | <p>opportunity gap when looking at unduplicated students, 12.1% of English Learners were prepared, 18.2% of Foster Youth were prepared, 11.5% of Homeless students were prepared, and 30.2% of of Socioeconomically Disadvantaged students were prepared for college and career. Deeper analysis of the data indicates that while 91.5% of all students graduated, 85.1% of English Learners graduated and 79.4% of Homeless students graduated.</p> <p>Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6% prepared for college/career, 11.5% of Homeless students were prepared, and 40.5% of Socioeconomically Disadvantaged students were prepared.</p> <p>These data points indicate that there is a need for this action and unduplicated students need additional interventions and credit recovery options that occur separate from their primary classroom.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>District. This action will increase and improve services for unduplicated students by providing students access to opportunities to close the credit gap at the high school level, which will ultimately improve graduation rates and A-G rates. This action will assist SJUSD in meeting goal 1.</p> <p>This action item is provided district-wide because only 41.6% of all of SJUSD are college and career ready. Although the district expects to see this action item increase college and career indicators for unduplicated students, this district-wide action will also help all students reach one of the college and career indicators as measured by California.</p> |                                                                         |
| 1.16              | <p><b>Action:</b><br/>Evidence Based Strategies for Designated Student Groups in the Red</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>The District will identify and provide professional development on specific evidence based strategies to embed within Quality First Instruction that will focus on improving academic outcomes for our unduplicated student groups that performed</p>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>ELA CAASPP (Metrics 1.1, 1.2)<br/>Math CAASPP (Metrics 1.5, 1.6)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Metric(s) to Monitor Effectiveness |
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|                   | <p>According to the 2023 California School Dashboard Homeless students and Foster students were identified as performing in the red, which is the lowest performance level, in English Language Arts and Mathematics.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard. Based on the 2025 California Dashboard SJUSD has been identified for Differentiated Assistance for Homeless students for Homeless students being in the lowest performance level (red) on statewide assessment for English Language Arts (-103.1) and having an increase in Chronic Absenteeism (49.3%). Based on 2025 California School Dashboard the college/career ready data shows 41.6% of all students were prepared for college/career. English Learners were 15.9% prepared for college/career, LTEL students were 17.6%</p> | <p>in the red, or lowest performing rating, based on the 2023 California School Dashboard. This action will increase and improve services for unduplicated students because unduplicated students will benefit from receiving evidence based high quality instructional academic support. This action will help improve academic outcomes and assist SJUSD in reaching goal 1.</p> <p>These actions are being provided on a district-wide basis because many school sites and student groups in SJUSD are performing in the "Red" performance band in English and math on the CAASSP. SJSUD believes that this action item will assist all students in improving on state metrics.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Metric(s) to Monitor Effectiveness                            |
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|                   | <p>prepared for college/career, 11.5% of Homeless students were prepared, and 40.5% of Socioeconomically Disadvantaged students were prepared.</p> <p>This indicates that the District needs to identify and provide specific evidence based strategies that support increased student achievement for these designated student groups. This data justifies the need for more evidence based strategies to support unduplicated students. Students and parents/guardians requested that more support be provided to students who are struggling academically.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                               |
| 2.1               | <p><b>Action:</b><br/>Implement a Multi-Tiered Attendance Plan</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on chronic absenteeism data. According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate.</p>                                                   | <p>This action increases and improves services for unduplicated pupils by implementing a comprehensive Multi-Tiered System of Supports (MTSS) for attendance that prioritizes the needs of English Learners, Long-Term English Learners, Foster Youth, Homeless youth, and Socioeconomically Disadvantaged students. Through this plan, unduplicated students will receive targeted Tier 1, Tier 2, and Tier 3 attendance interventions designed to address barriers to consistent school attendance.</p> <p>The action provides additional layers of support beyond what is offered to all students by incorporating individualized attendance plans for students experiencing chronic absenteeism. These plans include personalized strategies, ongoing progress monitoring, and positive reinforcement</p> | Chronic Absenteeism-- Metric 2.9(Panorama, A2A, CA Dashboard) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Metric(s) to Monitor Effectiveness |
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|                   | <p>Based on the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> | <p>systems to improve engagement and attendance outcomes.</p> <p>Additionally, the implementation of the RAISE change package ensures systematic progress monitoring, data-driven decision-making, and timely interventions tailored to the unique needs of unduplicated students. By focusing resources and supports on these student groups, this action is principally directed toward and effective in addressing attendance disparities and improving overall attendance rates for unduplicated pupils.</p> <p>This action is being provided district-wide because SJUSD has room for improvement in the area of decreasing chronic absenteeism and although the actions are targeted to unduplicated students, SJUSD believes these actions will benefit all students.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                      | Metric(s) to Monitor Effectiveness                                        |
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|                   | <p>The chronic absenteeism rates highlight the need for Multi-Tiered support for attendance to address the barriers to attendance. Socioeconomically Disadvantaged students, Homeless students, English Learners, and Foster Youth students and families have expressed the need to provide additional supports for students who are dealing with various barriers to attendance such as trauma, transportation, lack of basic needs, etc. Parents/Guardians expressed the importance of maintaining on-going communication regarding supporting attendance and the need for workshops on the importance of attendance. By implementing action 2.1 unduplicated students will have increased and improved services. Implementing RAISE change ideas, having A2A data system, district attendance specialist, site attendance clerks, truancy officers, and attendance incentives will enable school sites will be able to remove barriers to attendance and increase communication with families of students who are absent. Students indicated that attendance incentives provides motivation for students to reach their attendance goals and individual student attendance plans help remove barriers to learning since each student's needs are unique.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                  |                                                                           |
| 2.2               | <p><b>Action:</b><br/>Implement a Comprehensive School Counseling Program</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>This action increases and improves services for unduplicated pupils by providing access to a comprehensive school counseling program that</p> | <p>Chronic Absenteeism-Metric 2.9(Panorama, CA Dashboard), Graduation</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Metric(s) to Monitor Effectiveness       |
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|                   | <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and homeless students had a 5.9% suspension rate (CA Dashboard). Foster Youth had a 91.7% graduation rate and Homeless students had a 79.4% graduation rate, and English Learners had a 85.1% graduation rate which is lower compared to the overall 91.5% graduation rate (2023 CA Dashboard). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences,</p> | <p>prioritizes the needs of English Learners, Foster Youth, Homeless youth, and Socioeconomically Disadvantaged students. School counselors deliver targeted and differentiated supports, including academic supports, social-emotional interventions, behavioral supports, college and career supports to address identified needs such as chronic absenteeism, disengagement, and barriers to academic success.</p> <p>Through this action, school counselors will identify and address barriers impacting unduplicated students by providing targeted and small-group interventions, progress monitoring, and coordination of services. These targeted supports are designed to improve student engagement, attendance, improve graduation rates, support behavior, and overall well-being.</p> <p>This action is principally directed toward unduplicated pupils, as school counseling services are intentionally prioritized and structured to meet the unique needs of these student groups. School Counselors provide culturally responsive support, advocate for student needs, and build strong relationships that promote stability and connection to school.</p> <p>While school counseling services are available districtwide, this approach is effective in increasing and improving services for unduplicated pupils because it ensures consistent, system-wide access to specialized supports across academic, college and career, and social-emotional domains. As a result, this action contributes to improved outcomes for unduplicated students, including</p> | <p>Rates (Metric 2.8) and SEL Survey</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                      | Metric(s) to Monitor Effectiveness |
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|                   | <p>Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10). Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Homeless students had a 4.5% suspension rate, and Socioeconomically</p> | <p>increased engagement, improved attendance and behavior, and progress toward college and career readiness.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                            | Metric(s) to Monitor Effectiveness                                                        |
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|                   | <p>Disadvantaged students had a 3.2% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Long-Term English Learners had a 92% graduation rate and Homeless students had a 77.8% graduation rate which demonstrates a need for this action.</p> <p>The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Socioeconomically Disadvantaged students, Homeless Students, English Learners, and Foster Youth students and families have expressed the need to provide additional supports for students who are dealing with various barriers that impact attendance, grades, behavior, and social/emotional well-being such as trauma, transportation, and lack of resources. Parents/Guardians and students expressed the importance of having school counselors to provided a multi-tiered supports for students and families.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                        |                                                                                           |
| <b>2.4</b>        | <p><b>Action:</b><br/>Implement Tiered Behavior and SEL Support</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | This action will help SJUSD reach the goal of increasing student engagement and improving behavior, and social/emotional outcomes for unduplicated students. This action will increase | Behavior Incidents, Suspensions (Metric (2.3) (Aeries, Panorama Student Success Platform) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Metric(s) to Monitor Effectiveness |
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|                   | <p>The specific need, conditions and circumstances for this action is based on the following:<br/> According the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners,</p> | <p>and improve services for unduplicated students by providing additional support to Homeless students, Socioeconomically Disadvantaged students, Foster students, and English Learners. Implementing PBIS and providing behavior supports for Foster Youth, English Learners, and Socioeconomically Disadvantaged students provides a systematic approach to promoting positive behavior, creating equity and inclusion, building relationships and trust, and improving academic outcomes within the school environment. Specifically, this action will help improve behavior and social/emotional outcomes.</p> <p>Providing this action district-wide is critical because it will continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional and behavior domains to ensure that each student reach their full potential.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster youth had a 5.3% suspension rate, Homeless students had a 4.5% suspension rate, and Socioeconomically Disadvantaged students had a 3.2% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Long-Term English Learners had a 92% graduation rate and Homeless students had a 77.8% graduation rate which demonstrates a need for this action.</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Metric(s) to Monitor Effectiveness |
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|                   | <p>The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will provide unduplicated students access to behavior and social/emotional support as well as connect them to a positive activity to increase belonging. Staff, parents and students expressed the need for behavior support for students struggling with behavior. Unduplicated students have expressed the struggles they have experienced with trauma and how that can impact behavior and grades.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
| 2.5               | <p><b>Action:</b><br/>Implement a Comprehensive Parent/Family Engagement Plan</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores, English learners were -121.1 points</p>                                                                                    | <p>This action will improve and increase services for SJUSD's unduplicated students by providing parents/families of unduplicated students more opportunities to engage with the educational system and receive the support and resources. Implementing a comprehensive parent/family engagement plan for Foster Youth, English Learners, and Socioeconomically Disadvantaged students is vital for enhancing academic achievement, supporting holistic development, building partnerships, promoting cultural understanding, empowering advocacy, and fostering equity and inclusion within the education system. By involving parents and families in their children's education, schools can improve academic outcomes, address social, emotional, and behavioral needs, establish support networks,</p> | Parent/Family 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 |
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|                   | <p>below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. The Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6</p> | <p>foster cultural appreciation, empower advocacy efforts, and work towards creating a more equitable learning environment for all students. This action will assist SJUSD in increasing student engagement and in improving metrics such as the parent/family survey.</p> <p>Providing this action district-wide will ensure that all parents/guardians receive consistent and comprehensive support and communication which will ultimately benefit all students.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Metric(s) to Monitor Effectiveness                                                                                         |
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|                   | <p>Parents/Guardians and staff have indicated the need for workshops specific to what the students are learning and being tested on. Parents/guardians would like to see continued strengthening of the relationship and engagement with parents/families. By having Unduplicated parents/families more engaged with the educational system the district will be able to provide support to parents/guardians and identify barriers to help improve unduplicated student's attendance, behavior, and academics. This data demonstrates the need for this action.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                            |
| 2.6               | <p><b>Action:</b><br/>Deans and Assistant Principals</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students</p> | <p>Assistant Principals and Deans will increase and improve services for unduplicated students by establishing positive and inclusive school culture that promotes respect, empathy, and belonging for all students. Assistant Principals and Deans are dedicated to school safety and fostering a positive, inclusive culture which is important for ensuring physical safety, preventing bullying and harassment, supporting social and emotional well-being, fostering equity and inclusion, and building relationships and trust within the school community. Additionally these positions support reducing chronic absenteeism. This action increases services to unduplicated students because the Assistant Principals and Deans will provide targeted interventions for students struggling with attendance and behavior. This action will assist SJUSD in increasing student</p> | <p>Behavior Incidents, Suspensions (Metric 2.3), chronic absenteeism (Metric 2.9)- (Panorama Student Success Platform)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                 | Metric(s) to Monitor Effectiveness |
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|                   | <p>had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorable.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> | <p>engagement and in improving behavior and attendance metrics.</p> <p>Providing this action district-wide is critical because this action will continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional academic, attendance, and behavior domains to ensure that each student reach their full potential.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>SJUSD will fund this action to support Unduplicated students in feeling safe and to develop positive relationships with students, Assistant Principals and Deans help increase school safety, support reducing chronic absenteeism, and implement tiered behavior supports to ensure that there is a positive culture/climate on campus. Many of our Unduplicated students reported during focus groups the importance improving the culture and climate while increasing the feeling of a sense of belonging on campus. Students also share the importance of having a positive and inclusive culture/climate on campus.</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Metric(s) to Monitor Effectiveness                                |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                   |
| <b>2.8</b>        | <p><b>Action:</b><br/>Social Emotional Learning Curriculum</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Upon examining the student survey for social emotional learning in core competencies there</p> | <p>Purchasing SEL curriculum and implementing the curriculum at a tier 1 and 2 level will enable unduplicated students to increase their skills. This action will improve services for unduplicated students by providing students with foundational skills, as well as enable English Learners, Socioeconomically Disadvantaged students, Homeless students and Foster Youth students to receive supplemental support. The SEL curriculum can also be provided as a tier 2 intervention that will assist in supporting the social, emotional and behavior of Unduplicated students.</p> <p>Social Emotional Learning competencies are the 21st century skills that students need to have. According to CASEL (2024) by improving student's SEL competencies students academics, behaviors, and social skills will improve. This action will assist SJUSD in increasing student engagement and in improving behavior and social emotional learning metrics for Unduplicated students.</p> <p>Providing this action district-wide enables SJUSD to continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional domain by providing all students with these important and life-long skills.</p> | Behavior, Suspensions (Metric 2.3), SEL Student Survey (Panorama) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>is room for growth. The three lowest scores on the SEL student survey for 3rd -5th grade are the following: Emotional Regulation (46%), Self-Efficacy (47%) and Growth Mindset (51%). For students in grades 6-12 the following are the lowest SEL competencies: Self Efficacy (40%), Social Perspective Taking (41%), and Growth Mindset (43%) (Spring 2024 Panorama Student Survey). According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                         | Metric(s) to Monitor Effectiveness             |
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|                   | <p>suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on student feedback Unduplicated students continue to request more access to social emotional learning and identified the importance of developing SEL skills. Students and Parents/Guardians have expressed the need for social emotional learning and mental health support as well.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                     |                                                |
| <b>2.9</b>        | <p><b>Action:</b><br/>Provide Social/Emotional Well-Being Support</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Foster Youth, Homeless students, English Learners and Socioeconomically Disadvantaged students will have a variety of mental health services available to them provided by the Educational Therapists and school Psychologist which include and is not limited to individual</p> | <p>Behavior, Student SEL Survey (Panorama)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness |
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|                   | <p>The specific need, conditions and circumstances for this action is based on the following:</p> <p>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. Upon examining the student survey for social emotional learning in core competencies there is room for growth. The three lowest scores on the SEL student survey for 3rd -5th grade are the following: Emotional Regulation (46%), Self-Efficacy (47%) and Growth Mindset (51%). For students in grades 6-12 the following are the lowest SEL competencies: Self Efficacy (40%), Social Perspective Taking</p> | <p>counseling/therapy, small group interventions, school wide mental health prevention activities, as well as access to SJUSD's community resources, coping strategies, and family resources available in the community that provide mental health services to students and their families.</p> <p>The services in this action are integral to the well-being and success of students within the school environment. By providing crucial mental health support and interventions, they address a wide range of issues such as anxiety, depression, trauma, and behavioral challenges, enabling unduplicated students to overcome obstacles that may hinder their academic achievement and social development. Beyond crisis intervention and individual counseling, these support providers contribute to the creation of a positive and inclusive school climate by fostering healthy coping mechanisms, promoting emotional resilience, and enhancing social skills. Their collaborative efforts with families and school staff ensure that unduplicated students receive comprehensive support tailored to their individual needs, ultimately contributing to a safer, more supportive, and nurturing learning environment where all students can thrive academically, socially, and emotionally.</p> <p>By addressing these specific student engagement needs through a Multi-Tiered System of Supports, English Learners, Foster Youth students, Homeless students, and Socioeconomically Disadvantaged students will be more engaged with their educational program and decrease their chronic absenteeism rates, behavior, and increase their social emotional learning competencies.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                | Metric(s) to Monitor Effectiveness |
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|                   | <p>(41%), and Growth Mindset (43%) (Spring 2024 Panorama Student Survey). Students, Staff, and Parents/Guardians have expressed the need for social emotional well-being support. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences,</p> | <p>Providing this action district-wide enables SJUSD to continue to strengthen the district's Multi-Tiered System of Support and systematically support all students in the social/emotional and behavior domains by providing all students with these important and life-long skills.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Metric(s) to Monitor Effectiveness                                           |
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|                   | <p>suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated students identified social/emotional well-being as a barrier to learning.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                              |
| 2.11              | <p><b>Action:</b><br/>Positive Culture/Climate and Safety</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically</p>                                                                                                                                                                                                                                          | <p>This action will increase and improve services for unduplicated students by establishing positive and inclusive school culture that promotes respect, empathy, and belonging for all students. These positions are dedicated to school safety and fostering a positive, inclusive culture which is important for ensuring physical safety, preventing bullying and harassment, supporting social and emotional well-being, fostering equity and inclusion, and building relationships and trust within the school community.</p> <p>This action will assist SJUSD in increasing student engagement and in improving behavior and the school climate metrics.</p> | <p>Behavior, Suspensions (Metric 2.3), Student Climate Survey (Panorama)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                   | Metric(s) to Monitor Effectiveness |
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|                   | <p>Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorably. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students),</p> | <p>Providing this action item district-wide ensures all students receive a consistent positive culture and climate that is safe and inclusive. This action will benefit all students across the district.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Metric(s) to Monitor Effectiveness              |
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|                   | <p>graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>SJUSD will fund this action to support unduplicated students in feeling safe, increase the sense of belonging, and to develop positive relationships with students, the Safety Officer, Campus Aides, Noon-Duty Aides, and Campus Security to help increase school safety and ensure that there is a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus, feeling safe on campus, and the importance of having a positive and inclusive culture/climate on campus.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                 |
| 2.12              | <p><b>Action:</b><br/>District Nurses</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>School nurses serve a critical role in ensuring the health and well-being of students within the school setting. With their specialized training in pediatric healthcare, they provide essential medical care, health education, and support services to students, addressing a wide range of health concerns from minor injuries and illnesses to chronic conditions and mental health issues. School nurses also play a vital role in promoting preventive care, conducting health screenings, administering medications, and managing</p> | <p>Student Culture Climate Survey(Panorama)</p> |

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|                   | <p>63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging. District Nurses help ensure that unduplicated student's medical needs are addressed and contribute to a positive culture/climate on campus that nurtures and supports students. Many of our unduplicated students reported during focus groups the importance of feeling a sense of belonging on campus and the importance of having a positive and inclusive culture/climate on campus.</p> <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for</p> | <p>emergencies, thereby safeguarding students' physical health and facilitating their academic success. Beyond immediate medical needs, school nurses improve services for unduplicated students by collaborating with families, educators, and healthcare providers to develop individualized health plans and support students' overall development and learning. By promoting a healthy and safe school environment, school nurses contribute to the holistic well-being of students, fostering a foundation for lifelong health and success.</p> <p>By providing district nurses this enables all students to have access to a nurse and health services. District Nurses help remove health barriers to learning which will help address the needs of SJUSD's unduplicated student groups. This district-wide action will benefit all students by promoting health and wellness.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness    |
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|                   | <p>suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Health and well-being issues can negatively impact unduplicated student groups and the whole child which is why SJUSD has identified the need for this action.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                       |
| 2.14              | <p><b>Action:</b><br/>Public Information Officer</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless</p>                                                                                                                                                                                                                                                                                                                                                            | <p>This action will improve and increase services for SJUSD's unduplicated students by providing parents/families of unduplicated students more opportunities to engage with the educational system and receive the support and resources. Implementing a comprehensive parent/family engagement plan for Foster students, English Learners, and Socioeconomically Disadvantaged students is vital for enhancing academic achievement, supporting holistic development, building partnerships, promoting cultural understanding, empowering advocacy, and fostering equity and inclusion within the education</p> | <p>Parent/Family Survey(Panorama)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness |
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|                   | <p>students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically</p> | <p>system. By involving parents and families in their children's education, schools can improve academic outcomes, address social, emotional, and behavioral needs, establish support networks, foster cultural appreciation, empower advocacy efforts, and work towards creating a more equitable learning environment for all students. By ensuring there are multiple modes of communication this action will assist SJUSD in increasing student engagement and in improving communication. This action will assist SJUSD in increasing student engagement and in improving parent/family metrics.</p> <p>This district-wide action item aims at increasing parent/guardian/family engagement and communication. By systemically implementing a communication plan all educational partners will benefit from this action.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Metric(s) to Monitor Effectiveness                               |
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|                   | <p>to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Parents/Guardians and staff have indicated the need to improve communication, strengthen the relationship and engagement with parents/families. This data demonstrates the need for this action.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                  |
| 2.15              | <p><b>Action:</b><br/>Support Implementation of the Building Assets Reducing Risks (BARR)</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had</p> | <p>The BARR program in high school can contribute significantly schoolwide to unduplicated students' overall well-being, academic achievement, and future success, while also reducing the likelihood of engaging in risky behaviors. This program will increase and improve services for unduplicated students by providing another system of progress monitoring and support to ensure that students do not slip through the cracks. This action will assist SJUSD in reaching goal 2. By offering the BARR program at SJHS it strengthens support for all ninth graders.</p> | <p>9th grade failure rate, Aeries, Student Survey (panorama)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, LTEL students were -106.8 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, LTEL students were -171.2 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining Chronic Absenteeism rates, according to the 2025 CA Dashboard English</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                          | Metric(s) to Monitor Effectiveness                                                                            |
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|                   | <p>suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>9th grade is a critical year for students, unduplicated students have expressed the importance of receiving additional academic support during 9th grade as they transition to high school.</p> <p><b>Scope:</b><br/>Schoolwide</p> |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                               |
| <b>3.1</b>        | <p><b>Action:</b><br/>Coaching and Support for New Teachers</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Priority 1 Basic Services (Conditions of Learning) Through mentoring, professional development, feedback, and support, NET coaches empower teachers to excel in their profession and make a positive impact on unduplicated student learning outcomes. This action will increase and improve services to unduplicated students because the NET TOSAs will provide additional training on high</p> | <p>Rate of teacher misassignment (Metric 3.1), ELA and Math scores (Metrics 1.2, 1.6), Behavior Incidents</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Metric(s) to Monitor Effectiveness |
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|                   | <p>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores, English learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate,</p> | <p>quality first instruction practices inclusive of strategies to support unduplicated students. This action will assist SJUSD in reaching goal 3 by ensuring basic services are provided to ensure conditions for learning are up to par.</p> <p>The district expects to see continued improvement in student achievement in English Language Arts and Math as measured by CAASPP scores and improved behavior incidents. This action will not only benefit Unduplicated students, but will also benefit all students across the district.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Metric(s) to Monitor Effectiveness             |
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|                   | <p>to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated Students and Parents/Guardians have expressed the need to provide additional training and support for new teachers to help improve instructional practices and classroom behavior management. The data represents the need to structure and provide learning experiences that directly impact students' academic outcomes.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |
| 3.2               | <p><b>Action:</b><br/>Provide a District Textbook/Professional Development Assistant and Library Media Technicians.</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According the the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students</p> | <p>Priority 1 Basic Services (Conditions of Learning)<br/>This action helps SJUSD meet goal 3 and assists in providing standard-aligned curriculum and in fostering a positive learning environment that is conducive, promoting technology integration, and cultivating a culture of lifelong learning. This action improves services for unduplicated students by ensuring that unduplicated students have access to services provided by the library media technicians and district librarian.</p> <p>This action item is district-wide because all students will benefit by having access to library resources, materials, and media technology that foster literacy.</p> | Implementation of State Standards (Metric 3.4) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Dashboards English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners,</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action helps guides instruction for Unduplicated students to learn 21st-century content and skills.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Metric(s) to Monitor Effectiveness                |
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| 3.3               | <p><b>Action:</b><br/>Provide 21st Century Learning Environments</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1%</p> | <p>Priority 1 Basic Services (Conditions of Learning)<br/>This action will improve services for unduplicated students because providing 21st century learning environments contributes to creating dynamic, student-centered learning environments that empower students to succeed academically, develop essential skills, and thrive in a rapidly changing world. During focus groups students requested the need for more 21st century learning environments. This action will help SJUSD meet goal 3 and meet the criteria for the Facilities in Good Repair Inspection.</p> <p>This action item is district-wide because all students will benefit from having 21st century learning environments.</p> | Facilities in good repair inspection (Metric 3.3) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>(ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Metric(s) to Monitor Effectiveness     |
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|                   | <p>rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will address the need of providing Unduplicated students with the equipment and materials they need to be successful and ensure there is a supportive learning environment.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                        |
| <b>3.4</b>        | <p><b>Action:</b><br/>Provide updated campus and safety features.</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following: The Spring 2024 Panorama Student survey asked 3rd-5th grade students about their perception of student physical and psychological safety at school, 48% responded favorably and 45% of 6th-12th graders responded favorably.</p> <p>The Spring 2026 Panorama Student survey asked 3rd-5th grade students about their perception of school safety, 57% of 3rd- 5th</p>                                                                              | <p>Providing updated campus and safety measures will increase and improve services for Unduplicated students by addressing environmental concerns that will in turn increase the feeling of safety to enable students to learn at optimal levels.</p> <p>This action will assist SJUSD in meeting California's Priority 1 Basic Services (Conditions of Learning) and in reaching goal 3.</p> <p>This action item is district-wide because it will benefit all students across the district in ensuring that all students feel safe and are in a conducive learning environment that will help students reach their full potential.</p> | Facilities in good repair (Metric 3.3) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Metric(s) to Monitor Effectiveness                       |
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|                   | <p>graders responded favorably and 53% of 6th-12th students responded favorably.</p> <p>SJUSD will fund this action to support students in feeling safe. During student focus groups students requested that more safety measures be placed on campus to create a safer environment. This action will provide thoughtful allocation of budgets and other resources to achieve desired education outcomes for Unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                          |
| <b>3.5</b>        | <p><b>Action:</b><br/>Provide support to each school to allow for academic field trips</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students</p> | <p>This action will help SJUSD meet California's Priority 2: State Standards (Conditions of Learning) and reach goal 3. By incorporating field trips into educational programs, schools can provide unduplicated students with transformative learning experiences that broaden their horizons, deepen their understanding of academic subjects, and prepare them for success in an increasingly complex and interconnected world. This will provide improved and increase services for unduplicated as these opportunities can increase engagement and improve student-staff relationships. This action will help SJUSD to reach goal 3.</p> <p>Providing field-trips district-wide will enable student groups who are not identified as unduplicated students the opportunity to participate in field-trips to help deepen their engagement and connection to school.</p> | Student Self Reflection Tool, Course access (Metric 3.5) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%, and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary(Homeless students), Record</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated students expressed the importance of having access to hands on learning opportunities provided through educational field trips.</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Metric(s) to Monitor Effectiveness                                                                          |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |
| <b>3.6</b>        | <p><b>Action:</b><br/>Music Opportunities</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard).</p> | <p>This action will enable Unduplicated students the opportunity to participate in music education which enhances cognitive development, academic achievement, cultural understanding, expressive skills, and creativity. This action also improves services for Unduplicated students increasing opportunities to increase protective factors by engaging in a positive activity. This goal will help SJUSD meet California's Priority 2: State Standards (Conditions of Learning) and reach goal 3.</p> <p>Providing music opportunities district-wide will enable student groups who are not identified as Unduplicated students the opportunity to participate in music opportunities to help increase their protective factors. This action item will benefit all students and provides a more flexible master schedule to increase more support for students.</p> | Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Access (Metric 3.5) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                              | Metric(s) to Monitor Effectiveness                                                                                 |
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|                   | <p>had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will provide Unduplicated students access to a broad course of study and connect them to a positive activity to increase belonging.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                    |
| 3.7               | <p><b>Action:</b><br/>Physical Education Opportunities</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>This action will enable Unduplicated students to have access to a broad course of study. Offering physical education in elementary schools provides numerous benefits for students' physical, mental, and social development. PE classes promote physical fitness, motor skills, teamwork, and lifelong health habits which will help improve and increase services for Unduplicated students. This action will help SJUSD reach goal 3. This action also enables elementary schools to develop a</p> | <p>Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Access (Metric 3.5)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Metric(s) to Monitor Effectiveness |
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|                   | <p>the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate.</p> | <p>master schedule that is conducive to providing multi-tiered supports for unduplicated students who need additional support. This action will assist SJUSD in meeting California's Priority 2: State Standards (Conditions of Learning) and in reaching goal 3.</p> <p>Providing physical education at the elementary level district-wide will enable student groups who are not identified as Unduplicated students the opportunity to participate in physical education and health well-being activities. Additionally, this action item will benefit all students since offering PE can facilitate a more flexible master schedule for students.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners,</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza Elementary (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Metric(s) to Monitor Effectiveness |
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|                   | <p>Offering PE courses to elementary Unduplicated students enables students to learn about the importance of developing healthy physical fitness routines and the importance of health and wellness.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                    |
| 3.9               | <p><b>Action:</b><br/>Grow Our Own Program</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless</p> | <p>This action item will increase and improve services for Unduplicated students because having teacher's aide greatly benefits students in several ways. Firstly, it provides additional support and attention, allowing for more personalized learning experiences tailored to individual student needs. This ensures that struggling Unduplicated students receive the help they require to grasp concepts and excel academically. Moreover, with the aide's assistance, the classroom environment becomes more conducive to learning, as they can help manage behavior, facilitate group activities, and ensure a smooth flow of lessons. Additionally, the presence of a teacher's aide allows the primary teacher to focus more closely on instructional delivery, maximizing the effectiveness of lessons. Overall, the presence of a teacher's aide enhances the educational experience for students, fostering a supportive and conducive learning environment that promotes both academic and personal growth. This action helps improve conditions for learning.</p> <p>Providing Grow Our Own Teacher Aide's district-wide will not only benefit Unduplicated students, but will help all students feel more connected to their school.</p> | Student Survey (Panorama)          |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>students, and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1% (ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza Elementary (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>During student focus groups and parent/family advisories it was requested to increase diversity of staff and the importance of seeing more teachers that are more representative of the student population. These positions will address the need of providing targeted support to Unduplicated students.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Metric(s) to Monitor Effectiveness                                                                          |
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| 3.10              | <p><b>Action:</b><br/>Spanish Teachers</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According to the 2023 CA Dashboard English Learners were -84 points below the standard, Foster Youth students were -84.4 points below the standard, Homeless students were -89.4 points below the standard and Socioeconomically Disadvantaged students were -57.5 points below the standard for English Language Arts. When examining math scores English Learners were -121.1 points below the standard, Foster Youth were -141.1 points below the standard, Homeless students were 129 points below the standard and Socioeconomically Disadvantaged students were 102 points below the standard. English Learners had a 25.7% rate for chronic absences, Foster Youth had a 36.3% rate for chronic absences, Homeless students had a 63.6% rate for chronic absences (SJUSD is in Differentiated Assistance for Homeless students), and Socioeconomically Disadvantaged students had a 34% chronic absentee rate. Suspension data also indicates the need for this action, English Learners had a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and Homeless students had a 5.9% suspension rate (CA Dashboard). According to 2023 CA Dashboard English Learners and Homeless students had disproportionate graduation rates of 85.1%</p> | <p>This action will assist SJUSD in meeting goal 3 by providing Unduplicated students with access to a broad course of study. This action will increase and improve services to Unduplicated students by preparing students for success in a multicultural and multilingual society, equipping them with the skills, knowledge, and perspectives needed to thrive in a diverse world. This action will help SJUSD reach goal 3.</p> <p>This action item is offered district-wide because it will not only help Unduplicated students to be prepared for a multicultural and multilingual society but also help all students be prepared for a multilingual society.</p> | Aeries Student Information System - Aeries Analytics, student survey (panorama), Course Assess (Metric 3.5) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>(ELL) and Homeless students (79.4%). Socioeconomically Disadvantaged students had a 91.3%,and Foster Youth had a 91.7%. Upon examining high school dropout rates English Learners had a 13.6% dropout rate, Homeless students had a 19.7% dropout rate, and Socioeconomically Disadvantaged students had a 4.5% dropout rate. According to the Fall 2023 student survey 66% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 30% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences,</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza Elementary (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Metric(s) to Monitor Effectiveness                                                   |
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|                   | <p>suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>This action will provide Unduplicated students access to a broad course of study and connect them to a positive activity to increase belonging.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                      |
| 3.11              | <p><b>Action:</b><br/>Provide Support to the Alder Program</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically</p>                                                                                                                                                                                                                                                                                                                                         | <p>Priority 1 Basic Services (Conditions of Learning)<br/>Through collaborating with the Alder Program, Unduplicated students will have access to student teachers who are trained in culturally relevant practices to help support students in meeting or exceeding grade level standards. This action will also assist SJUSD in ensuring that all of our teachers are assigned appropriately. This action will also help ensure conditions for learning are up to par.<br/>The district expects to see continued student achievement in English Language Arts and Math as measured by CAASSP scores and improved .</p> | <p>Rate of teacher misassignment (Metric 3.1), ELA and Math scores (Metrics 1.2,</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                             | Metric(s) to Monitor Effectiveness |
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|                   | <p>Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences, homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza Elementary (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary (Homeless students), Record</p> | <p>This action will not only benefit Unduplicated students, but will also benefit all students across the district.</p> |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2% suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Unduplicated Students and Parents/Guardians have expressed the importance of having teachers that represent our community, as well as the need to provide training and support for teachers to help improve instructional</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Metric(s) to Monitor Effectiveness    |
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|                   | <p>practices and classroom behavior management. The data represents the need to structure and provide learning experiences that directly impact students' academic outcomes.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                       |
| 3.12              | <p><b>Action:</b><br/>Expansion of Inclusive Preschool Access for Community and Staff</p> <p><b>Need:</b><br/>Based on the 2025 CA Dashboard for English Language scores, English Learners were -65.6 points below the standard, Foster Youth were -70.9 points below the standard, Homeless students were -103.1 points below the standard, and Socioeconomically Disadvantaged students were -48.1 points below the standard. Upon examining the Standards for Math according to the 2025 CA Dashboard English Learners were -109.3 points below the standard, Foster Youth were -123.9 points below the standard, Homeless students were -123.9 points below the standard, and Socioeconomically Disadvantaged students were -96.6 points below the standard.</p> <p>Upon examining 2025 CA Dashboard English Learners had a 21.9% rate for chronic absences, Long-Term English Learners had a 33% chronic absenteeism rate, Foster Youth had a 26.2% rate for chronic absences,</p> | <p>This action will positively impact Unduplicated students by increasing access to preschool in ways that address both immediate and long-term needs. By creating additional preschool capacity for families who do not qualify for subsidized programs, the district can preserve existing public preschool slots for low-income, English Learner, and Foster Youth families. Additionally, offering a preschool option for district staff—many of whom are parents of Unduplicated students—supports staff retention and attendance, which in turn promotes instructional stability for students. The expanded program fosters inclusive, high-quality early learning environments that reflect the community's diversity and provide early academic and social-emotional development opportunities for all children, helping Unduplicated students enter kindergarten better prepared and more likely to succeed.</p> | Retention rates, parent/family 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 |
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|                   | <p>Homeless students had a 49.3% rate for chronic absences and Socioeconomically Disadvantaged students had a 26.2% chronic absentee rate. The following schools had unduplicated student groups in the red for chronic absenteeism based on the 2025 CA Dashboard: San Jacinto Technology Institute (Socioeconomically Disadvantaged students), Monte Vista Middle School (English Learners, Homeless students, Long-Term English Learners and Socioeconomically Disadvantaged students), North Mountain Middle School (English Learners, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students), Megan Cope Elementary (Socioeconomically Disadvantaged students), DeAnza Elementary (English Learners), Edward Hyatt World Language Academy (English Learners), Park Hill Elementary (Homeless students), Record Elementary School (English Learners, Socioeconomically Disadvantaged students), and San Jacinto Elementary School (English Learners, Homeless students, Socioeconomically Disadvantaged students). SJUSD is identified as being in Differentiation Assistance due to Homeless students having an increase in chronic absenteeism (49.3%) and for a decline in ELA scores (-103.10).</p> <p>Suspension data also indicates the need for this action, English Learners had a 2.3% suspension rate, Long-Term English Learners had a 4.9% suspension rate, Foster Youth had a 5.3% suspension rate, Socioeconomically Disadvantaged students had a 3.2%</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|                   | <p>suspension rate and Homeless students had a 4.5% suspension rate (CA Dashboard 2025).</p> <p>According to the 2025 CA Dashboard English Learners had a disproportionate graduation rate of 89.3%, Homeless students had a 77.8% graduation rate and Socioeconomically Disadvantaged students had a 93.2% graduation rate which demonstrates a need for this action. The Fall 2025 student survey 68% of 3rd-5th grade students responded favorably to having a sense of belonging at school and 36% of students in grades 6-12 responded favorably to having a sense of belonging.</p> <p>Feedback from educational partners, including parents and school staff, identified a lack of preschool options for middle-income families and for district staff as a barrier to early learning access and staff retention. Parents expressed a need for early learning opportunities that prepare children for kindergarten readiness regardless of income status. Teachers and staff emphasized that an on-site preschool would support staff stability, attendance, and long-term retention, particularly among early educators and classified staff with young children.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                             |                                    |

## 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                                                                 |
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| 1.6               | <p><b>Action:</b><br/>Supplemental Resources to Support English Learners</p> <p><b>Need:</b><br/>According to the 2023 California School Dashboard, 51.2% of English Learners are making progress toward English proficiency, 32.4% maintained the current level and 16.9% decreased at least one performance level. Additionally, when compared to their English only or Reclassified peers, the District's current English Learners scored significantly lower on the English Language Arts assessment at -114.3 points below standard. Lastly, while the District has seen an increase in the number and percentage of English Learners reclassifying over the past three years, there are currently 348 Long Term English Learners (LTEL) and 279 At Risk Long Term English Learners (ARLTEL), which is approximately 35% of our total English Learners.</p> <p>Based on the 2025 California School Dashboard, 41.8% of English Learners are making progress toward English proficiency, 35.6% maintained the current level and 22.5% decreased at least one performance level. Additionally, when compared to their English only or Reclassified peers, the District's current English Learners scored -65.6 points</p> | By providing supplemental staff, the District is able to address the unique needs of our English Learners that other funding sources are not able to provide. This action will increase and improve services for English Learners by providing students with foundational literacy skills and provide students differentiation. Teachers and staff will receive with additional support and professional development on how to best support English Learner. Ultimately this action will assist in improving metrics for English Learners and ensuring that SJUSD reach Goal 1. | English Learner Progress Indicator (ELPI) -(Metric- 1.12)<br>Reclassification Rates- (Metric 1.13) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) are Designed to Address Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Metric(s) to Monitor Effectiveness                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                   | <p>distance from the standard on the California English Language Arts assessment. 267 students out of 1836 reclassified for the 2024-25 school year, which is a 15% reclassification rate.</p> <p>During engagement meetings parents/guardians requested additional support and programs for ELL.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              |
| 3.8               | <p><b>Action:</b><br/>Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students.</p> <p><b>Need:</b><br/>The specific need, conditions and circumstances for this action is based on the following:<br/>According the the 2023 CA Dashboard at data for Foster Youth students, they scored -84.4 points below the standard English Language Arts and -141.1 points below the standard for math. Foster Youth had a 36.3% rate for chronic absences, a 3% suspension rate, Foster Youth had a 7.8% suspension rate, and a 91.7% graduation rate. Homeless students scored -89.4 points below the standard for English Language Arts and 129 points below the standard for math. Homeless students had a 63.6% chronic absenteeism rate, a 5.9% suspension rate, and 79.4% graduation rate.</p> | <p>Access to school field trips, school supplies, and enrichment activities provides invaluable benefits to Foster Youth and Homeless students. This action improves and increases services to Foster Youth and Homeless students by providing these opportunities students are able to have a sense of normalcy and belonging, allowing them to engage in experiences that their peers may take for granted. Field trips expose students to new environments, cultures, and experiences, broadening their horizons and stimulating their curiosity. School supplies ensure Homeless students and Foster Youth have the tools necessary for academic success, boosting their confidence and sense of preparedness. Enrichment activities and programs offer outlets for self-expression, social interaction, and skill development, fostering a sense of identity and belonging within the school community. Overall, these resources play a crucial role in mitigating the challenges these students face, empowering them to thrive academically, socially, and emotionally.</p> | <p>Student Survey (Panorama), Course Access (Metric 3.5)</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) are Designed to Address Need(s)                                    | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>According the 2025 California Dashboard Foster Youth students had at 26.2% rate for chronic absenteeism, as well as scored -70.9 points below the grade level standard on the Statewide Assessment for English Language Arts, and -123.9 points below the grade level standard on the Statewide Assessment for Math, and a 5.3% suspension rate. Homeless students had a 49.3% chronic absenteeism rate, a 4.5% suspension rate, and a 77.8% graduation rate (2025 CA Dashboard). Additionally, Homeless scored -103.1 points below the grade level standard on the Statewide Assessment for English Language Arts and -123.9 points below the grade level standard on the Statewide Assessment for Math.</p> <p>Homeless students and Foster Youth students requested access to more field trips, enrichment activities, and school materials offered by the district.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>This action will help SJUSD reach goal 3 and improve conditions for learning.</p> |                                    |

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.

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**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.

All schools in SJUSD have an Unduplicated Pupil Percentage above 55%, therefore these actions are being deployed to all schools in the district. The additional concentration grant add-on funding was used to increase the number of staff providing direct services to students at schools with a high concentration of Foster Youth, English Learners, and Socioeconomically Disadvantaged include the following positions: Resident Guest Teachers (Goal 1, Action Number 1.10), SJLA, Hyatt WLA, and SJTI FTEs (Goal 1, Action Number 1.5), Campus Security at secondary level (Goal 2, Action Item 2.11), Noon Duty/Crossing Guards (Goal 2, Action Item 2.11).

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------|
| Staff-to-student ratio of classified staff providing direct services to students     | N/A                                                        | 25.65:1                                                         |
| Staff-to-student ratio of certificated staff providing direct services to students   | N/A                                                        | 16.29:1                                                         |

2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Totals    | \$114,464,577.00                                      | \$47,669,363                                                                        | 41.646%                                                                                                | 0.029%                                                            | 41.675%                                                                                          |

| Totals | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals | \$48,296,227.00 | \$6,137,586.00    | \$0.00      | \$796,851.00  | \$55,230,664.00 | \$49,491,576.00 | \$5,739,088.00      |

| 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      | Supplemental materials and resources (Starting in 2025-26 this action will be removed) | All                                            | No                                              |             |                                                | All Schools                                                                                                                                                  |           | \$0.00          | \$0.00              | \$0.00          |                   |             |               | \$0.00          |                                         |
| 1      | 1.2      | Supplemental Educational Technology Software Licenses                                  | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                                                                                  | ongoing   | \$0.00          | \$294,757.00        | \$294,757.00    |                   |             |               | \$294,757.00    |                                         |
| 1      | 1.3      | Supplemental Programs and Staff to Improve College and Career Readiness                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                                                                                  | ongoing   | \$758,645.00    | \$392,790.00        | \$1,151,435.00  |                   |             |               | \$1,151,435.00  |                                         |
| 1      | 1.4      | Career Technical Education Programs                                                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                                                                                  | ongoing   | \$1,497,276.00  | \$480,746.00        | \$1,595,341.00  | \$71,387.00       |             | \$311,294.00  | \$1,978,022.00  |                                         |
| 1      | 1.5      | Non-traditional Educational Opportunities                                              | English Learners<br>Foster Youth<br>Low Income | Yes                                             | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Edward Hyatt World Language Academy<br>San Jacinto Leadership Academy<br>San Jacinto Technology Institute<br>San Jacinto Middle College | Ongoing   | \$12,672,515.00 | \$0.00              | \$12,672,515.00 |                   |             |               | \$12,672,515.00 |                                         |

| 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 |
|--------|----------|----------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
|        |          |                                                                                              |                                          |                                                 |                                          |                                          | High School |           |                 |                     |                |                   |             |               |                |                                         |
| 1      | 1.6      | Supplemental Resources to Support English Learners                                           | English Learners                         | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                         | All Schools | ongoing   | \$1,123,435.00  | \$134,379.00        | \$998,499.00   |                   |             | \$259,315.00  | \$1,257,814.00 |                                         |
| 1      | 1.7      | Curriculum Teachers on Special Assignment (TOSA)                                             | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$698,061.00    | \$0.00              | \$698,061.00   |                   |             |               | \$698,061.00   |                                         |
| 1      | 1.8      | Special Education Teachers on Special Assignment (TOSA)                                      | Students with Disabilities               | No                                              |                                          |                                          | All Schools | ongoing   | \$354,434.00    | \$0.00              |                | \$354,434.00      |             |               | \$354,434.00   |                                         |
| 1      | 1.9      | Professional Growth Opportunities Through Specialized Conferences                            | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$0.00          | \$318,247.00        | \$318,247.00   |                   |             |               | \$318,247.00   |                                         |
| 1      | 1.10     | Support Job Embedded Professional development Rotations                                      | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$1,514,802.00  | \$2,500.00          | \$1,517,302.00 |                   |             |               | \$1,517,302.00 |                                         |
| 1      | 1.11     | Extra Duty to Support Professional Growth Activities                                         | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$260,163.00    | \$57,400.00         | \$317,563.00   |                   |             |               | \$317,563.00   |                                         |
| 1      | 1.12     | Assessment and Data Analysis Support and Resources                                           | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$982,490.00    | \$574,066.00        | \$1,556,556.00 |                   |             |               | \$1,556,556.00 |                                         |
| 1      | 1.13     | Foundational Literacy Support, Including Dyslexia                                            | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$1,680,985.00  | \$470,890.00        | \$821,705.00   | \$1,330,170.00    |             |               | \$2,151,875.00 |                                         |
| 1      | 1.14     | Intervention and Credit Recovery                                                             | English Learners Foster Youth Low Income | Yes                                             | LEA-wide                                 | English Learners Foster Youth Low Income | All Schools | ongoing   | \$193,312.00    | \$0.00              | \$193,312.00   |                   |             |               | \$193,312.00   |                                         |
| 1      | 1.15     | Additional Leadership Coaching and Support (Starting in 2025-26 this action will be removed) | All                                      | No                                              |                                          |                                          | All Schools |           | \$0.00          | \$0.00              | \$0.00         |                   |             |               | \$0.00         |                                         |

| 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      | 1.16     | Evidence Based Strategies for Designated Student Groups in the Red            | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$0.00          | \$2,500.00          | \$2,500.00     |                   |             |               | \$2,500.00     |                                         |
| 2      | 2.1      | Implement a Multi-Tiered Attendance Plan                                      | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$547,606.00    | \$321,279.00        | \$868,885.00   |                   |             |               | \$868,885.00   |                                         |
| 2      | 2.2      | Implement a Comprehensive School Counseling Program                           | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$3,564,294.00  | \$0.00              | \$3,564,294.00 |                   |             |               | \$3,564,294.00 |                                         |
| 2      | 2.3      | Provide Additional Support for Foster Youth/McKinney Vento students           | Foster Youth,<br>Homeless                                   | No                                              |          |                                                | All Schools | ongoing   | \$226,242.00    | \$0.00              |                |                   |             | \$226,242.00  | \$226,242.00   |                                         |
| 2      | 2.4      | Implement Tiered Behavior and SEL Support                                     | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$532,391.00    | \$30,000.00         | \$562,391.00   |                   |             |               | \$562,391.00   |                                         |
| 2      | 2.5      | Implement a Comprehensive Parent/Family Engagement Plan                       | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$1,950,437.00  | \$31,500.00         | \$1,981,937.00 |                   |             |               | \$1,981,937.00 |                                         |
| 2      | 2.6      | Deans and Assistant Principals                                                | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$3,428,967.00  | \$0.00              | \$3,428,967.00 |                   |             |               | \$3,428,967.00 |                                         |
| 2      | 2.7      | Implement Equity Plan (This action will not be included in the 2026-27 plan.) |                                                             | No                                              |          |                                                |             |           | \$0.00          | \$0.00              | \$0.00         |                   |             |               | \$0.00         |                                         |
| 2      | 2.8      | Social Emotional Learning Curriculum                                          | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$0.00          | \$3,000.00          | \$3,000.00     |                   |             |               | \$3,000.00     |                                         |
| 2      | 2.9      | Provide Social/Emotional Well-Being Support                                   | English Learners<br>Foster Youth<br>Low Income              | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing   | \$3,672,562.00  | \$0.00              | \$1,078,136.00 | \$2,594,426.00    |             |               | \$3,672,562.00 |                                         |
| 2      | 2.10     | Student Enrichment Activities                                                 | African American Students, Native Students, Latino Students | No                                              |          |                                                | All Schools | ongoing   | \$0.00          | \$97,000.00         |                | \$97,000.00       |             |               | \$97,000.00    |                                         |

| Goal # | Action # | Action Title                                                                                  | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope       | Unduplicated Student Group(s)                  | Location                                  | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|-----------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|-------------|------------------------------------------------|-------------------------------------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
|        |          |                                                                                               |                                                |                                                 |             |                                                |                                           |           |                 |                     |                |                   |             |               |                |                                         |
| 2      | 2.11     | Positive Culture/Climate and Safety                                                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$5,071,070.00  | \$738,800.00        | \$5,809,870.00 |                   |             |               | \$5,809,870.00 |                                         |
| 2      | 2.12     | District Nurses                                                                               | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$917,503.00    | \$0.00              | \$917,503.00   |                   |             |               | \$917,503.00   |                                         |
| 2      | 2.13     | Activities to promote inclusivity of SWD                                                      | Students with Disabilities                     | No                                              |             |                                                | All Schools                               | ongoing   | \$0.00          | \$30,000.00         |                | \$30,000.00       |             |               | \$30,000.00    |                                         |
| 2      | 2.14     | Public Information Officer                                                                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$229,978.00    | \$0.00              | \$229,978.00   |                   |             |               | \$229,978.00   |                                         |
| 2      | 2.15     | Support Implementation of the Building Assets Reducing Risks (BARR)                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: San Jacinto High School | ongoing   | \$235,918.00    | \$41,150.00         | \$277,068.00   |                   |             |               | \$277,068.00   |                                         |
| 3      | 3.1      | Coaching and Support for New Teachers                                                         | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$775,541.00    | \$0.00              | \$775,541.00   |                   |             |               | \$775,541.00   |                                         |
| 3      | 3.2      | Provide a District Textbook/Professional Development Assistant and Library Media Technicians. | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$1,298,133.00  | \$0.00              | \$1,298,133.00 |                   |             |               | \$1,298,133.00 |                                         |
| 3      | 3.3      | Provide 21st Century Learning Environments                                                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$0.00          | \$315,000.00        | \$315,000.00   |                   |             |               | \$315,000.00   |                                         |
| 3      | 3.4      | Provide updated campus and safety features.                                                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$0.00          | \$286,000.00        | \$286,000.00   |                   |             |               | \$286,000.00   |                                         |
| 3      | 3.5      | Provide support to each school to allow for academic field trips                              | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide    | English Learners<br>Foster Youth<br>Low Income | All Schools                               | ongoing   | \$0.00          | \$340,000.00        | \$340,000.00   |                   |             |               | \$340,000.00   |                                         |
| 3      | 3.6      | Music Opportunities                                                                           | English Learners<br>Foster Youth               | Yes                                             | LEA-wide    | English Learners<br>Foster Youth               | All Schools                               | ongoing   | \$1,334,031.00  | \$80,000.00         | \$1,414,031.00 |                   |             |               | \$1,414,031.00 |                                         |

| 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 |
|--------|----------|--------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|---------------------------------------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
|        |          |                                                                                                        | Low Income                                     |                                                 |                                          | Low Income                                     |                                             |           |                 |                     |                |                   |             |               |                |                                         |
| 3      | 3.7      | Physical Education Opportunities                                                                       | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                 | ongoing   | \$1,202,901.00  | \$128,515.00        | \$1,331,416.00 |                   |             |               | \$1,331,416.00 |                                         |
| 3      | 3.8      | Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students. | Foster Youth<br>Low Income                     | Yes                                             | Limited to Unduplicated Student Group(s) | Foster Youth<br>Low Income                     | All Schools                                 | ongoing   | \$0.00          | \$40,000.00         | \$40,000.00    |                   |             |               | \$40,000.00    |                                         |
| 3      | 3.9      | Grow Our Own Program                                                                                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                 | ongoing   | \$134,151.00    | \$0.00              | \$134,151.00   |                   |             |               | \$134,151.00   |                                         |
| 3      | 3.10     | Spanish Teachers                                                                                       | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                 | ongoing   | \$857,961.00    | \$0.00              | \$857,961.00   |                   |             |               | \$857,961.00   |                                         |
| 3      | 3.11     | Provide Support to the Alder Program                                                                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                 | ongoing   | \$0.00          | \$97,890.00         | \$97,890.00    |                   |             |               | \$97,890.00    |                                         |
| 3      | 3.12     | Expansion of Inclusive Preschool Access for Community and Staff                                        | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                 | ongoing   | \$546,282.00    | \$0.00              | \$546,282.00   |                   |             |               | \$546,282.00   |                                         |
| 4      | 4.1      | Film/Media CTE Courses                                                                                 | All                                            | No                                              |                                          |                                                | Specific Schools: Mountain View High School | ongoing   | \$61,019.00     | \$0.00              |                | \$61,019.00       |             |               | \$61,019.00    |                                         |
| 4      | 4.2      | Supplies for CTE Course                                                                                | All                                            | No                                              |                                          |                                                | Specific Schools: Mountain View High School | ongoing   | \$0.00          | \$4,817.00          |                | \$4,817.00        |             |               | \$4,817.00     |                                         |
| 4      | 4.3      | Registered Pre-Apprenticeship                                                                          | All                                            | No                                              |                                          |                                                | Specific Schools: Mountain View High School | ongoing   | \$0.00          | \$9,389.00          |                | \$9,389.00        |             |               | \$9,389.00     |                                         |

| Goal # | Action # | Action Title                                                    | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location                                               | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|-----------------------------------------------------------------|------------------|-------------------------------------------------|-------|-------------------------------|--------------------------------------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
| 4      | 4.4      | Licensed Vocational Nurse                                       | All              | No                                              |       |                               | Specific Schools: Mountain View High School            | ongoing   | \$132,353.00    | \$0.00              |            | \$132,353.00      |             |               | \$132,353.00 |                                         |
| 4      | 4.5      | Grow Our Own Teacher's Aide                                     | All              | No                                              |       |                               | Specific Schools: Mountain View High School            | ongoing   | \$9,822.00      | \$0.00              |            | \$9,822.00        |             |               | \$9,822.00   |                                         |
| 4      | 4.6      | 5 Star Students                                                 | All              | No                                              |       |                               | Specific Schools: Mountain View High School            | ongoing   | \$0.00          | \$7,100.00          |            | \$7,100.00        |             |               | \$7,100.00   |                                         |
| 4      | 4.7      | Additional Support for English Language Learners                | All              | No                                              |       |                               | Specific Schools: Mountain View High School All Grades |           | \$0.00          | \$10,000.00         |            | \$10,000.00       |             |               | \$10,000.00  |                                         |
| 4      | 4.8      | Out-of-Field Credential Support and Development                 | All              | No                                              |       |                               | Specific Schools: Mountain View High School            |           | \$0.00          | \$5,000.00          |            | \$5,000.00        |             |               | \$5,000.00   |                                         |
| 5      | 5.1      | Provide a Film/Media Career Technical Education Courses/Pathway | All              | No                                              |       |                               | Specific Schools: Mountain Heights Academy             | ongoing   | \$61,019.00     | \$0.00              |            | \$61,019.00       |             |               | \$61,019.00  |                                         |
| 5      | 5.2      | Supplies for the Film/Media CTE Pathway                         | All              | No                                              |       |                               | Specific Schools: Mountain Heights Academy             | ongoing   | \$0.00          | \$59,650.00         |            | \$59,650.00       |             |               | \$59,650.00  |                                         |
| 5      | 5.3      | Registered Pre-Apprenticeship                                   | All              | No                                              |       |                               | Specific Schools: Mountain Heights Academy             | ongoing   | \$0.00          | \$64,223.00         |            | \$64,223.00       |             |               | \$64,223.00  |                                         |

| Goal # | Action # | Action Title                                                                     | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location                                           | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|----------------------------------------------------------------------------------|------------------|-------------------------------------------------|-------|-------------------------------|----------------------------------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
| 5      | 5.4      | Extra Duty for Staff (This action will not be included in the 2026-27 plan.)     | All              | No                                              |       |                               | Specific Schools: Mt. Heights Academy              |           | \$0.00          | \$0.00              |            | \$0.00            |             |               | \$0.00       |                                         |
| 6      | 6.1      | Ed. Tech TOSA                                                                    | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute | ongoing   | \$133,983.00    | \$0.00              |            | \$133,983.00      |             |               | \$133,983.00 |                                         |
| 6      | 6.2      | Fund a Corwin Consultant (This action will not be included in the 2026-27 plan.) | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute |           | \$0.00          | \$0.00              | \$0.00     |                   |             |               | \$0.00       |                                         |
| 6      | 6.3      | Supplemental Resources                                                           | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute | ongoing   | \$0.00          | \$45,000.00         |            | \$45,000.00       |             |               | \$45,000.00  |                                         |
| 6      | 6.4      | Fund an Additional Instructional Aide                                            | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute | ongoing   | \$22,427.00     | \$0.00              |            | \$22,427.00       |             |               | \$22,427.00  |                                         |
| 6      | 6.5      | On Site Daily Guest Teacher                                                      | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute | ongoing   | \$49,755.00     | \$0.00              |            | \$49,755.00       |             |               | \$49,755.00  |                                         |
| 6      | 6.6      | Expanding Tutoring Support                                                       | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute | ongoing   | \$6,144.00      | \$0.00              |            | \$6,144.00        |             |               | \$6,144.00   |                                         |

| 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 |
|--------|----------|-----------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------|-------|-------------------------------|----------------------------------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
| 6      | 6.7      | Expand In-Person Enrichment and Engagement                                                                | All              | No                                              |       |                               | Specific Schools: San Jacinto Technology Institute |           | \$36,575.00     | \$0.00              |            | \$36,575.00       |             |               | \$36,575.00  |                                         |
| 7      | 7.1      | Deep Dive into Standards within a Nested Data System (This action is removed for the 2025-26 school year) | All              | No                                              |       |                               | All Schools                                        |           | \$0.00          | \$0.00              |            | \$0.00            |             |               | \$0.00       |                                         |
| 7      | 7.2      | AVID Professional Learning By Content (This action is removed for the 2025-26 school year)                | All              | No                                              |       |                               | All Schools                                        |           | \$0.00          | \$0.00              |            | \$0.00            |             |               | \$0.00       |                                         |
| 7      | 7.3      | MTSS (Multi-Tiered System of Supports) TOSA (This action is removed for the 2025-26 school year)          | All              | No                                              |       |                               | All Schools                                        |           | \$0.00          | \$0.00              |            | \$0.00            |             |               | \$0.00       |                                         |
| 7      | 7.4      | CTE teacher for robotics/Maker Space (For 2026-27 this action will be removed)                            | All              | No                                              |       |                               | Specific Schools: Monte Vista Middle School        |           | \$0.00          | \$0.00              | \$0.00     |                   |             |               | \$0.00       |                                         |
| 7      | 7.5      | Learning Support TOSA                                                                                     | All              | No                                              |       |                               | Specific Schools: Monte Vista Middle School        | 1 year    | \$158,759.00    | \$0.00              |            | \$158,759.00      |             |               | \$158,759.00 |                                         |
| 7      | 7.6      | Fund a Digital Media Arts Teacher (For 2026-27 this action is removed)                                    | All              | No                                              |       |                               | Specific Schools: Monte Vista Middle School        |           | \$0.00          | \$0.00              | \$0.00     |                   |             |               | \$0.00       |                                         |
| 8      | 8.1      | Learning Support TOSA (formerly MTSS TOSA)                                                                | All              | No                                              |       |                               | Specific Schools: North Mountain Middle School     | 2 years   | \$164,996.00    | \$0.00              |            | \$164,996.00      |             |               | \$164,996.00 |                                         |
| 8      | 8.2      | Learning Support TOSA (This action is not included in the 2026-27 plan.)                                  | All              | No                                              |       |                               | Specific Schools: North Mountain                   |           | \$0.00          | \$0.00              | \$0.00     | \$0.00            | \$0.00      | \$0.00        | \$0.00       |                                         |

| 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 |
|--------|----------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------|-------|-------------------------------|----------------------------------------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
|        |          |                                                                                                                                              |                  |                                                 |       |                               | Middle School                                            |           |                 |                     |            |                   |             |               |              |                                         |
| 8      | 8.3      | Bilingual Aide                                                                                                                               | Newcomers        | No                                              |       |                               | Specific Schools: North Mountain Middle School           | 2 years   | \$29,753.00     | \$0.00              |            | \$29,753.00       |             |               | \$29,753.00  |                                         |
| 8      | 8.4      | Fund an additional section for 8th grade ELA                                                                                                 | All              | No                                              |       |                               | Specific Schools: North Mountain Middle School 8th grade | 2 years   | \$16,338.00     | \$0.00              |            | \$16,338.00       |             |               | \$16,338.00  |                                         |
| 8      | 8.5      | Fund two sections of 7th Grade Success Class                                                                                                 | All              | No                                              |       |                               | Specific Schools: North Mountain Middle School 7th grade | 2 years   | \$31,280.00     | \$0.00              |            | \$31,280.00       |             |               | \$31,280.00  |                                         |
| 9      | 9.1      | Learning Support TOSA focused on Academics (In 2026-27 this action will not be included)                                                     | All              | No                                              |       |                               | Specific Schools: San Jacinto Elementary                 |           | \$0.00          | \$0.00              | \$0.00     | \$0.00            | \$0.00      | \$0.00        | \$0.00       |                                         |
| 9      | 9.2      | Provide social/emotional learning and behavior support                                                                                       | All              | No                                              |       |                               | Specific Schools: San Jacinto Elementary                 | 2 years   | \$0.00          | \$145,500.00        |            | \$145,500.00      |             |               | \$145,500.00 |                                         |
| 9      | 9.3      | Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support (This action will not be included in the 2026-27 plan) | All              | No                                              |       |                               | Specific Schools: San Jacinto Elementary                 |           | \$0.00          | \$0.00              | \$0.00     | \$0.00            | \$0.00      | \$0.00        | \$0.00       |                                         |
| 9      | 9.4      | Provide a Campus Aide who will provide behavior and SEL support                                                                              | All              | No                                              |       |                               | Specific Schools: San Jacinto Elementary School          | 2 years   | \$26,137.00     | \$0.00              |            | \$26,137.00       |             |               | \$26,137.00  |                                         |

| 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 |
|--------|----------|-----------------------------------------------------------------------------------|------------------|-------------------------------------------------|-------|-------------------------------|---------------------------------------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
| 9      | 9.5      | Provide a Bilingual Instructional Aide                                            | All              | No                                              |       |                               | Specific Schools: San Jacinto Elementary School         | 2 years   | \$29,749.00     | \$0.00              |            | \$29,749.00       |             |               | \$29,749.00  |                                         |
| 9      | 9.6      | Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement | All              | No                                              |       |                               | Specific Schools: San Jacinto Elementary                | 2 years   | \$63,110.00     | \$0.00              |            | \$63,110.00       |             |               | \$63,110.00  |                                         |
| 10     | 10.1     | Learning Support TOSA                                                             | All              | No                                              |       |                               | Specific Schools: Park Hill Elementary School           | 3 years   | \$137,070.00    | \$0.00              |            | \$137,070.00      |             |               | \$137,070.00 |                                         |
| 10     | 10.2     | Campus Aide for MTSS Support                                                      | All              | No                                              |       |                               | Specific Schools: Park Hill Elementary School           | 3 years   | \$29,459.00     | \$0.00              |            | \$29,459.00       |             |               | \$29,459.00  |                                         |
| 10     | 10.3     | Instructional Aide for SEL and Academic Support                                   | All              | No                                              |       |                               | Specific Schools: Park Hill Elementary School           | 3 years   | \$29,742.00     | \$0.00              |            | \$29,742.00       |             |               | \$29,742.00  |                                         |
| 10     | 10.4     | MTSS Infrastructure & Tools<br>(This action will not be funded in 2026-27)        | All              | No                                              |       |                               | Specific Schools: Park Hill Elementary School 5th grade |           | \$0.00          | \$0.00              | \$0.00     | \$0.00            | \$0.00      | \$0.00        | \$0.00       |                                         |
| 10     | 10.5     | Implement B.A.R.R. program                                                        | All              | No                                              |       |                               | Specific Schools: Park Hill Elementary School All       |           | \$0.00          | \$80,000.00         |            | \$80,000.00       |             |               | \$80,000.00  |                                         |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| \$114,464,577.00             | \$47,669,363                                               | 41.646%                                                                                             | 0.029%                                                   | 41.675%                                                                                       | \$48,296,227.00                                         | 0.000%                                               | 42.193 %                                                                                               | <b>Total:</b>            | \$48,296,227.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$34,308,145.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$1,038,499.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$12,949,583.00  |

| 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    | 1.2      | Supplemental Educational Technology Software Licenses                   | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                                                                          | \$294,757.00                                               |                                             |
| 1    | 1.3      | Supplemental Programs and Staff to Improve College and Career Readiness | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                                                                          | \$1,151,435.00                                             |                                             |
| 1    | 1.4      | Career Technical Education Programs                                     | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                                                                                                          | \$1,595,341.00                                             |                                             |
| 1    | 1.5      | Non-traditional Educational Opportunities                               | Yes                                             | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Edward Hyatt<br>World Language Academy San Jacinto<br>Leadership Academy San Jacinto<br>Technology Institute San Jacinto Middle | \$12,672,515.00                                            |                                             |

| 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 (%) |
|------|----------|--------------------------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|---------------------|------------------------------------------------------------|---------------------------------------------|
|      |          |                                                                    |                                                 |                                          |                                                | College High School |                                                            |                                             |
| 1    | 1.6      | Supplemental Resources to Support English Learners                 | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools         | \$998,499.00                                               |                                             |
| 1    | 1.7      | Curriculum Teachers on Special Assignment (TOSA)                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$698,061.00                                               |                                             |
| 1    | 1.9      | Professional Growth Opportunities Through Specialized Conferences  | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$318,247.00                                               |                                             |
| 1    | 1.10     | Support Job Embedded Professional development Rotations            | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$1,517,302.00                                             |                                             |
| 1    | 1.11     | Extra Duty to Support Professional Growth Activities               | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$317,563.00                                               |                                             |
| 1    | 1.12     | Assessment and Data Analysis Support and Resources                 | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$1,556,556.00                                             |                                             |
| 1    | 1.13     | Foundational Literacy Support, Including Dyslexia                  | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$821,705.00                                               |                                             |
| 1    | 1.14     | Intervention and Credit Recovery                                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$193,312.00                                               |                                             |
| 1    | 1.16     | Evidence Based Strategies for Designated Student Groups in the Red | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$2,500.00                                                 |                                             |
| 2    | 2.1      | Implement a Multi-Tiered Attendance Plan                           | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$868,885.00                                               |                                             |
| 2    | 2.2      | Implement a Comprehensive School Counseling Program                | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$3,564,294.00                                             |                                             |
| 2    | 2.4      | Implement Tiered Behavior and SEL Support                          | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools         | \$562,391.00                                               |                                             |

| Goal | Action # | Action Title                                                                                  | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s)                  | Location                                     | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-----------------------------------------------------------------------------------------------|-------------------------------------------------|------------|------------------------------------------------|----------------------------------------------|------------------------------------------------------------|---------------------------------------------|
| 2    | 2.5      | Implement a Comprehensive Parent/Family Engagement Plan                                       | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$1,981,937.00                                             |                                             |
| 2    | 2.6      | Deans and Assistant Principals                                                                | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$3,428,967.00                                             |                                             |
| 2    | 2.8      | Social Emotional Learning Curriculum                                                          | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$3,000.00                                                 |                                             |
| 2    | 2.9      | Provide Social/Emotional Well-Being Support                                                   | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$1,078,136.00                                             |                                             |
| 2    | 2.11     | Positive Culture/Climate and Safety                                                           | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$5,809,870.00                                             |                                             |
| 2    | 2.12     | District Nurses                                                                               | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$917,503.00                                               |                                             |
| 2    | 2.14     | Public Information Officer                                                                    | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$229,978.00                                               |                                             |
| 2    | 2.15     | Support Implementation of the Building Assets Reducing Risks (BARR)                           | Yes                                             | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>San Jacinto High School | \$277,068.00                                               |                                             |
| 3    | 3.1      | Coaching and Support for New Teachers                                                         | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$775,541.00                                               |                                             |
| 3    | 3.2      | Provide a District Textbook/Professional Development Assistant and Library Media Technicians. | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$1,298,133.00                                             |                                             |
| 3    | 3.3      | Provide 21st Century Learning Environments                                                    | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$315,000.00                                               |                                             |
| 3    | 3.4      | Provide updated campus and safety features.                                                   | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                  | \$286,000.00                                               |                                             |

| 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 (%) |
|------|----------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 3    | 3.5      | Provide support to each school to allow for academic field trips                                       | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$340,000.00                                               |                                             |
| 3    | 3.6      | Music Opportunities                                                                                    | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,414,031.00                                             |                                             |
| 3    | 3.7      | Physical Education Opportunities                                                                       | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,331,416.00                                             |                                             |
| 3    | 3.8      | Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students. | Yes                                             | Limited to Unduplicated Student Group(s) | Foster Youth<br>Low Income                     | All Schools | \$40,000.00                                                |                                             |
| 3    | 3.9      | Grow Our Own Program                                                                                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$134,151.00                                               |                                             |
| 3    | 3.10     | Spanish Teachers                                                                                       | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$857,961.00                                               |                                             |
| 3    | 3.11     | Provide Support to the Alder Program                                                                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$97,890.00                                                |                                             |
| 3    | 3.12     | Expansion of Inclusive Preschool Access for Community and Staff                                        | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$546,282.00                                               |                                             |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$52,431,041.00                                      | \$51,704,702.00                            |

| 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                  | Supplemental materials and resources (For 2025-26 this action will be removed) | No                                             | \$0.00                                         | \$0.00                                            |
| 1                  | 1.2                  | Supplemental Educational Technology Software Licenses                          | Yes                                            | \$376,542.00                                   | \$375,556.00                                      |
| 1                  | 1.3                  | Supplemental Programs and Staff to Improve College and Career Readiness        | Yes                                            | \$961,263.00                                   | \$980,104.00                                      |
| 1                  | 1.4                  | Career Technical Education Programs                                            | Yes                                            | \$1,755,033.00                                 | \$1,767,706.00                                    |
| 1                  | 1.5                  | Non-traditional Educational Opportunities                                      | Yes                                            | \$11,484,516.00                                | \$12,193,859.00                                   |
| 1                  | 1.6                  | Supplemental Resources to Support English Learners                             | Yes                                            | \$1,477,129.00                                 | \$1,257,307.00                                    |
| 1                  | 1.7                  | Curriculum Teachers on Special Assignment (TOSA)                               | Yes                                            | \$656,766.00                                   | \$670,698.00                                      |
| 1                  | 1.8                  | Special Education Teachers on Special Assignment (TOSA)                        | No                                             | \$340,117.00                                   | \$175,108.00                                      |
| 1                  | 1.9                  | Professional Growth Opportunities Through Specialized Conferences              | Yes                                            | \$354,390.00                                   | \$277,292.00                                      |
| 1                  | 1.10                 | Support Job Embedded Professional development Rotations                        | Yes                                            | \$1,736,437.00                                 | \$1,563,650.00                                    |
| 1                  | 1.11                 | Extra Duty to Support Professional Growth Activities                           | Yes                                            | \$287,010.00                                   | \$187,397.00                                      |

| 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                 | Assessment and Data Analysis Support and Resources                                      | Yes                                            | \$1,672,657.00                                 | \$1,636,499.00                                    |
| 1                  | 1.13                 | Foundational Literacy Support, Including Dyslexia                                       | Yes                                            | \$1,819,683.00                                 | \$2,329,349.00                                    |
| 1                  | 1.14                 | Intervention and Credit Recovery                                                        | Yes                                            | \$180,331.00                                   | \$192,244.00                                      |
| 1                  | 1.15                 | Additional Leadership Coaching and Support<br>(For 2025-26 this action will be removed) | No                                             | \$0.00                                         | \$0.00                                            |
| 1                  | 1.16                 | Evidence Based Strategies for Designated Student Groups in the Red                      | Yes                                            | \$25,000.00                                    | \$0.00                                            |
| 2                  | 2.1                  | Implement a Multi-Tiered Attendance Plan                                                | Yes                                            | \$776,520.00                                   | \$638,683.00                                      |
| 2                  | 2.2                  | Implement a Comprehensive School Counseling Program                                     | Yes                                            | \$3,268,528.00                                 | \$3,294,218.00                                    |
| 2                  | 2.3                  | Provide Additional Support for Foster Youth/McKinney Vento students                     | No                                             | \$216,589.00                                   | \$204,518.00                                      |
| 2                  | 2.4                  | Implement Tiered Behavior and SEL Support                                               | Yes                                            | \$1,360,422.00                                 | \$1,031,242.00                                    |
| 2                  | 2.5                  | Implement a Comprehensive Parent/Family Engagement Plan                                 | Yes                                            | \$1,875,036.00                                 | \$1,918,449.00                                    |
| 2                  | 2.6                  | Deans and Elementary Assistant Principals                                               | Yes                                            | \$1,900,510.00                                 | \$1,580,590.00                                    |
| 2                  | 2.7                  | Implement Equity Plan                                                                   | Yes                                            | \$394,076.00                                   | \$415,496.00                                      |
| 2                  | 2.8                  | Social Emotional Learning Curriculum                                                    | Yes                                            | \$31,690.00                                    | \$35,479.00                                       |

| 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                  | 2.9                  | Provide Social/Emotional Well-Being Support                         | Yes                                            | \$3,507,149.00                                 | \$3,494,279.00                                    |
| 2                  | 2.10                 | Student Enrichment Activities                                       | No                                             | \$90,000.00                                    | \$26,351.00                                       |
| 2                  | 2.11                 | Positive Culture/Climate and Safety                                 | Yes                                            | \$4,969,624.00                                 | \$4,879,177.00                                    |
| 2                  | 2.12                 | District Nurses                                                     | Yes                                            | \$871,387.00                                   | \$905,096.00                                      |
| 2                  | 2.13                 | Activities to promote inclusivity of SWD                            | No                                             | \$30,000.00                                    | \$20,000.00                                       |
| 2                  | 2.14                 | Public Information Officer                                          | Yes                                            | \$208,450.00                                   | \$217,244.00                                      |
| 2                  | 2.15                 | Support Implementation of the Building Assets Reducing Risks (BARR) | Yes                                            | \$402,863.00                                   | \$332,995.00                                      |
| 3                  | 3.1                  | Coaching and Support for New Teachers                               | Yes                                            | \$663,562.00                                   | \$714,013.00                                      |
| 3                  | 3.2                  | Provide a District Librarian and Library Media Technicians.         | Yes                                            | \$1,383,466.00                                 | \$1,338,241.00                                    |
| 3                  | 3.3                  | Provide 21st Century Learning Environments                          | Yes                                            | \$315,000.00                                   | \$284,393.00                                      |
| 3                  | 3.4                  | Provide updated campus and safety features.                         | Yes                                            | \$463,078.00                                   | \$488,127.00                                      |
| 3                  | 3.5                  | Provide support to each school to allow for academic field trips    | Yes                                            | \$340,000.00                                   | \$327,976.00                                      |
| 3                  | 3.6                  | Music Opportunities                                                 | Yes                                            | \$1,327,343.00                                 | \$1,366,887.00                                    |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                                                             | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                                                                        |                                                |                                                |                                                   |
| 3                  | 3.7                  | Physical Education Opportunities                                                                       | Yes                                            | \$1,254,952.00                                 | \$1,195,297.00                                    |
| 3                  | 3.8                  | Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students. | Yes                                            | \$40,000.00                                    | \$40,000.00                                       |
| 3                  | 3.9                  | Grow Our Own Program                                                                                   | Yes                                            | \$116,116.00                                   | \$88,072.00                                       |
| 3                  | 3.10                 | Spanish Teachers                                                                                       | Yes                                            | \$794,533.00                                   | \$839,058.00                                      |
| 3                  | 3.11                 | Provide Support to the Alder Program                                                                   | Yes                                            | \$135,000.00                                   | \$135,000.00                                      |
| 3                  | 3.12                 | Expansion of Inclusive Preschool Access for Community and Staff                                        | Yes                                            | \$142,345.00                                   | \$216,275.00                                      |
| 4                  | 4.1                  | Film/Media CTE Courses                                                                                 | No                                             | \$56,706.00                                    | \$60,146.00                                       |
| 4                  | 4.2                  | Supplies for CTE Course                                                                                | No                                             | \$4,817.00                                     | \$0.00                                            |
| 4                  | 4.3                  | Registered Pre-Apprenticeship                                                                          | No                                             | \$9,389.00                                     | \$2,644.00                                        |
| 4                  | 4.4                  | Licensed Vocational Nurse                                                                              | No                                             | \$137,155.00                                   | \$132,445.00                                      |
| 4                  | 4.5                  | Grow Our Own Teacher's Aide                                                                            | No                                             | \$20,427.00                                    | \$11,489.00                                       |
| 4                  | 4.6                  | 5 Star Students                                                                                        | No                                             | \$7,100.00                                     | \$3,550.00                                        |
| 5                  | 5.1                  | Provide a Film/Media Career Technical Education Courses/Pathway                                        | No                                             | \$56,707.00                                    | \$60,145.00                                       |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                                                                | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 5                  | 5.2                  | Supplies for the Film/Media CTE Pathway                                                                   | No                                             | \$59,650.00                                    | \$5,142.00                                        |
| 5                  | 5.3                  | Registered Pre-Apprenticeship                                                                             | No                                             | \$64,223.00                                    | \$2,644.00                                        |
| 5                  | 5.4                  | Extra Duty for Staff                                                                                      | No                                             | \$613.00                                       | \$0.00                                            |
| 6                  | 6.1                  | Ed. Tech TOSA                                                                                             | No                                             | \$125,534.00                                   | \$129,884.00                                      |
| 6                  | 6.2                  | Fund a Corwin Consultant                                                                                  | No                                             | \$60,000.00                                    | \$61,317.00                                       |
| 6                  | 6.3                  | Supplemental Support and Resources                                                                        | No                                             | \$45,090.00                                    | \$27,996.00                                       |
| 6                  | 6.4                  | Fund an Additional Instructional Aide                                                                     | No                                             | \$49,693.00                                    | \$11,169.00                                       |
| 6                  | 6.5                  | On Site Daily Guest Teacher                                                                               | No                                             | \$49,665.00                                    | \$36,884.00                                       |
| 6                  | 6.6                  | Expanding Tutoring Support                                                                                | No                                             | \$6,144.00                                     | \$5,176.00                                        |
| 7                  | 7.1                  | Deep Dive into Standards within a Nested Data System (This action is removed for the 2025-26 school year) | No                                             | \$0.00                                         | \$0.00                                            |
| 7                  | 7.2                  | AVID Professional Learning By Content (This action is removed for the 2025-26 school year)                | No                                             | \$0.00                                         | \$0.00                                            |
| 7                  | 7.3                  | MTSS (Multi-Tiered System of Supports) TOSA (This action is removed for the 2025-26 school year)          | No                                             | \$0.00                                         | \$0.00                                            |
| 7                  | 7.4                  | CTE teacher for robotics/Maker Space                                                                      | No                                             | \$134,035.00                                   | \$139,359.00                                      |

| <b>Last Year's Goal #</b> | <b>Last Year's Action #</b> | <b>Prior Action/Service Title</b>                                                     | <b>Contributed to Increased or Improved Services?</b> | <b>Last Year's Planned Expenditures (Total Funds)</b> | <b>Estimated Actual Expenditures (Input Total Funds)</b> |
|---------------------------|-----------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|
| <b>7</b>                  | <b>7.5</b>                  | Learning Support TOSA                                                                 | No                                                    | \$136,143.00                                          | \$146,176.00                                             |
| <b>7</b>                  | <b>7.6</b>                  | Fund a Digital Media Arts Teacher                                                     | No                                                    | \$81,485.00                                           | \$83,881.06                                              |
| <b>8</b>                  | <b>8.1</b>                  | MTSS (Multi-Tiered System of Support) TOSA                                            | No                                                    | \$142,513.00                                          | \$113,624.84                                             |
| <b>8</b>                  | <b>8.2</b>                  | Learning Support TOSA                                                                 | No                                                    | \$175,438.00                                          | \$187,556.10                                             |
| <b>8</b>                  | <b>8.3</b>                  | Bilingual Aide                                                                        | No                                                    | \$20,426.00                                           | \$27,907.00                                              |
| <b>8</b>                  | <b>8.4</b>                  | Fund an additional section for 8th grade ELA                                          | No                                                    | \$35,241.00                                           | \$45,724.00                                              |
| <b>8</b>                  | <b>8.5</b>                  | Fund two sections of 7th Grade Success Class                                          | No                                                    | \$18,407.00                                           | \$20,908.00                                              |
| <b>9</b>                  | <b>9.1</b>                  | Learning Support TOSA focused on Academics                                            | No                                                    | \$170,713.00                                          | \$151,628.00                                             |
| <b>9</b>                  | <b>9.2</b>                  | Provide social/emotional learning and behavior support                                | No                                                    | \$145,500.00                                          | \$145,000.00                                             |
| <b>9</b>                  | <b>9.3</b>                  | Provide a Learning Support Teacher on Special Assignment for Behavior and SEL Support | No                                                    | \$170,713.00                                          | \$152,193.00                                             |
| <b>9</b>                  | <b>9.4</b>                  | Provide a Campus Aide who will provide behavior and SEL support                       | No                                                    | \$46,163.00                                           | \$9,957.00                                               |
| <b>9</b>                  | <b>9.5</b>                  | Provide a Bilingual Instructional Aide                                                | No                                                    | \$44,737.00                                           | \$26,429.00                                              |
| <b>9</b>                  | <b>9.6</b>                  | Full-Time Front Office Clerk to Support MTSS Implementation and Family Engagement     | No                                                    | \$46,165.00                                           | \$42,161.00                                              |
| <b>10</b>                 | <b>10.1</b>                 | Learning Support TOSA                                                                 | No                                                    | \$162,188.00                                          | \$118,427.00                                             |

| 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) |
|--------------------|----------------------|-------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                 |                                                |                                                |                                                   |
| 10                 | 10.2                 | Campus Aide for MTSS Support                    | No                                             | \$35,294.00                                    | \$27,280.00                                       |
| 10                 | 10.3                 | Instructional Aide for SEL and Academic Support | No                                             | \$32,854.00                                    | \$25,028.00                                       |
| 10                 | 10.4                 | MTSS Infrastructure & Tools                     | No                                             | \$75,000.00                                    | \$56,907.00                                       |

# 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) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| \$44,370,101.00                                                                  | \$46,550,638.00                                         | \$45,194,645.00                                                       | \$1,355,993.00                                                                                     | 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                  | 1.2                  | Supplemental Educational Technology Software Licenses                   | Yes                                             | \$376,542.00                                                           | \$375,556.00                                                              |                                         |                                                                     |
| 1                  | 1.3                  | Supplemental Programs and Staff to Improve College and Career Readiness | Yes                                             | \$961,263.00                                                           | \$980,104.00                                                              |                                         |                                                                     |
| 1                  | 1.4                  | Career Technical Education Programs                                     | Yes                                             | \$1,508,396.00                                                         | \$1,613,473.00                                                            |                                         |                                                                     |
| 1                  | 1.5                  | Non-traditional Educational Opportunities                               | Yes                                             | \$11,484,516.00                                                        | \$12,193,859.00                                                           |                                         |                                                                     |
| 1                  | 1.6                  | Supplemental Resources to Support English Learners                      | Yes                                             | \$1,253,334.00                                                         | \$1,117,258.00                                                            |                                         |                                                                     |
| 1                  | 1.7                  | Curriculum Teachers on Special Assignment (TOSA)                        | Yes                                             | \$656,766.00                                                           | \$670,698.00                                                              |                                         |                                                                     |
| 1                  | 1.9                  | Professional Growth Opportunities Through Specialized Conferences       | Yes                                             | \$354,390.00                                                           | \$277,292.00                                                              |                                         |                                                                     |
| 1                  | 1.10                 | Support Job Embedded Professional development Rotations                 | Yes                                             | \$1,736,437.00                                                         | \$1,563,650.00                                                            |                                         |                                                                     |
| 1                  | 1.11                 | Extra Duty to Support Professional Growth Activities                    | Yes                                             | \$287,010.00                                                           | \$187,397.00                                                              |                                         |                                                                     |
| 1                  | 1.12                 | Assessment and Data Analysis Support and Resources                      | Yes                                             | \$1,672,657.00                                                         | \$1,636,499.00                                                            |                                         |                                                                     |
| 1                  | 1.13                 | Foundational Literacy Support, Including Dyslexia                       | Yes                                             | \$1,819,683.00                                                         | \$1,160,268.00                                                            |                                         |                                                                     |
| 1                  | 1.14                 | Intervention and Credit Recovery                                        | Yes                                             | \$180,331.00                                                           | \$192,244.00                                                              |                                         |                                                                     |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                          | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 1                  | 1.16                 | Evidence Based Strategies for Designated Student Groups in the Red  | Yes                                             | \$25,000.00                                                            | \$0.00                                                                    |                                         |                                                                     |
| 2                  | 2.1                  | Implement a Multi-Tiered Attendance Plan                            | Yes                                             | \$776,520.00                                                           | \$638,683.00                                                              |                                         |                                                                     |
| 2                  | 2.2                  | Implement a Comprehensive School Counseling Program                 | Yes                                             | \$3,268,528.00                                                         | \$3,294,218.00                                                            |                                         |                                                                     |
| 2                  | 2.4                  | Implement Tiered Behavior and SEL Support                           | Yes                                             | \$1,360,422.00                                                         | \$1,031,242.00                                                            |                                         |                                                                     |
| 2                  | 2.5                  | Implement a Comprehensive Parent/Family Engagement Plan             | Yes                                             | \$1,875,036.00                                                         | \$1,918,449.00                                                            |                                         |                                                                     |
| 2                  | 2.6                  | Deans and Elementary Assistant Principals                           | Yes                                             | \$1,900,510.00                                                         | \$1,580,590.00                                                            |                                         |                                                                     |
| 2                  | 2.7                  | Implement Equity Plan                                               | Yes                                             | \$394,076.00                                                           | \$415,496.00                                                              |                                         |                                                                     |
| 2                  | 2.8                  | Social Emotional Learning Curriculum                                | Yes                                             | \$31,690.00                                                            | \$35,479.00                                                               |                                         |                                                                     |
| 2                  | 2.9                  | Provide Social/Emotional Well-Being Support                         | Yes                                             | \$1,199,812.00                                                         | \$1,040,160.00                                                            |                                         |                                                                     |
| 2                  | 2.11                 | Positive Culture/Climate and Safety                                 | Yes                                             | \$4,969,624.00                                                         | \$4,783,356.00                                                            |                                         |                                                                     |
| 2                  | 2.12                 | District Nurses                                                     | Yes                                             | \$871,387.00                                                           | \$905,096.00                                                              |                                         |                                                                     |
| 2                  | 2.14                 | Public Information Officer                                          | Yes                                             | \$208,450.00                                                           | \$217,244.00                                                              |                                         |                                                                     |
| 2                  | 2.15                 | Support Implementation of the Building Assets Reducing Risks (BARR) | Yes                                             | \$402,863.00                                                           | \$332,995.00                                                              |                                         |                                                                     |
| 3                  | 3.1                  | Coaching and Support for New Teachers                               | Yes                                             | \$663,562.00                                                           | \$714,013.00                                                              |                                         |                                                                     |
| 3                  | 3.2                  | Provide a District Librarian and Library Media Technicians.         | Yes                                             | \$1,383,466.00                                                         | \$1,338,241.00                                                            |                                         |                                                                     |
| 3                  | 3.3                  | Provide 21st Century Learning Environments                          | Yes                                             | \$315,000.00                                                           | \$284,393.00                                                              |                                         |                                                                     |
| 3                  | 3.4                  | Provide updated campus and safety features.                         | Yes                                             | \$463,078.00                                                           | \$488,127.00                                                              |                                         |                                                                     |

| 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) |
|--------------------|----------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 3                  | 3.5                  | Provide support to each school to allow for academic field trips                                       | Yes                                             | \$340,000.00                                                           | \$327,976.00                                                              |                                         |                                                                     |
| 3                  | 3.6                  | Music Opportunities                                                                                    | Yes                                             | \$1,327,343.00                                                         | \$1,366,887.00                                                            |                                         |                                                                     |
| 3                  | 3.7                  | Physical Education Opportunities                                                                       | Yes                                             | \$1,254,952.00                                                         | \$1,195,297.00                                                            |                                         |                                                                     |
| 3                  | 3.8                  | Provide school supplies, field trips and enrichment activities for Foster Youth and Homeless students. | Yes                                             | \$40,000.00                                                            | \$40,000.00                                                               |                                         |                                                                     |
| 3                  | 3.9                  | Grow Our Own Program                                                                                   | Yes                                             | \$116,116.00                                                           | \$88,072.00                                                               |                                         |                                                                     |
| 3                  | 3.10                 | Spanish Teachers                                                                                       | Yes                                             | \$794,533.00                                                           | \$839,058.00                                                              |                                         |                                                                     |
| 3                  | 3.11                 | Provide Support to the Alder Program                                                                   | Yes                                             | \$135,000.00                                                           | \$135,000.00                                                              |                                         |                                                                     |
| 3                  | 3.12                 | Expansion of Inclusive Preschool Access for Community and Staff                                        | Yes                                             | \$142,345.00                                                           | \$216,275.00                                                              |                                         |                                                                     |

# 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) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$109,615,313.00                                          | \$44,370,101.00                                                   | 0.781%                                                   | 41.259%                                                                                                         | \$45,194,645.00                                                              | 0.000%                                                        | 41.230%                                                                                    | \$31,551.59                                                                | 0.029%                                            |

# 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](mailto: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, Statutes of 2024.

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

**Engaging Educational Partners**

***Purpose***

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

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

**Requirements**

***Requirements***

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric #                                                                   |
|----------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Enter the metric number.</li></ul> |
| 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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then. |

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

- 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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