

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
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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.

Yreka High School is a public comprehensive four-year high school with an enrollment of approximately 535, plus 20 Independent study students. YHS serves eleven feeder schools including the communities of Big Springs, Bogus, Delphic, Gazelle, Grenada, Edgewood, Hornbrook, Klamath River, Montague, Willow Creek and Yreka. The boundaries of the student attendance area of Yreka incorporate 1,200 square miles of a predominantly rural, agricultural area geographically isolated from large metropolitan areas. Agriculture, government, light manufacturing, health services and tourism are the primary components of the local economy. The ethnicity of the population is primarily white (53%), with 20% Hispanic, 6% American Indian and 0.5% African American students, 4% Asian students, and 14% with multiple reported ethnicities. Yreka High School is a schoolwide Title I school. Categorical funds are used to help all students in need of academic assistance and support. In the 2022-2023 school year, a comprehensive Western Association of Schools and Colleges program review was completed, netting YHS with a six year clear accreditation, the longest possible from WASC. YHS has many classes that will continue to be dual enrolled with Klamath Community College, Southern Oregon University, & College of the Siskiyous: Statistics, Pre Calculus, AP World History, AP US History, AP Comp/Lang, AP Comp Lit; AP Chemistry, AP Spanish IV, Spanish III, Innovative Agriculture, Miner Band, and Vocal Ensemble. We are in a semester system and offer seven periods, with a modified block schedule. The site based leadership teams continue in the YUHSD. There are four teams: District Curriculum, YHS Student Support, YHS Leadership, and DHS Leadership. Each team contains a combination of paid teacher positions, administrators, and counselors. This allows for a wide perspective and access to a broad spectrum of ideas. The focus of each of the leadership teams is different, however, each provides comprehensive input to the Site Plan and LCAP.

An alternative education opportunity is offered within the district at our Discovery High School. Discovery High School has an enrollment of approximately 50 students. A Community Day School program is offered with one class. Community Day School primarily serves expelled

students and has an enrollment of approximately 3 students. Both Discovery High School and Community Day School will receive Equity Multiplier funding for the 2026-2027 school year.

Reflections: Annual Performance

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

Yreka Union High School District continues to expand the college and career readiness programs. We have extensive A-G course offerings, that includes Advanced Placement courses and Career Technical Education courses. 39% of our 2025 graduates completed the A-G requirements. The Career Technical Education pathways continue to grow along with the Dual Enrollment programs with Southern Oregon University and Klamath Community College. Students have the opportunity to take 11 dual enrollment courses with 22% of our students enrolled in these courses.

Our Career Education programs continue to expand with the financial support from the Perkins, CTEIG and the K12 Strong Workforce grants. The funding has supported upgrades in all of our CTE programs. We have 6 CTE Pathways: Food Service & Hospitality, Patient Care, Cabinetry, Millwork, and Construction, Agricultural Mechanics, Agriscience, Floral Design. The expansion of our Agriculture pathway with Ag Biology has been a popular selection amongst students. The Ag Biology course is an A-G course that fulfills the science requirement, and also allows for students who show fair animals to take the required Agriculture class. Culinary expanded their completer courses with a marketing and entrepreneur class. This course took on many events in the community and students were able to learn about the business side of catering. Our Patient Care pathway was expanded to include Medical Biology and Athletic Training courses. Student interest in our CTE programs continue to grow, which allows us to expand the programs we offer. 32% of our students were pathway completers in the 24-25 school year.

We will continue to offer an Academic Success Program this year that is designed for Freshman and Sophomore students who are struggling in their classes and need the extra support. This class has been very beneficial and is more structured than our Learning Center and the students in this class are getting more individualized help with all of their academics. The Opportunity class teachers are working directly with the other teachers and providing more support and direction to get students back on track of passing their classes. We continue to expand our Credit Recovery program and are able to offer 4 periods for students to make up necessary credits. For Credit Recovery, we will continue to use the Edmentum program, which is an online program that allows students to go at their own pace and they have access to the program at school and at home. The Edmentum program is also being used in our Yreka Options program and at both the Discovery High School program and Community Day School.

The Mild to Moderate Special Education program was implemented in 2018-2019, and we are the only district in the county providing this program. The Mild to Moderate program continues to grow in number of students and currently has 7 students.

The English Language Development class was implemented to help support our English Learners. We offer one period a day for all of our English Learners and this instructor also conducts the ELPAC tests. This teacher also provides staff development and curriculum support for teachers who have English Learners in their class. This has provided a better collaboration with staff and counselors on the needs of our English Learners and the support needed for our teachers.

We have partnered with two Upward Bound programs, UC Davis and College of the Siskiyous. Both of these programs provide first generation college students the necessary support to be college bound. The UC Davis program is integrated into our schedule and students take a class that gives them to opportunity to work on all the necessary steps to apply to a college of their choice. This program also provides tutoring and scholarship application support. The UC Davis program and the College of the Siskiyous program offer a summer program where students take college courses and have the opportunity to go on a college tour. We also partner with the Karuk Tribe who provide resources and tutoring support for our Native students, and weekly Karuk Language classes. Students in this program also have the opportunity to go on college tours. We have also received the Educational Talent Search grant with the College Options program, and are fortunate to have a full time counselor working with our students to provide support for our students on their post secondary needs.

For the dashboard, our suspension rate fell from yellow in 23/24 to red in 24/25 increasing 4.6% to 12% suspended at least one day. Our lowest performing groups for 24/25 were the following. American Indian increased by 4.8% to 18.9% and fell from Orange to Red. Homeless increased by 6.1% to 24.2% and fell from Orange to Red. Socioeconomically Disadvantaged increased by 5.8% to 15% and fell from yellow to red. Students with Disabilities remained red and maintained the same rate from 23/24. White increased by 5.5% to 13.2% and fell from yellow to red.

Our Graduation Rate improved from yellow in 23/24 to green in 24/25 and increased by 4.7% to 94% graduated. For 23/24 our lowest performing group was Hispanic at Orange. For 24/25, the Hispanic student group declined by 4.4% but did not have enough students to receive a performance color.

Our College & Career indicator improved from orange in 23/24 to green in 24/25 and increased by 6.8%. For 23/24, our lowest performing groups were Hispanic at red which increased by 1.5% in 24/25 but didn't have enough students to receive a performance color.

For our academic progress, our ELA testing fell from green in 23/24 to yellow in 24/25 and decreased by 1.2 points. Our math testing fell from yellow in 23/24 to orange in 24/25 and declined by 14.8 points. Our lowest performing student group in math was Socioeconomically Disadvantaged which decreased by 3.6 points and went from orange in 23/24 to red in 24/25.

LREBG funds were completely spent.

Reflections: Technical Assistance

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

Yreka High School District has been identified for Differentiated Assistance based on California School Dashboard indicators, including academic performance and suspension rates for specific student groups. In response, the District and the Siskiyou County Office of Education are reviewing Dashboard data, local assessments, suspension records, attendance trends, course performance, and other relevant indicators to identify root causes and strengthen support systems.

The technical assistance process focuses on targeted, evidence-based actions outlined in the Local Control and Accountability Plan (LCAP). To improve academic achievement, the District will refine Tier 1 instructional practices, expand common formative assessments, strengthen intervention systems, increase student progress monitoring, and provide professional development in instructional strategies, standards alignment, and support for students facing academic challenges. To address suspension rates, the District will enhance restorative practices, such as the PAD and SOS intervention programs, increase student engagement supports, and offer staff training in de-escalation, classroom management, and trauma-informed practices.

The District will monitor progress by regularly reviewing academic, behavioral, attendance, and student group data. Insights from Differentiated Assistance will guide the refinement of LCAP actions, improve implementation, and ensure resources are directed to students and groups with the greatest need.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	We seek input from our teachers through annual staff meetings dedicated to our LCAP process and departmental spreadsheets where they can request services/items towards our LCAP goals as well as contribute to plans for those goals.
Principals	We seek input from our principals through annual staff meetings dedicated to our LCAP process and departmental spreadsheets where they can request services/items towards our LCAP goals as well as contribute to plans for those goals.
Administrators	We seek input from our administrators through annual staff meetings dedicated to our LCAP process and departmental spreadsheets where they can request services/items towards our LCAP goals as well as contribute to plans for those goals.
Other School Personnel	We seek input from our school personnel through annual staff meetings dedicated to our LCAP process and departmental spreadsheets where they can request services/items towards our LCAP goals as well as contribute to plans for those goals.
Local Bargaining Units of the LEA	We seek input from our local bargaining units through annual staff meetings dedicated to our LCAP process and departmental spreadsheets where they can request services/items towards our LCAP goals as well as contribute to plans for those goals.
Parents	We seek input for the LCAP from parents through our Site Council and District Parent Advisory Committee. We also use a parent/student survey each year with every other year being the Healthy Kids Survey.

Educational Partner(s)	Process for Engagement
Students	We seek input for the LCAP from students through our Site Council and District Parent Advisory Committee. We also use a parent/student survey each year with every other year being the Healthy Kids Survey.
DHS Educational Partners (Equity Multiplier Funded School)	For our Equity Multiplier funding at DHS, we solicited feedback through staff meetings & meetings with the Superintendent during Spring 2026. We received parent input through our parent surveys conducted in May as well as Site Council & District Parent Advisory Committee meetings which were both held in March.
CDS Educational Partners (Equity Multiplier Funded School)	For our Equity Multiplier funding at CDS, we solicited feedback through staff meetings & meetings with the Superintendent during Spring 2025. We received parent input through our parent surveys conducted in May as well as Site Council & District Parent Advisory Committee meetings which were both held in March.
SELPA	SELPA consultation was Feb. 2026

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

Our staff have a heavy influence on the creation of our LCAP as we spend several weekly staff meetings dedicated to it's planning. We also have departmental sheets that are shared with all Faculty to get input for the LCAP. Many of our action items come from feedback on these LCAP sheets. Parents & students also have the opportunity to influence through Site Council & District Parent Advisory Committee which we dedicate one meeting towards input on the LCAP. In goal 1, Actions 1.1 (surveys), 1.3 (Parent & School Communication), & 1.4 (Advisory Committees) influence how we receive feedback from our educational partners. Actions 1.5 (Professional Development), 1.7 (PE Clothing), & 1.8 (Senior Project Board Completion Event) were added in response to our educational partner feedback. In goal 2, Actions 2.1 (Textbooks/Curriculum), 2.2 (Classroom Supplies), 2.4 (Geology Field Trips), 2.7 (Professional Development), 2.9 (Academic & Credit Recovery Support), 2.11 (Mild/Moderate Life Skills Class), 2.12 (Academic Awards), 2.14 (DHS Field Trips), & 2.15 (SPED Field Trip), 2.17 (Cross Curricular Collaboration), & 2.18 (ELA CAASPP Support) were added in response to our educational partner feedback. In goal 3, Actions 3.3 (Professional Development), 3.4 (Subscriptions), 3.6 (SPED Profile Days, 3.9 (SPED Testing), 3.10 (DHS/CDS Ipad), 3.11 (Counselor Laptop), & 3.12 (Teacher Laptops) were added in response to our educational partner feedback. In goal 4, Actions 4.1 (Theater Lobby TV), 4.2 (Student Union Sound System), & 4.3 (Fine Arts) were added in response to our educational partner feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Expand the involvement of Stakeholders and communication with Stakeholders in the evaluation and improvement of all programs at Yreka Union High School District.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We are carrying this goal over from the previous LCAP cycle. We decided to keep this goal due to our district attendance rates and alt ed graduation rates not improving as much as we would like. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union High School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate Current Year After 3rd Quarter Priority 5A	23/24 3rd Quarter YHS- 93.1% DHS- 50.3% CDS- 62.5%	24/25 3rd Quarter YHS- 94.9% DHS- 49% CDS- 56.9%	25/26 3rd Quarter YHS- 93.7% DHS- 48.7% CDS- 47.9%	YHS- 95% DHS- 52% CDS- 65%	YHS- Improved 0.6% DHS- Regressed 1.6% CDS- Regressed 14.6%
1.2	Chronic Absenteeism Rate (Prior Year) Priority 5B	22/23 District All- 34.4% YHS- 28.2% DHS- 90.6% CDS- 88.5% District Serioeconomically Disadvantaged- 45%	23/24 District All- 28.1% YHS- 21.3% DHS- 94.1% CDS- 100% District Socioeconomically Disadvantaged- 38.5%	24/25 District All- 30.3% YHS- 25.6% DHS- 97.8% CDS- 86.7% District Socioeconomically Disadvantaged- 40.2%	District All- 28% YHS- 20% DHS- 85% CDS- 85% District Socioeconomically Disadvantaged- 40%	District All- Improved 4.1% YHS- Improved 2.6% DHS- Regressed 7.2% CDS- Improved 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						District Socioeconomically Disadvantaged-Improved 4.8%
1.3	Graduation Rates (Prior Year) Priority 5E	22/23 YHS- 95.1% DHS- 75.5%	23/24 YHS- 93.7% DHS- 82%	24/25 YHS- 97.1% DHS- 84.1%	YHS- 98% DHS- 79%	YHS- Improved 2% DHS- 5.1% better than goal
1.4	High School Drop Out Rate (Prior Year) Priority 5D	22/23 YHS- 3.7% DHS- 6.1%	23/24 YHS- 2.1% DHS- 10%	24/25 YHS- 2.2% DHS- 11.4%	YHS- 2% DHS- 5%	YHS- Improved 1.5% DHS- Regressed 5.3%
1.5	% of Parent Aeries Accounts- Current Year Priority 3	23/24 3rd Quarter YHS- 94.9% DHS- 84.1% CDS- 100%	24/25 3rd Quarter YHS- 95.6% DHS- 81% CDS- 33.3%	25/26 3rd Quarter YHS- 98.7% DHS- 83.7% CDS- 100%	YHS- 99% DHS- 88% CDS- 100%	YHS- Improved 3.8% DHS- Regressed 0.4% CDS- Met Goal
1.6	% of Survey Results Prior Year Priority 6C	22/23 Number of Responses- 114 Percent of positive responses for safety & school connectedness: Parents- 75%	23/24 Number of Responses- 122 Percent of positive responses for safety & school connectedness: Students- 79%	24/25 Number of Responses- 409 Percent of positive responses for safety & school connectedness: Students-51%	200 Responses 80% positive responses for safety & school connectedness.	209 Responses above goal Regressed by 24% positive responses for safety & school connectedness.
1.7	Number of Parents Attending Advisory Committees Priority 3	23/24 6	24/25 7	25/26 9	10	Improved by 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.

All actions were fully implemented as planned during the 2025-2026 school year. Our district chronic absenteeism rate and alternative education graduation rates continue to be our biggest focus. We continue to utilize Parentsquare and Aeries accounts to help with attendance. We had a mix of success and challenges with this. A success was that all three sites improved in our number of parents utilizing Aeries accounts. A challenge was that all three sites had a decline in attendance rate with only CDS improving in Chronic Absenteeism. We also had a success with our Alt Ed graduation rates improving again and we are now over 5% above our goal. Another success in this goal was with our parent surveys as we increased to 409 responses, more than double our goal.

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

Action 1.3 Parent & Student School Communication- We spent more than budgeted because of an unexpected price increase for Aeries.
Action 1.4 Advisory Committees- We spent less than budgeted because stipends won't be paid until the end of the year.
Action 1.5 Professional Development- We spent less than budgeted because the buyback day was moved to the end of the school year so it hasn't been paid yet.
Action 1.6 Stakeholder Engagement Activities- We spent less than budgeted because some of the activities won't take place until the end of the school year.
Action 1.7 Challenge Day- We spent less than budgeted because the cost ended up being less than anticipated.

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

Action 1.1 was ineffective according to metric 1.6. It was ineffective because despite increasing the number of parent responses by 287, the positive responses fell by 28%.
Action 1.2 was effective according to metric 1.3. It was effective because we improved our Graduation rate at YHS & DHS.
Action 1.3 was effective according to metric 1.7. It was effective because our parents attending advisory committees improved district wide.
Action 1.4 was effective according to metric 1.7 as we increased our parent participation in attending advisory committees.
Action 1.5 was effective according to metric 1.3. It was effective because we improved our Graduation rate at YHS & DHS.
Action 1.6 was effective according to metric 1.3. It was effective because we improved our Graduation rate at YHS & DHS.
Action 1.7 was effective according to metric 1.3. It was effective because we improved our Graduation rate at YHS & DHS.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice because the actions are being effective or we are waiting for the third year of implementation to see if the action is effective.

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	Surveys	Alternating years between Healthy Kids Survey and local parent/student survey.- \$500 (Resource 1100)	\$500.00	No
1.2	Attendance/Counseling Support	Salary (percent of increased and improved services) Hanon- 40% Counselor- \$54,371, 10% Attendance- \$13,593 Silva- 50% Attendance- \$61,101 Freitas- 50% Counselor- \$69,131 Carlson- 100% Counselor- \$103,405 Casson- 26% General- \$31,791 Crovell- 100% Social Work Services- \$111,291 Campos- 30% Attendance- \$33,387 Carr- 25% CBEDS- \$27,013 (Resource 0000)	\$647,768.00	Yes
1.3	Parent & Student School Communication	Aeries- \$13,000 Website (IES)- \$2,400 ParentSquare- \$4,537 Communication Materials/Nudge Cards- \$300 (Resource 1100)	\$19,900.00	No
1.4	Advisory Committees	Site Council Title VI Parent Committee Total Salaries/Benefits for Leadership Teams- \$29679 District Curriculum Team YHS Leadership YHS Student Support DHS Leadership	\$29,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Resource 0000)		
1.5	Professional Development	Professional Development Buyback Day- \$22,498 Resource (6019)	\$22,498.00	No
1.6	Stakeholder Engagement Activities	Graduation & Top 100 Decorations/Flowers/Awards- \$4000 Miner Showcase- \$500 DHS Graduation- \$1000 Spanish Class Cultural Activities- \$500 (Resource 1100) Miner Showcase Coordinator- \$1500 (Resource 0000)	\$7,500.00	No
1.7	PE Clothing	YHS Miner Loaner Clothing- \$500 Resource 0000	\$500.00	Yes
1.8	Senior Project Board Completion Event	Senior Project Board Completion Supplies- \$500 Resource 0000	\$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will meet College and Career readiness indicators, engage in rigorous academic and career technical curriculum, and meet benchmarks through the implementation of curriculum aligned to state standards, ensuring a broad course of study.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was carried over from the last LCAP cycle to maintain our progress we have made in priorities 2, 4, 7 and 8. By providing a broad course of study, academic supports, and monitoring of progress, students will be engaged in rigorous academics and more able to meet college and career readiness indicators. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union High School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP % Met or Exceeded (Prior Year) Priority 4A	22/23 YHS ELA- 62.4% YHS Math- 19.6% DHS ELA- 3.5% DHS Math- 3.3% District ELA All- 51.8% District Math All- 16.5% District Low Income ELA- 41.8% District Low Income Math- 9.8%	23/24 YHS ELA- 61.6% YHS Math- 24.7% DHS ELA- 0% DHS Math- 0% District ELA All- 53.9% District Math All- 21.6% District Low Income ELA- 48.4%	24/25 YHS ELA- 52% YHS Math- 20.1% DHS ELA- N/A (less than 11 students tested) DHS Math-N/A (less than 11 students tested) District ELA All- 49.7% District Math All- 18.7%	YHS ELA- 70% YHS Math- 25% DHS ELA- 5% DHS Math- 5% District ELA All- 55% District Math All- 22% District Low Income ELA- 50% District Low Income Math- 15%	YHS ELA- Regressed 10.4% YHS Math- Improved 0.5% DHS ELA- N/A (less than 11 students tested) DHS Math-N/A (less than 11 students tested) District ELA All- Regressed 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			District Low Income Math- 12.1%	District ELA Low Income- 47.2% District Math Low Income- 15%		District Math All-Improved 2.2% District Low Income ELA-Improved 5.4% District Low Income Math-Improved 2.3%
2.2	% of Students Enrolled in Dual Enrollment Priority 4H	3rd Quarter 23-24 23% of students enrolled in Dual Enrollment	3rd Quarter 24-25 21.6% of students enrolled in Dual Enrollment	3rd Quarter 25-26 35.5% of students enrolled in Dual Enrollment	28% of students enrolled in dual enrollment	7.5% over goal
2.3	% of Students scoring at or Above 3 on AP Exam Priority 4G	22/23 Score 43% of students scoring at or above 3 on AP Exam	23/24 Scores 58% of students scoring at or above 3 on AP Exam	24/25 Scores 68% of students scoring at or above 3 on AP Exam	70% of students at or above 3 on the AP exam	Improved by 25%
2.4	% of Students Completing A-G Requirements (Prior Year) Priority 4B	22/23 35% of students completing A-G requirements	23/24 28% of students completing A-G requirements	24/25 38% of students completing A-G requirements	40% of students completing A-G Requirements	Improved by 3%
2.5	% of Students failing more than 1 course Priority 8	Fall Semester 23/24 6.1% failing more than 1 course (38 students)	Fall Semester 24/25 9.8% failing more than 1 course (59 students)	Fall Semester 25/26 9% failing more than 1 course (51 students)	5% failing more than 1 course	Regressed by 2.9%
2.6	% of Students failing at least 1 course Priority 8	Fall Semester 23/24 16.5% failing at least 1 course (103 students)	Fall Semester 24/25 20.9% failing at least 1 course (126 students)	Fall Semester 25/26 17% failing at least 1 course (96 students)	15% failing at least 1 course	Regressed by 0.5%
2.7	% of Students completing a CTE Pathway (Prior Year) Priority 4C	22/23 65% of students who are pathway completers.	23/24 38.5% of students who are pathway completers.	24/25 31.5% of students who are pathway completers	70% of students who are pathway completers.	Regressed by 33.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	% of EL CAASPP Scores (Prior Year) Priority 4A	22/23 0% of EL students met or exceed ELA CAASPP (2 Juniors) 0% of EL students met or exceed Math CAASPP (2 Juniors)	23/24 There were no 11th grade EL students	24/25 0% of EL students met or exceed ELA CAASPP (3 Juniors) 0% of EL students met or exceed Math CAASPP (3 Juniors)	25% of EL students met or exceed ELA CAASPP 20% of EL students met or exceed Math CAASPP	Maintained Baseline
2.9	EL Percent of Student Progress on ELPAC Priority 4E	22-23 Scores 78% of EL students showed progress on the ELPAC (7/9 students)	23-24 Scores 67% of EL students showed progress on the ELPAC (4/6 students)	24-25 Scores 16.7% of EL students showed progress on the ELPAC (1/6 students)	80% of EL students will show progress on the ELPAC	Regressed by 61.3%
2.10	Percent of EL Reclassification Priority 4F	0% of students were reclassified (22-23)	23/24 10% of students were reclassified (1 student)	24/25 0% of students were reclassified	10% of EL students will be reclassified	Maintained Baseline
2.11	CAST Met or Exceeded Priority 4A	22-23 Scores YHS- 27.2% DHS- 6.7%	23-24 Scores YHS- 32% DHS- 0%	24-25 Scores YHS- 30.1% DHS- N/A (less than 11 students tested)	YHS- 35% DHS- 9%	YHS- Improved 2.9% DHS- N/A (less than 11 students tested)
2.12	Percent of Implemented Core Curriculum that is State Standards Aligned, including ELD Priority 2	23-24 100%	24-25 100%	25-26 100%	100%	No Change
2.13	% of Students meeting A-G Requirements and Completing at least 1 CTE Pathway (Prior Year) Priority 4D	22-23 13%	23-24 11.2%	24-25 14.2%	15%	Improved 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	% of Students Prepared on CCI Indicator	22-23 District All-30.7% District Low Income-16.8% District Hispanic- 23.4% DHS All- 4.1% DHS Low Income- 2.2%	23-24 District All- 27% District Low Income- 18.8% District Hispanic- 8.6% DHS All- 4% DHS Low Income- 4.1%	24-25 District All- 38.5% District Low Income- 28.7% District Hispanic- 15.8% DHS All- 0% DHS Low Income- 0%	District All-35% District Low Income- 20% District Hispanic- 25% DHS All- 5% DHS Low Income- 5%	District All- 3.5% above goal District Low Income- 8.7% above goal District Hispanic- Regressed 7.8% DHS All- Regressed 4.1% DHS Low Income- Regressed 2.2%
2.15	% of Students that have access to and are enrolled in a broad course of study. Priority 7 Self Reflection Tool	23-24 100%	24-25 100%	25-26 100%	100%	No Change
2.16	Attendance Rate Current Year After 3rd Quarter Priority 5A	23/24 3rd Quarter YHS- 93.1% DHS- 50.3% CDS- 62.5%	24/25 3rd Quarter YHS- 94.9% DHS- 49% CDS- 56.9%	25/26 3rd Quarter YHS- 93.7% DHS- 48.7% CDS- 47.9%	YHS- 95% DHS- 59% CDS- 69%	YHS- Improved 0.6% DHS- Regressed 1.6% CDS- Regressed 14.6%
2.17	Graduation Rates (Prior Year) Priority 5E	22/23 YHS- 95.1% DHS- 75.5% District Homeless- 66.7%	23/24 YHS- 93.7% DHS- 82% District Homeless- 81%	24/25 YHS- 97.1% DHS- 84.1% District Homeless- 83.3%	YHS- 100% DHS- 79% District Homeless- 90%	YHS- Improved 2% DHS- 5.1% better than goal District Homeless- Improved 16.6%

Goal Analysis [2025-26]

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

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

All actions were fully implemented as planned during the 2025-2026 school year. College and Career readiness is the focus with this goal being carried out by offering a robust CTE program. We also offer many Dual Enrollment courses as well as AP offerings. A challenge we

have faced with this goal is preparing our alt ed students for college and careers. This year we added several college and career based field trips to help with that challenge. A success with this goal is our Dual Enrollment program that saw a 13.9% increase this year.

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

Action 2.1 Text Books/Curriculum- We spent less than budgeted because some departments ended up not purchasing or purchasing less than anticipated.

Action 2.4 Geology Field Trips- We spent less than budgeted because the cost of these field trips ended up costing less than anticipated.

Action 2.6 Dual Enrollment & Advanced Placement- We haven't incurred these costs yet as they do not occur until the end of the school year.

Action 2.7 Professional Development- We spent more than budgeted because several of the conferences ended up costing more than anticipated.

Action 2.9 Academic & Credit Recovery Support- We spent more than budgeted because we used more than 85% of the teacher's salary as we got more Title I funds.

Action 2.11 CAASPP Support- We spent less than budgeted because we were able to use teacher coverage rather than subs.

Action 2.14 DHS College/Career Field Trips- We spent more than budgeted because they ended up costing more than anticipated.

Action 2.15 SPED Field Trip- We haven't incurred these costs yet as the field trip just recently happened and the purchase orders/receipts haven't been turned in yet.

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

Action 2.1 was effective according to metric 2.12 as 100% of implemented Core Curriculum was state standards aligned.

Action 2.2 was effective according to metric 2.15 as 100% of students had access to and were enrolled in a broad course of study.

Action 2.3 was ineffective according to metric 2.9 & 2.10. Students regressed in the progress on the ELPAC and no students were reclassified.

Action 2.4 was ineffective according to metric 2.11. This was a YHS specific action and YHS regressed in CAST testing.

Action 2.5 was effective according to metrics 2.5 & 2.6 as both the percent of students failing 1 class and more than 1 class improved.

Action 2.6 was effective according to metric 2.2 as our students enrolled in dual enrollment classes improved.

Action 2.7 was effective according to metrics 2.12 & 2.15 as both of those metrics remained at 100%.

Action 2.8 was effective according to metrics 2.5 & 2.6 as students failing one and more than one class improved.

Action 2.9 was effective according to metrics 2.5 & 2.6 as students failing one and more than one class improved.

Action 2.10 was effective according to metric 2.13. Our percent of students completing A-G requirements and a CTE pathway improved.

Action 2.11 was ineffective according to metric 2.1 as our CAASPP results regressed in both ELA and Math.

Action 2.12 was effective according to metrics 2.5 & 2.6 as students failing one and more than one class improved.

Action 2.13 was effective according to metrics 2.12 & 2.15 as both of those metrics remained at 100%.

Action 2.14 was ineffective according to metric 2.14. This was a DHS specific action. Our CCI at DHS regressed.

Action 2.15 was ineffective according to metric 2.14. Our CCI regressed for DHS all students and DHS Low Income.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice because the actions are being effective or we are waiting for the third year of implementation to see if the action is effective.

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	Text Books/Curriculum	ELD Picture Stories Book- \$560 Spanish Bilingual Dictionaries- \$900 Spanish- Senderos/Temas- \$51,745 Social Studies- TCI/DBQ Project Binder- \$772 SPED Key to Math- \$750 Personal Finance- Online Bank Access Curriculum- \$400 Math-New textbooks- \$36,288 (Resource 6300)	\$91,415.00	No
2.2	Classroom Supplies	Classroom Supplies beyond classroom budget: DHS/CDS Yoga Class Headphones/Wireless Mic- \$1,023 DHS/CDS Computer Mice- \$50 Science/DHS/CDS Aquatic Invertebrate Kick Net with Poles- \$250 Math Scantrons- \$200 PE Logbooks- \$630 DHS/CDS PE Resistance Bands- \$28 Resource 1100	\$2,181.00	No
2.3	English Learner Support	ELPAC Training- Substitute cost for 3 days of Initial & Summative testing Salary & Benefits \$776 ELD Teacher Salary & Benefits Berry- 17% \$19,996 (Resource 0000)	\$20,772.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Geology Field Trips	Geology Field trips- 1 per semester- \$500 (Resource 0000)	\$500.00	Yes
2.5	Credit Recovery Curriculum	Edmentum- \$14,348 (Resource 0000)	\$14,348.00	Yes
2.6	Dual Enrollment & Advanced Placement	Stipends for teachers to teach dual enrollment. Salary & Benefits \$7700 Substitute cost for testing AP Exam. Salaries & Benefits \$776 (Resource 0000) This action is directed towards lowest performing student groups as indicated in metric 3.14	\$8,476.00	Yes
2.7	Professional Development	Professional Development YO CCIS/SSC Webinar- \$498 Admin School Climate Conference- \$3000 AP Spanish Language & Culture/APSI Online- \$625 AP Math Training- \$1000 Health Careers HOSA- \$1000 Resource 4035 California All State Music Education Conference- \$1130 Fine Arts- NAFME- \$175 Fine Arts- NAEA- \$155 Resource 6770	\$7,583.00	No
2.8	Bridge Program	Bridge Program Teacher 74% Hurtado Salary/Benefits- \$89,687 Resource 0053	\$89,687.00	Yes
2.9	Academic Success & Credit Recovery Support	Academic Success & Credit Recovery Courses Giannini Salary & Benefits \$126,663 (Resource 3010) School Supplies- \$400	\$127,063.00	No

Action #	Title	Description	Total Funds	Contributing
		(Resource 1100)		
2.10	CTE Teachers/Counselor	CTE Teachers Salaries & Benefits- Match for grants Wood, Jean- \$125,257 Zanotto- \$145,599 Wood, John- \$91,011 Shaw- \$103,395 Casson 42%- \$51,356 Woodward 60%- \$48,746 Marquez 33%- \$58,997 Mott 50%- 38,860 Truttman 41% Counselor- \$51,881 Benefits- \$165,421 (Resource 0000) This action is directed towards lowest performing student groups as indicated in metric 3.14	\$896,323.00	Yes
2.11	Life Skills Class	Life Skills Class Food/Supplies- \$500 Resource 1100	\$500.00	No
2.12	Academic Awards	Awards for Quarterly Assemblies. YHS Academic Awards- \$3400 DHS Academic Awards- \$3500 Academic Improvement Incentives- \$900 No Tardy Donut Parties- \$900 Attendance Awards- \$1000 (Resource 1100) Art Pathway Cords- \$200 (Resource 6770)	\$9,900.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Independent Study Support	Yreka Options Teacher Salary & Benefits Carr- \$121,199 (Resource 0000)	\$121,199.00	Yes
2.14	DHS College/Career Field Trips	Job Corps, CCC, COS, Job Fairs- \$700 (Resource 0000) This action is directed towards lowest performing student groups as indicated in metric 3.14	\$700.00	Yes
2.15	SPED Field Trip	Wolf Creek Job Corps Field Trip for SPED students- \$200 (Resource 6500)	\$200.00	No
2.16	Freshman Orientation	Freshman Orientation- \$300 Resource 1100	\$300.00	No
2.17	Cross Curricular Collaboration	18 sub days to support cross curricular collaboration- \$4,879 Resource 0000	\$4,879.00	Yes
2.18	ELA CAASSP Support	Four days sub coverage for English department to grade CAASPP Interim assessment- \$1,084 Resource 0000	\$1,084.00	Yes
2.19	Math Support	Math Support-Learning Recovery Block Grant Henry- \$43,980 Resource 7435	\$43,980.00	No
2.20	Alt Ed Support	Academic Support at DHS/CDS Hanon 20%- \$32,639 Resource 7435 (Learning Recovery Block Grant) Hanon 20%- \$32,639	\$65,278.00	No

Action #	Title	Description	Total Funds	Contributing
		Resource 6019		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve student access to technology and increase skill levels to be college and career ready, improving student engagement while ensuring high quality staffing.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to maintain our progress we have made in priority 1 and increase pupil engagement (priority 5) and school climate (Priority 6). The actions provided will help us to continue to provide high quality staffing and allow students continued access to up to date technology. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union High School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil Suspension Rates Priority 6A	22-23 District- All- 10.9% District Homeless- 28.8% District American Indian- 24.6% District Hispanic- 11.1% District 2 or more Races- 14.7% District Low Income- 13.6% YHS All- 9.1% YHS Homeless- 20% YHS 2 or more Races- 13.7%	23-24 District All- 7.3% District Homeless- 18.5% District American Indian- 12.7% District Hispanic- 3.2% District 2 or more Races- 7.6% District Low Income- 9.2% YHS All- 6.6% YHS Homeless- 19.3%	24-25 District All- 12% District Homeless- 24.2% District American Indian- 18.9% District Hispanic- 7.8% District 2 or more Races- 8.3% District Low Income- 15% YHS All- 11.8% YHS Homeless- 19%	22-23 District- All- 9% District Homeless- 24% District American Indian- 15% District Hispanic- 6% District 2 or more Races- 7% District Low Income- 12% YHS All- 6% YHS Homeless- 18%	District All- Regressed 1.1% District Homeless- Improved 4.6% District American Indian- Improved 5.7% District Hispanic- Improved 3.3% District 2 or more Races- Improved 6.4% District Low Income- Regressed 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		YHS American Indian- 14.9% YHS Low Income- 11.4% DHS- 15% DHS White- 7.9% DHS Low Income- 14.3% CDS- 52.9%	YHS 2 or more Races- 7.6% YHS American Indian- 15.9% YHS Low Income- 8.1% DHS- 10.8% DHS White- 12.2% DHS Low Income- 12.2% CDS- 11.1%	YHS 2 or more Races- 8.7% YHS American Indian- 20.9% YHS Low Income- 14.8% DHS- 13.4% DHS White- 17.5% DHS Low Income- 14.8% CDS- 15%	YHS 2 or more Races- 7% YHS American Indian- 13% YHS Low Income- 10% DHS- 10% DHS White- 7.5% DHS Low Income- 14% CDS- 20%	YHS All- Regressed 2.7% YHS Homeless- Improved 1% YHS 2 or more Races- Improved 5% YHS American Indian- Regressed by 6% YHS Low Income- Regressed 3.4% DHS- Improved 1.6% DHS White- Regressed 9.6% DHS Low Income- Regressed 0.4% CDS- 5% above goal
3.2	SPED Suspension Rates Priority 6A	22-23 District- 14.1% YHS- 12.3% DHS- 18.2%	23-24 District- 17.5% YHS- 15.5% DHS- 1.2%	24-25 District- 16.5% YHS- 19.1% DHS- 0%	District- 12% YHS- 10% DHS- 1%	District- Regressed 2.4% YHS- Regressed 6.8% DHS- 1% better than goal
3.3	Expulsion Rates Priority 6B	22-23 District- 2.3% (18 Students) YHS- 2.4% (17 Students) DHS- 0.8% (1 Students)	23-24 District- 0.8% (6 Students) YHS- 0.6% (4 Students) DHS- 1.2% (1 Student)	24-25 District- 2.0% (14 Students) YHS- 2.0% (13 Students) DHS- 1.5% (1 Student)	District- 2% YHS- 2% DHS- 0.5%	District- Improved 0.3% YHS- Improved 0.4% DHS- Regressed 0.7%
3.4	% of teachers that are fully credentialed and appropriately assigned. (Prior Year)	22/23 95% of teachers are fully credentialed and appropriately assigned.	23/24 95% of teachers are fully credentialed and	24/25 87% of teachers are fully credentialed and	100% of teachers are fully credentialed and properly assigned.	Regressed by 8% fully credentialed and appropriately assigned.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1A	2 without EL authorization and 1 Intern Permit.	appropriately assigned. 2 without EL authorization and 1 Intern Permit.	appropriately assigned. 1 without EL authorization and 3 with waivers		Improved by 1 without EL authorization.
3.5	Williams Report- % of students that have access to standards aligned materials. Priority 1B	23-24 100% of students have access to standards aligned materials.	24-25 100% of students have access to standards aligned materials.	25-26 100% of students have access to standards aligned materials.	100% of students have access to standards aligned materials.	No Change
3.6	% of Completed SARC	23-24 100% SARC completed for all sites.	24-25 100% SARC completed for all sites.	25-26 100% SARC completed for all sites.	100% SARC completed for all sites.	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.

All actions were fully implemented as planned during the 2025-2026 school year. This goal is focused on improving suspension and expulsion rates and increasing student engagement. This goal is carried out through admin support as well as having a campus liaison to help with the suspensions and expulsions. To support student engagement, we ensured each student had a Chromebook, offered various digital learning opportunities for our students through our subscriptions, various SPED and counseling support and certification opportunities for our alt ed students. A challenge we faced was with our suspension rate. A success was that our homeless youth suspension rate improved at YHS.

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

Action 3.3 Teacher Induction Program was less than we budgeted because the mentor stipends have not yet been paid.
 Action 3.4 Subscriptions was less than we budgeted because teachers didn't get all of the subscriptions they requested and were approved for.
 Action 3.6 Resource Officer was less than we budgeted because YPD didn't have the resources to continue providing an officer.
 Action 3.7 Campus Liaison was more than we budgeted because insurance cap was mistakenly left out of the budget.
 Action 3.10 Counseling Supplies was less than we budgeted because the counselors didn't order the requested supplies.
 Action 3.11 Counseling Curriculum was less than we budgeted because the counselors didn't order the requested curriculum.

Action 3.12 Professional Development was less than we budgeted because staff didn't attend the requested professional development.
 Action 3.13 SPED Profile Days was less than we budgeted because the SPED department didn't do as many days as originally planned.

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

Action 3.1 was ineffective according to metrics 3.1. It was ineffective because the Suspension rate regressed for all student groups except YHS homeless.
 Action 3.2 was ineffective according to metric 3.2 as our SPED suspension rated improved at DHS but regressed overall.
 Action 3.3 was ineffective according to metric 3.4 as our percent of teachers being fully credentialed and properly assigned regressed.
 Action 3.4 was effective according to metric 3.5 as 100% of our students had access to standards aligned materials.
 Action 3.5 was effective according to metric 3.5 as 100% of our students had access to standards aligned materials.
 Action 3.6 was ineffective according to metric 3.3. Expulsion rates regressed at both sites as well as district wide.
 Action 3.7 was ineffective according to metric 3.3. Expulsion rates regressed at both sites as well as district wide.
 Action 3.8 was was ineffective according to metric 3.3. Expulsion rates regressed at YHS. This is a YHS specific action.
 Action 3.9 was effective according to metric 3.5 as 100% of our students had access to standards aligned materials.
 Action 3.10 was ineffective according to metric 3.3. Expulsion rates regressed at both sites as well as district wide.
 Action 3.11 was ineffective according to metric 3.3. Expulsion rates regressed at both sites as well as district wide.
 Action 3.12 was effective according to metric 3.5 as 100% of our students had access to standards aligned materials.
 Action 3.13 was ineffective according to metric 3.2 Suspension rate regressed overall but improved at DHS for our students with disabilities.
 Action 3.14 was effective according to metric 3.5 as 100% of our students had access to standards aligned materials.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice because the actions are being effective or we are waiting for the third year of implementation to see if the action is effective.

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	Title I Support	Admin Staff paid through Title I funding: School Psychologist- Haywood- 40% \$52,671 District Nurse- Casson- 32% \$39,128 Principal- Daws- 10% \$13,857 Categorical Programs- Carr- 10% \$10,805 (Resource 3010)	\$148,032.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is directed towards lowest performing student groups as indicated in metric 3.1 & 3.2		
3.2	SPED Salaries & Benefits	SPED Salaries & Benefits Haywood 60%- \$79,006 Weisinger 100%- \$115,888 Wright 100%- \$109,239 (Resource 6500) This action is directed towards lowest performing student groups as indicated in metric 3.2	\$376,093.00	No
3.3	Professional Development	NASW Chapters Virtual Conference- \$200 NASW School Social Work Symposium- \$450 CE4Less- \$90 SPED Conference- \$2500 SPED Legal Update Online Training- \$390 Resource 4035	\$3,630.00	No
3.4	Subscriptions	Subscriptions for Supplemental Curriculum English- \$8400 ELD- \$2208 Foreign Language- \$636 SPED- \$1500 Social Studies- \$250 DHS/CDS- \$179 (Resource 1100)	\$13,173.00	No
3.5	Chromebooks	Chromebooks to access curriculum. Student Cycling of Chromebooks and replace as needed, 200 total- \$71,696 (Resource 0000)	\$71,696.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	SPED Profile Days	One full day sub for each SPED teacher for Profile Days- \$813 (Resource 6500) This action is directed towards lowest performing student groups as indicated in metric 3.2	\$813.00	No
3.7	Campus Liaison	Campus Liaison Salary/Benefits 100% LCFF \$67,532 (Resource 0000) This action is directed towards lowest performing student groups as indicated in metric 3.1 & 3.2.	\$67,532.00	Yes
3.8	Smart Pass	Smart Pass- \$2500 (Resource 1100) This action is directed towards lowest performing student groups as indicated in metric 3.1 & 3.2	\$2,500.00	No
3.9	SPED Assessments	Woodcock-Johnson IV- \$800 Conners 4 Self Report- \$60 (Resource 0000)	\$860.00	No
3.10	DHS/CDS Ipad	DHS/CDS Ipad- \$1000 Resource 1100	\$1,000.00	No
3.11	Counselor Laptop	Laptop for 9/10 grade counselor- \$1500 Resource 0000	\$1,500.00	No
3.12	Teacher Laptops	Science Department- \$7700 Resource 0000	\$7,700.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maintain Safe & Secure Facilities by employing a fully staffed maintenance crew that will be able to respond to maintenance tickets in a timely manner while keeping up on projects suggested by our educational partners.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is carried over from the previous LCAP cycle. It was part of goal 3 but was moved to it's own goal to allow goal 3 to be more focused. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union High School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facility Inspection Tool- % Exemplary on Facility Inspection Tool. Priority 1C	23-24 100% Exemplary on Facility Inspection Tool	24-25 92% Exemplary on Facility Inspection Tool	25-26 100% Exemplary on Facility Inspection Tool	100% Exemplary on Facility Inspection Tool	Maintained baseline

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.

This goal is focused on Maintenance and Facilities and was carried out by our maintenance department working on projects requested by our educational partners. We will use Metric 4.1 to monitor effectiveness for all actions. A success is that our Facility Inspection Tool score improved to 100%

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

Action 4.2 Metal Fire Safe Out Building was more than budgeted because we ended up getting two instead of one.
 Action 4.3 Band Room Roof was less than budgeted because we were able to repair it instead of replace it.
 Action 4.4 Football Bleachers was more than budgeted because the needed repairs ended up being more than originally thought.
 Action 4.5 Science Building Roof was less than budgeted because less repairs were needed than anticipated.

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

Action 4.1 was effective according to metric 4.1 as our score on the Facility Inspection Tool improved to 100%
 Action 4.2 was effective according to metric 4.1 as our score on the Facility Inspection Tool improved to 100%
 Action 4.3 was effective according to metric 4.1 as our score on the Facility Inspection Tool improved to 100%
 Action 4.4 was effective according to metric 4.1 as our score on the Facility Inspection Tool improved to 100%
 Action 4.5 was effective according to metric 4.1 as our score on the Facility Inspection Tool improved to 100%

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice because the actions are being effective or we are waiting for the third year of implementation to see if the action is effective.

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	Theater Lobby TV	TV for Theater Lobby- \$1000 Resource 6770	\$1,000.00	No
4.2	Sound System	Student Union Sound System- \$1500 Resource 6770	\$1,500.00	No
4.3	Fine Arts	Plaster Trap- \$239 Storage Racks & Covers- \$516 Resource 6770	\$765.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June, 2027, the Socioeconomically Disadvantaged, Foster Youth, and Homeless student groups at DHS and CDS will improve in attendance rate	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

DHS & CDS are receiving Equity Multiplier funding to help serve our homeless student population. As shown in the metrics below, our homeless population has high Chronic Absenteeism, low graduation rates, low CAASPP scores in both Math & ELA, and high suspension rates. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union High School District in achieving the goal. For our Equity Multiplier funding at DHS & CDS, we solicited feedback through staff meetings & meetings with the Superintendent during Spring 2026. We received parent input through our parent surveys conducted in May.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rate Current Year After 3rd Quarter Priority 5A	23/24 3rd Quarter DHS- 50.3% CDS- 62.5% Student groups too small to report for privacy.	24/25 3rd Quarter DHS- 49% CDS- 56.9% Student groups too small to report for privacy.	25/26 3rd Quarter DHS- 48.7% CDS- 47.9% Student groups too small to report for privacy.	2026 DHS- 55% CDS- 60% Student groups too small to report for privacy.	DHS- Regressed 1.6% CDS- Regressed 4.6% Student groups too small to report for privacy.
5.2	Graduation Rates (Prior Year) Priority 5E	22/23 DHS- 75.5% CDS- NA Student groups too small to report for privacy.	23/24 DHS- 82% CDS- NA Student groups too small to report for privacy.	24/25 DHS- 84.1% CDS-NA Student groups too small to report for privacy.	2026 DHS- 85% CDS- NA Student groups too small to report for privacy.	DHS- Improved 8.6% Student groups too small to report for privacy.
5.8						

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.

Not Applicable/New Goal

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.

Not Applicable/New Goal

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

Not Applicable/New Goal

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.

Not Applicable/New 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
5.1	Professional Development	Alt Ed Teacher & Aide. Teacher and Aide will serve Community Day School and Alt Ed School to support credit Marquard (DHS/CDS)- \$77,567 Aide (DHS/CDS)- \$ 64,847 (Resource 7399 & 0053)	\$142,414.00	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
\$1,285,796	\$28941

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
17.588%	0.000%	\$0.00	17.588%

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>Action: Attendance/Counseling Support</p> <p>Need: Dedicated counseling and attendance support is needed to improve our Chronic Absenteeism rate. Our Socioeconomically Disadvantaged student group has a Chronic Absenteeism rate of 40.2% compared to 30.3% for all students</p>	<p>Provided dedicated attendance and counseling support should help reduce our Chronic Absenteeism rate for our Socioeconomically Disadvantaged student group.</p>	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
	<p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Advisory Committees</p> <p>Need: Improve parent engagement and input. The U.S. Department of Education identifies several barriers that can hinder parental involvement, especially among economically disadvantaged families and those with limited English proficiency. These barriers include language differences, work schedules, and a sense of disenfranchisement.</p> <p>Scope: LEA-wide</p>	<p>Site Council & Title VI Parent Committee encourage and allow input from parents. These involve parents from all of our student groups including the unduplicated students. While all parents are invited to participate in committees, the actions are intended to encourage participation amongst our unduplicated students' parents.</p>	<p>1.7</p>
<p>1.7</p>	<p>Action: PE Clothing</p> <p>Need: Low income students often can not afford the YHS Miner branded PE apparel which can leave them feeling left out and often lead to reduced attendance.</p> <p>Scope: Schoolwide</p>	<p>All students be able to feel a part of YHS and have access to YHS Miner branded PE apparel.</p>	<p>1.1 & 1.2</p>
<p>2.4</p>	<p>Action: Geology Field Trips</p>	<p>Strengthen student knowledge in Physical Science. While this action is principally directed</p>	<p>2.11</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>Need: CAST scores show only 28.03% of low income students are meeting standards while 30.1% of all students are meeting standards.</p> <p>Scope: Schoolwide</p>	towards unduplicated students, it will also provide support for all students in the area of Science.	
2.5	<p>Action: Credit Recovery Curriculum</p> <p>Need: Provide an option for students to recover credits without impacting their access to a wide selection of course offerings. Graduation rate for low income students was 91.9% compared to 94% district wide.</p> <p>Scope: LEA-wide</p>	Allows students to recover credits and often finish mid semester where they can pick up another course offering. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of graduation.	2.5, 2.6
2.6	<p>Action: Dual Enrollment & Advanced Placement</p> <p>Need: Provide opportunities for students to earn college credits through dual enrollment classes. 28.7% of Low income students are prepared on the CCI indicator compared to 38.5% for all students.</p> <p>Scope:</p>	We currently offer Dual Enrollment that is at no cost for low income students. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of CCI.	2.2

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
	Schoolwide		
2.8	<p>Action: Bridge Program</p> <p>Need: Discovery High School had a graduation rate of 84.1% for all students and 83.3% for Socioeconomically Disadvantaged students last year. This is an improvement of 2.1% for all students and a regression of 0.3% for Socioeconomically Disadvantaged students. We would like to continue with the teacher that was hired with Equity Multiplier funds last year to support this improvement.</p> <p>Scope: LEA-wide</p>	Socioeconomically Disadvantaged graduated at a similar rate to all students last year at Discovery High School and we would like to continue this trajectory by continuing to employ this teacher with Equity Multiplier funds.	2.16 & 2.17
2.10	<p>Action: CTE Teachers/Counselor</p> <p>Need: Increase CTE Pathway Completer rate. 12.3% of low income students completed a CTE pathway while 31.5% of all students completed a CTE pathway.</p> <p>Scope: Schoolwide</p>	Offering a wide variety of CTE offerings increases the likelihood that students will complete at least one pathway. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of CTE Pathway Completion.	2.7
2.13	<p>Action: Independent Study Support</p> <p>Need:</p>	Provides a teacher and program to meet these needs and prevent students from falling behind trying to attend a traditional schedule with their unique needs. While this action is principally	2.1, 2.11

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>Provide an independent study option for students whose specific needs prevent them from being able to have a traditional schedule. Improvement in our CAASPP scores and a reduction in failing classes. For ELA, our low income students were 5 points above standard where all students were 11.4 points above standard in. For Math, our low income students were 110.2 points below standard where all students were 104.3 points below standard. For Science, 30.77% of our low income students met or exceeded standards while 30.14 met or exceeded standards.</p> <p>Scope: Schoolwide</p>	<p>directed towards unduplicated students, it will also provide support for all students in the area of Academics.</p>	
<p>2.14</p>	<p>Action: DHS College/Career Field Trips</p> <p>Need: Students at DHS don't have as much access to college & career preparation as YHS does with the CTE program. 2.4% of Low income students are prepared on the CCI indicator compared to 2.3% for all students.</p> <p>Scope: Schoolwide</p>	<p>This provides opportunities for our DHS students to explore college & career opportunities and potentially cause them to gain interest in and complete a pathway if and when they return to YHS. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of CCI.</p>	<p>2.14</p>
<p>2.17</p>	<p>Action: Cross Curricular Collaboration</p> <p>Need:</p>	<p>Provides support for our departments to have cross-curricular collaboration and work towards improvement in our CAASPP & CAST scores as well as a reduction in failing classes.</p>	<p>2.12</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>Improvement is needed in our CAASPP & CAST scores as well as a reduction in failing classes. For ELA, our low income students were 5 points above standard where all students were 11.4 points above standard in. For Math, our low income students were 110.2 points below standard where all students were 104.3 points below standard. For Science, 30.77% of our low income students met or exceeded standards while 30.14 met or exceeded standards.</p> <p>Scope: Schoolwide</p>		
<p>2.18</p>	<p>Action: ELA CAASSP Support</p> <p>Need: Improvement is needed in our CAASPP & CAST scores. For ELA, our low income students were 5 points above standard where all students were 11.4 points above standard in. For Math, our low income students were 110.2 points below standard where all students were 104.3 points below standard. For Science, 30.77% of our low income students met or exceeded standards while 30.14 met or exceeded standards.</p> <p>Scope: Schoolwide</p>	<p>Allows our English department to grade the practice ELA CAASPP exam as well as collaborate and use the results to help prepare students for the actual ELA CAASPP exam to improve their scores.</p>	<p>2.1</p>
<p>3.7</p>	<p>Action: Campus Liaison</p>	<p>Provides a presence on campus that could deter suspendable and expellable offenses from taking</p>	<p>3.1, 3.2, 3.3</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
	<p>Need: Reduce suspensions and expulsions. 15% of low income students were suspended compared to 12% of all students.</p> <p>Scope: LEA-wide</p>	<p>place. While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in behavior and engagement.</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

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.

There are no limited actions.

Additional Concentration Grant Funding

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

The additional concentration grant add on funding is used in action 5.1 to increase the number of staff providing direct services at our alt-ed sites.

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	1:37
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$7,310,851	1,285,796	17.588%	0.000%	17.588%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,924,921.00	\$803,570.00	\$0.00	\$284,648.00	\$3,075,421.00	\$2,814,670.00	\$260,751.00

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	Surveys	All	No			All Schools	Ongoing	\$0.00	\$500.00		\$500.00			\$500.00	
1	1.2	Attendance/Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$647,768.00	\$0.00	\$647,768.00				\$647,768.00	
1	1.3	Parent & Student School Communication	All	No			All Schools	Ongoing	\$0.00	\$19,900.00		\$19,900.00			\$19,900.00	
1	1.4	Advisory Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$29,679.00	\$0.00	\$29,679.00				\$29,679.00	
1	1.5	Professional Development	All	No			All Schools	Ongoing	\$22,498.00	\$0.00		\$22,498.00			\$22,498.00	
1	1.6	Stakeholder Engagement Activities	All	No			All Schools	Ongoing	\$1,500.00	\$6,000.00	\$1,500.00	\$6,000.00			\$7,500.00	
1	1.7	PE Clothing	Low Income	Yes	Schoolwide	Low Income	Specific Schools: YHS 9-12	One Time	\$0.00	\$500.00	\$500.00				\$500.00	
1	1.8	Senior Project Board Completion Event	All	No			Specific Schools: YHS 12	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.1	Text Books/Curriculum	All	No			All Schools	Ongoing	\$0.00	\$91,415.00		\$91,415.00			\$91,415.00	
2	2.2	Classroom Supplies	All	No			All Schools	Ongoing	\$0.00	\$2,181.00		\$2,181.00			\$2,181.00	
2	2.3	English Learner Support	EL Students	No			All Schools	Ongoing	\$20,772.00	\$0.00	\$20,772.00				\$20,772.00	
2	2.4	Geology Field Trips	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: YHS	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	

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	11-12									
2	2.5	Credit Recovery Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$14,348.00	\$14,348.00				\$14,348.00	
2	2.6	Dual Enrollment & Advanced Placement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS 10-12	Ongoing	\$8,476.00	\$0.00	\$8,476.00				\$8,476.00	
2	2.7	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$7,583.00		\$1,460.00		\$6,123.00	\$7,583.00	
2	2.8	Bridge Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: DHS/CDS 9-10	Ongoing	\$89,687.00	\$0.00	\$89,687.00				\$89,687.00	
2	2.9	Academic Success & Credit Recovery Support	All	No			Specific Schools: YHS	Ongoing	\$126,663.00	\$400.00		\$400.00		\$126,663.00	\$127,063.00	
2	2.10	CTE Teachers/Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS	Ongoing	\$896,323.00	\$0.00	\$896,323.00				\$896,323.00	
2	2.11	Life Skills Class	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$500.00		\$500.00			\$500.00	
2	2.12	Academic Awards	All	No			All Schools	Ongoing	\$0.00	\$9,900.00		\$9,900.00			\$9,900.00	
2	2.13	Independent Study Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS	Ongoing	\$121,199.00	\$0.00	\$121,199.00				\$121,199.00	
2	2.14	DHS College/Career Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DHS/CDS	Ongoing	\$0.00	\$700.00	\$700.00				\$700.00	
2	2.15	SPED Field Trip	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$200.00				\$200.00	\$200.00	
2	2.16	Freshman Orientation	Incoming Freshman	No				Ongoing	\$0.00	\$300.00		\$300.00			\$300.00	
2	2.17	Cross Curricular Collaboration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS	Ongoing	\$4,879.00	\$0.00	\$4,879.00				\$4,879.00	
2	2.18	ELA CAASSP Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: YHS	Ongoing	\$1,084.00	\$0.00	\$1,084.00				\$1,084.00	

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	11									
2	2.19	Math Support	All	No			Specific Schools: YHS	One Time	\$43,980.00	\$0.00		\$43,980.00			\$43,980.00	
2	2.20	Alt Ed Support	All	No			Specific Schools: DHS/CDS	One Time	\$65,278.00	\$0.00		\$65,278.00			\$65,278.00	
3	3.1	Title I Support	All	No			All Schools	Ongoing	\$148,032.00	\$0.00				\$148,032.00	\$148,032.00	
3	3.2	SPED Salaries & Benefits	Students with Disabilities	No			All Schools	Ongoing	\$376,093.00	\$0.00		\$376,093.00			\$376,093.00	
3	3.3	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$3,630.00				\$3,630.00	\$3,630.00	
3	3.4	Subscriptions	All	No			All Schools	Ongoing	\$0.00	\$13,173.00		\$13,173.00			\$13,173.00	
3	3.5	Chromebooks	All	No			All Schools	Ongoing	\$0.00	\$71,696.00	\$71,696.00				\$71,696.00	
3	3.6	SPED Profile Days	Students with Disabilities	No			All Schools	Ongoing	\$813.00	\$0.00		\$813.00			\$813.00	
3	3.7	Campus Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$67,532.00	\$0.00	\$67,532.00				\$67,532.00	
3	3.8	Smart Pass	All	No			Specific Schools: YHS All	Ongoing	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
3	3.9	SPED Assessments	Students with Disabilities	No			All Schools	One time	\$0.00	\$860.00	\$860.00				\$860.00	
3	3.10	DHS/CDS Ipad	All	No			Specific Schools: DHS/CDS All	One Time	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
3	3.11	Counselor Laptop	All	No			Specific Schools: YHS 9-10	One Time	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.12	Teacher Laptops	All	No			Specific Schools: YHS All	One time	\$0.00	\$7,700.00	\$7,700.00				\$7,700.00	
4	4.1	Theater Lobby TV	All	No			All Schools	One time	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Sound System	All	No			Specific Schools: YHS	One time	\$0.00	\$1,500.00		\$1,500.00			\$1,500.00	
4	4.3	Fine Arts	All	No			Specific Schools: YHS	One time	\$0.00	\$765.00		\$765.00			\$765.00	
4	4.8						Specific Schools: YHS									
5	5.1	Professional Development	All	No			Specific Schools: DHS/CDS	26-27	\$142,414.00	\$0.00		\$142,414.00			\$142,414.00	
5	5.6							24-25								

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
\$7,310,851	1,285,796	17.588%	0.000%	17.588%	\$1,882,675.00	0.000%	25.752 %	Total:	\$1,882,675.00
								LEA-wide Total:	\$849,014.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,033,661.00

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	Attendance/Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$647,768.00	
1	1.4	Advisory Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,679.00	
1	1.7	PE Clothing	Yes	Schoolwide	Low Income	Specific Schools: YHS 9-12	\$500.00	
2	2.4	Geology Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS 11-12	\$500.00	
2	2.5	Credit Recovery Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,348.00	
2	2.6	Dual Enrollment & Advanced Placement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS 10-12	\$8,476.00	
2	2.8	Bridge Program	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: DHS/CDS	\$89,687.00	

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 (%)
						9-10		
2	2.10	CTE Teachers/Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS	\$896,323.00	
2	2.13	Independent Study Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS	\$121,199.00	
2	2.14	DHS College/Career Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DHS/CDS	\$700.00	
2	2.17	Cross Curricular Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS	\$4,879.00	
2	2.18	ELA CAASSP Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: YHS 11	\$1,084.00	
3	3.7	Campus Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,532.00	