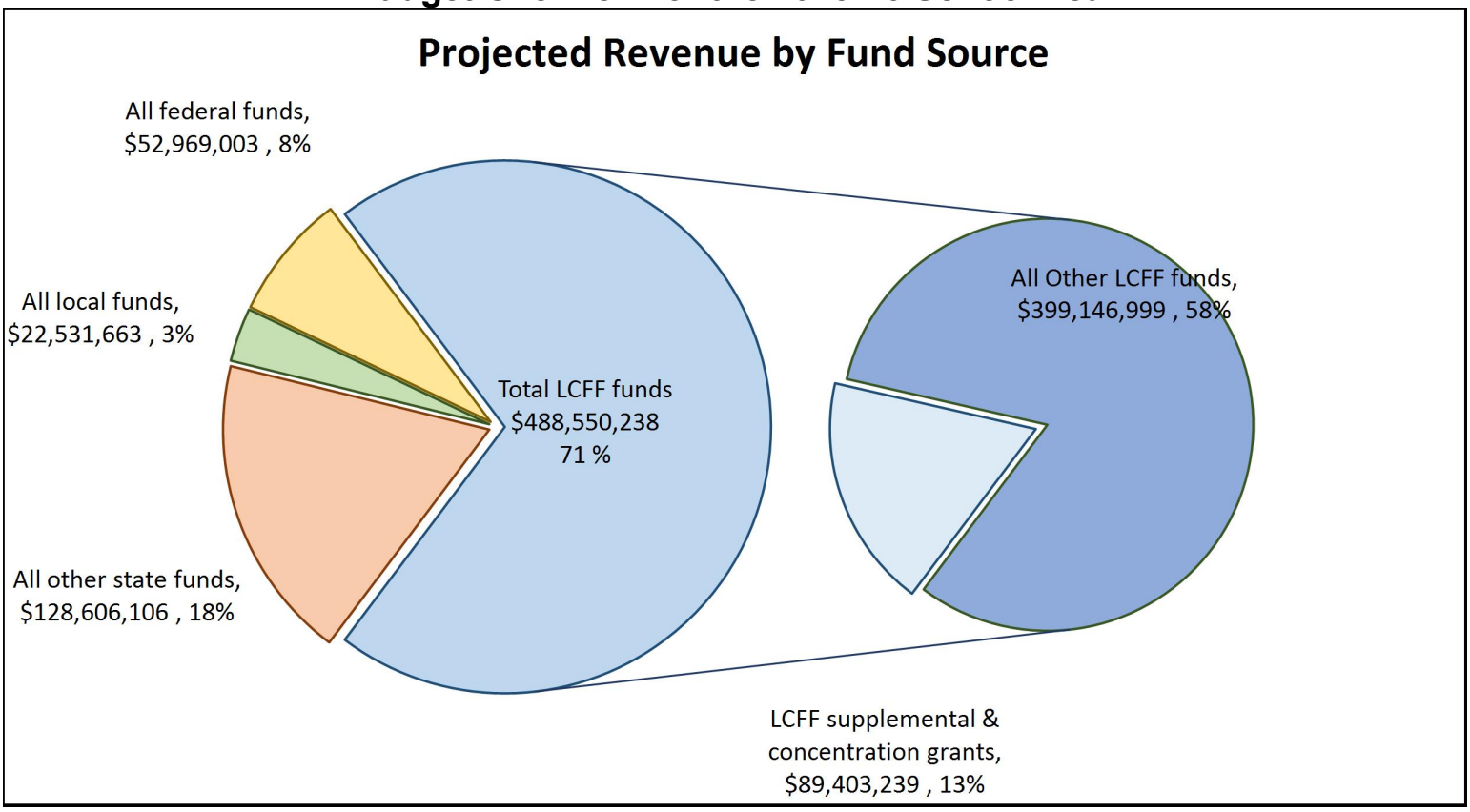
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District
CDS Code: 34674390000000
School Year: 2025-26
LEA contact information:
Lisa Allen
Superintendent
superintendent@scusd.edu
916.643.7400

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 2025-26 School Year

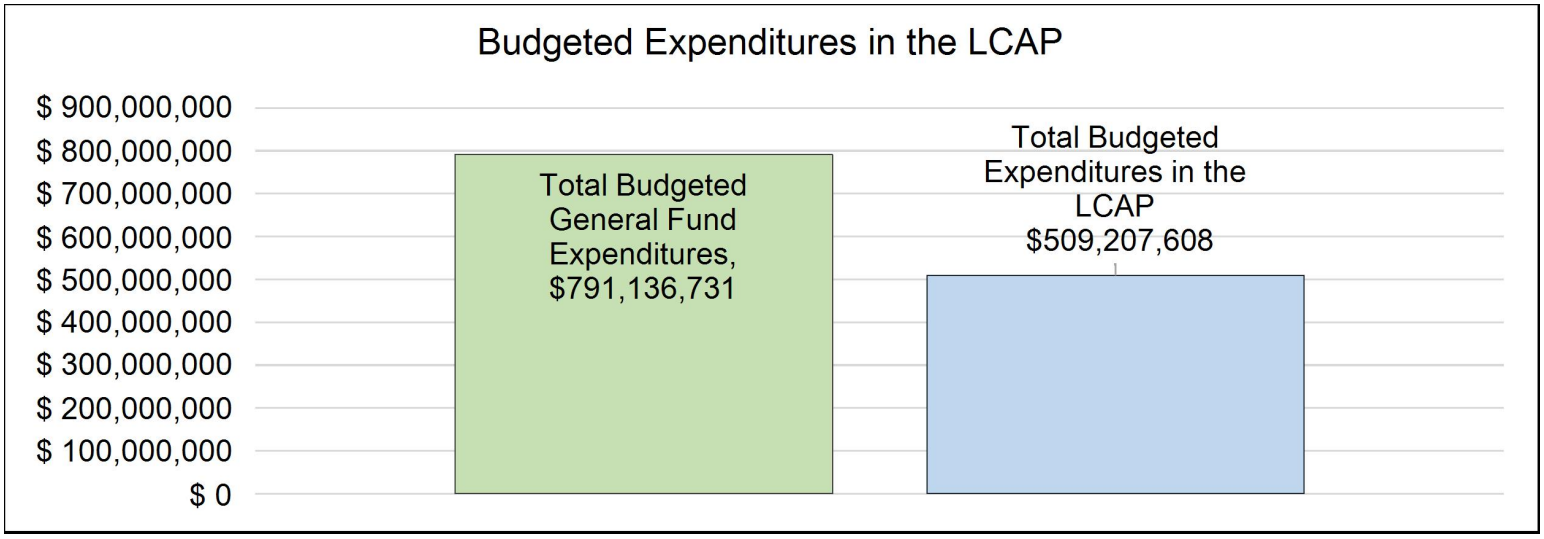


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento City Unified School District is $692,657,010, of which $488550238 is Local Control Funding Formula (LCFF), $128606106 is other state funds, $22531663 is local funds, and $52969003 is federal funds. Of the $488550238 in LCFF Funds, $89403239 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 Sacramento City Unified School District plans to spend for 2025-26. 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: Sacramento City Unified School District plans to spend $791136731 for the 2025-26 school year. Of that amount, $509207608 is tied to actions/services in the LCAP and $281,929,123 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

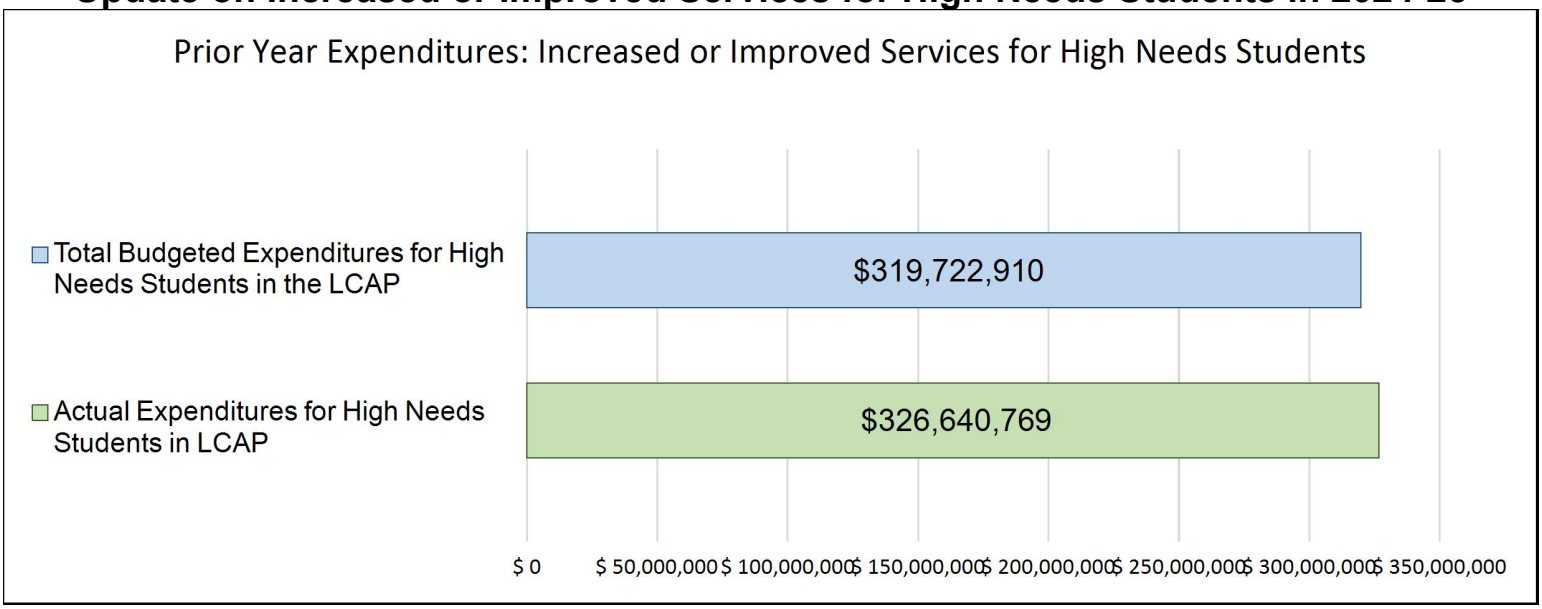
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sacramento City Unified School District is projecting it will receive $89403239 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $319722910 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 2024-25



This chart compares what Sacramento City 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 Sacramento City 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 2024-25, Sacramento City Unified School District's LCAP budgeted $319722910 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $326640769 for actions to increase or improve services for high needs students in 2024-25.

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
Sacramento City Unified School District	Lisa Allen Superintendent	superintendent@scusd.edu 916.643.7400

Plan Summary [2025-26]

General Information

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

The Sacramento City Unified School District's (SCUSD) Local Control and Accountability Plan (LCAP) provides for educational planning, goals, actions, and outcomes for 36,762 students in grades transitional kindergarten through 12 in 70 schools as of the December 2024 California School Dashboard. There is a diverse body of students and their families within SCUSD as: nearly 70% are socioeconomically disadvantaged, about 20% are English Learner students (including 2,844 Long- Term English Learners), and approximately 16% of students served receive Special Education services. A total of 815 students in the district have been identified as homeless youth, and 123 students are receiving foster youth services.

Additionally, SCUSD also has a rich ethnic/racial diversity of students as well as demonstrated by the following (rounded to the nearest decimal):

Hispanic/Latino - 41%
Asian - 18%
White - 17%
African American - 12%
Two or More Races - 8%
Pacific Islander - 2%
Filipino - 1%
American Indian - 1%

The following schools will be expending Equity Multiplier funding during the 2025-26 school year:

Schools Currently Receiving Funding in 2024-25 (and Carryover Funds in 2025-26) Which Are Not Receiving Additional Equity Multiplier Funds in 2025-26
Bret Harte Elementary
Martin Luther King Jr Elementary

Schools Currently Receiving Funding in 2024-25 (and Carryover EM Funds in 2025-26) Which Are Receiving Additional Equity Multiplier Funds in 2025-26
American Legion HS
Capital City School
Caroline Wenzel Elementary
Isador Cohen Elementary
John Morse Therapeutic Center
Success Academy K-8
Woodbine Elementary

NEW Schools Not Currently Receiving Funding in 2024-25 Which Are Newly Identified to Receive Equity Multiplier Funds in 2025-26
Father Keith B Kenny K-6 School
Nicholas Elementary
Pacific Elementary

Reflections: Annual Performance

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

The California School Dashboard (Dashboard) provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The information on the Dashboard is especially informative with respect to the development of the three-year LCAP cycle, as it provides the district and its education partners a roadmap of the district's strengths and most needed areas of improvement. Based upon the state's new requirement that 2023 California Dashboard areas of Red and CCI Very Low be addressed in the three-year LCAP cycle beginning with the 2024-25 school year, the following groups and their related outcomes are a central focus of the improvement efforts of this three-year plan:

- African American students' graduation rate (improved from Red to Yellow on 2024 Dashboard) and suspension rate (remained Red on 2024 Dashboard)
- American Indian students' suspension rate (remained Red on 2024 Dashboard)
- English Learner students' academic indicator in English Language Arts (ELA) and Math (both remained Red on 2024 Dashboard)

- Foster Youth students' College / Career Indicator (CCI), graduation rate, and academic indicator in ELA and Math (all remained Red on 2024 Dashboard)
- Homeless Youth students' CCI (improved from Red to Yellow on 2024 Dashboard), graduation rate (remained Red on 2024 Dashboard), and suspension rate (improved from Red to Orange on 2024 Dashboard)
- Students With Disabilities CCI (remained Red on 2024 Dashboard), graduation rate (improved from Red to Yellow on 2024 Dashboard), and suspension rate (improved from Red to Orange on 2024 Dashboard)

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian students, Homeless Youth students, and Students With Disabilities. The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

The 2025-26 LCAP continues actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance. The color table included after this section includes the list of district schools along with information indicating instances where the overall and/or any student group in the school performed at the lowest level on one or more indicators on the 2023 Dashboard (as indicated by the red shading). The color table also includes the responsive district level required actions be taken to address these areas of lowest performance over the three-year LCAP cycle. A list of the instances of red areas across the district and its schools on the 2024 California School Dashboard are provided for reflection purposes.

A reflection of the overall Dashboard released in November 2024 for the district revealed the following:

- The district's Graduation Rate improved by 0.8 percentage points, from 83.8% to 84.6%. However, the percentage of graduates who were prepared for College/Career decreased by 1.3 percentage points, from 33.2% to 31.9%.
- On average, there was a slight increase in student performance on the CAASPP English Language Arts (ELA) and Math assessments as measured by the Distance From Met (DFM). Average ELA and Math assessment scores were 32.9 and 63.9 scale score points below the Standard Met score, respectively.
- DFM results improved in ELA and Math by 2.0 points and 3.4 points, respectively.
- The percent of English Learner students making progress in becoming fluent in English decreased by 2.1 percentage points, from 43.3% to 41.2%.
- A new Science indicator based on student performance on the CAASPP science tests has been incorporated into the Dashboard. Informational Only results indicate that average Science assessment scores were 17.3 scale score points below the Standard Met score. DFM results improved in Science by 0.7 points.
- There was a slight decrease (improvement) of 0.3 percentage points in the district Suspension Rate, from 6.1% to 5.8%.
- Chronic Absenteeism in the district improved (decreased) by 3.7 percentage points, from 29.1% to 25.4%.

SCUSD anticipates having unexpended Learning Recovery Emergency Block Grant (LREBG) funds after June 30, 2025. These funds will be used to improve ELA, Mathematics, and attendance student outcomes.

Across the district, 50.3% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in ELA. A review of our district's ELA results on the 2024 California School Dashboard reveals that at the district level, every student group except White (W) students received a status level of either Very Low or Low. It is promising to note that although their performance was low, ALL, African American (AA), American Indian (AI), Two or More (TOM), Hispanic (H), Homeless Youth (HY), Socioeconomically Disadvantaged (SED), and Students With Disabilities (SWD) student groups all demonstrated an improvement in their average Distance From Met (DFM) in ELA. However, at 66 of the 68 schools represented on the district's Dashboard, at least one student group received a status level of either Very Low or Low: ALL (53), AA (55 schools), AI (1 school), Asian (AS) (37 schools), English Learners (EL) (54 schools), Long Term English Learners (LTEL) (18 schools), Filipino (FI) (1 school), H (54 schools), HY (18 schools), TOM (34 schools), Pacific Islander (PI) (10 schools), SED (58 schools), SWD (60 schools), and W (26 schools). The data from this reviews indicates that the performance in ELA is low across the district, both for the vast majority of student groups district-wide and for every student group in the district at either on or more schools. For at least 75% of the district's schools, the district received a status level indicating low performance in ELA for one of more of the following student groups on the 2024 Dashboard: ALL, AA, EL, H, SED, and SWD.

Districtwide, 58.4% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in Mathematics. A review of our district's Mathematics results on 2024 Dashboard reveals widespread low performance across the district. One promising observation is that despite their low performance, the following student groups demonstrated an improvement in their Mathematics DFM: ALL, LTEL, H, HY, TOM, SED, and SWD. Similar to the district's ELA results, every student group except W students received a status level of either Very Low or Low. At 62 of the district's schools, at least on student groups received a status level of either Very Low or Low: ALL (52 schools), (AA (54 schools), AS (37 schools), EL (52 schools), FI (2 schools), H (56 schools), LTEL (18 schools), HY (19 schools), TOM (32 schools), PI (11 schools), SED (57 schools), SWD) (58 schools), and W (23 schools). The data from this reviews indicates that the performance in Mathematics is low across the district, both for the vast majority of student groups district-wide and for every student group in the district at either on or more schools. For at least 75% of the district's schools, the district received a status level indicating low performance in Mathematics for one of more of the following student groups on the 2024 Dashboard: ALL, AA, EL, H, SED, and SWD.

The 2024 Dashboard also reveals that student attendance in grades K-8 remains an area of concern as 25.4% students across the district were chronically absent. Despite their high levels of chronic absenteeism, a number of student groups demonstrated an improvement (decrease) in the number of students who were chronically absent: ALL, AA, AI, AS, EL, LTEL, H, HY, TOM, PI, SED, and SWD. Chronic Absenteeism by student group ranged from 43.9% for AA to 15.3% for FI. Across 59 schools in the district serving students between the grades of K thru 8, at least one student group had a Very High or High rate of chronic absenteeism: ALL (54 schools), AA 56 schools), AI (1 school), AS (42 schools), EL (50 schools), LTEL (13 schools), FI (5 schools), H (56 schools), LTEL (18 schools), HY (41 schools), TOM (47 schools), PI (19 schools), SED (58 schools), SWD) (59 schools), and W (48 schools). For at least 75% of the district's schools, the district received a status level indicating high chronic absenteeism for either one or more of the following student groups on the 2024 Dashboard: ALL, AA, AS, H, SED, and SWD. A review of grades 9-12 chronic absenteeism data on Dataquest revealed a 9-12 chronic absenteeism rate of 31.1%, indicating a need to continue supporting student engagement efforts at high schools.

Based on the above needs assessment, the district's remaining allocation of LREBG funds ($5,078,574) will be used to extend instructional time for students to improve academic performance and provide additional mental health services to reduce chronic absenteeism across the

district (Action 2.23).

Reflections: Technical Assistance

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

Through CA Comprehensive Support System SCUSD is receiving Differentiated Support to address the achievement results for the following student; groups and indicators:
-African American: Academics, Suspension Rate
-Foster Youth: College/Career, Graduation Rate, Academics, Chronic Absenteeism, Suspension Rate

California Department of Education Assigned Technical Assistance for SCUSD: Direct Intensive Assistance

CA Collaborative on Educational Excellence (CCEE, Solution Tree)
Professional Development and Implementation of Professional Learning Communities at Harkness and Elder Creek and potential scaling at district schools

Sacramento County Office of Education (SCOE)
Provides consultation and support for High Quality Instruction
Support and consultation to SCUSD Data Management/Data Dashboards/Use

Collaborative Learning Solution: SCUSDs partnership with Collaborative Learning Solutions has developed into a multi-faceted partnership that is supporting the overall development of an MTSS framework.

This includes MTSS facilitation:

Supporting Academic Office through the facilitation of MTSS Design Team meetings. These meetings include members of SCTA, SEIU, and UPE

Alignment: Working to support alignment across initiatives to include common language:
Anti-bias/anti-racism
Trauma informed practices
Restorative Practices

Supporting the Special Education department through consultative support to the Assistant Superintendent

Sig Dis Support: Supporting the work of Significant Disproportionality including:
C5 Fidelity tool implementation to support ED programs
Equity Community of Practice (ECOP) work with comprehensive HS
Discipline Guidelines Design Team

Various actions impacted by technical assistance the district received included actions 2.16, 2.17, 2.18, and 3.23.

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.

The two schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based their 2023-24 performance as reported in the Dashboard released in December 2024:

Low-Performing Criteria

- John Morse Therapeutic Center
- Woodbine Elementary

Support for Identified Schools

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

SCUSD provides multiple layers of support for school sites to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership. Additional district staff provide support through review of school plan content and through individual consultations with leaders on an as needed basis. Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, and Graduation Rate) and select those areas of greatest need (Red and Orange). Upon confirmation of eligibility, sites were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occur over three weeks in the spring and offer sites the opportunity to engage with peers and staff in the following:

- Review CSI requirements and eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports
- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources

- Guidance for engaging stakeholders and requirements for plan approval

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from State and Federal Programs and Research and Strategy, Academic office, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader educational partner feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of stakeholder feedback help sites to better understand the specific needs of their community. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

SCUSD continues to use a SPSA Mid-Year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, schools are required to:

1. Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal:
Restate the expected outcome of the strategy in terms of student achievement.
Detail the specific actions taken to date.
Describe current progress in achieving the expected outcomes as a result of implementing the strategy.
Detail how identified student groups were impacted by the strategy.

2. Describe the level of implementation:
Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal.

3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the midyear reflection.

Guidance provided to principals/school sites at the outset of the year includes the expectation that sites are regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the Mid-Year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.
District staff will continue to work in partnership with various offices including but not limited to Instructional Assistant Superintendents, State and Federal, and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed, disproportionately below their peers.

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Sacramento City Unified School District	**FY, HY, SWD**	**AA, FY, HY, SWD**	**EL, FY**	**EL, FY**			**AA, AI/AN, HY, SWD**	1.1, 1.2, 1.4, 1.5	2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
A M Winn Elementary K-8 Waldorf			All, H, SED, SWD	All, H, SED			All, AA, SED, SWD, W		2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Abraham Lincoln El			All, AA, EL, SED, SWD	AA, EL, H, SED, SWD		A	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Albert Einstein MS			AA, SWD	All, H, SED, SWD		EL, H	All, AA, EL, H, TOM, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Alice Birney Waldorf-Inspired K8										
American Legion HS	All, H, SED	All, H, SED	All, SED	All, SED			All, AA, EL, H, SED, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Arthur A. Benjamin Health Profes							All, AA, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Bret Harte Elementary			All, SED, SWD	All, SED, SWD			All, AA, H, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
C K McClatchy HS			AA, H, SED, SWD	All, AA, EL, H, SED, SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Caleb Greenwood										
California MS			AA, EL, SWD	AA, EL, H, SED, SWD		SWD	All, AA, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Camellia Basic Elementary										

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Capital City School	All, H, SED	All, H, SED	A	All, A, EL, H, W				1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Caroline Wenzel Elementary			All, AA, SED	AA			All, AA, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Cesar Chavez ES			AA, SWD	AA, SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Crocker/Riverside Elementary										
David Lubin Elementary										
Earl Warren Elementary					EL				2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Edward Kemble Elementary			EL, H				AA, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Elder Creek Elementary			H, SWD	SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Ethel I Baker Elementary			All, A, EL, H, PI, SED	All, A, EL, PI, SED					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Ethel Phillips Elementary			All, SED, SWD	SWD	EL	SWD			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Father Keith B Kenny K-6 School			AA				All, AA, H, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Fern Bacon MS			EL, SWD	SWD			AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Genevieve Didion Elementary										
Golden Empire Elementary						All, EL, H, TOM, SED, SWD	AA			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
H W Harkness Elementary			All, H, SED				AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hiram W Johnson HS	AA, SWD	AA					All, AA, H, SED, SWD	1.1, 1.2, 1.4, 1.5		3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hollywood Park Elementary			All, SED, SWD	SWD		H	EL, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hubert H. Bancroft Elementary			SED						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Isador Cohen Elementary			All, H, SED, SWD	All, EL, H, SED, SWD	EL	A, EL, SED, SWD, W	All, AA, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
James W Marshall Elementary						EL	All, AA, TOM, SED, W			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Bidwell Elementary						AA				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Cabrillo Elementary			AA, SWD	SWD		AA	AA, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
John D Sloat Elementary			H, SWD	H, SWD		EL			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John F Kennedy HS	AA, SWD		EL, H, SED, SWD	EL, SED, SWD			AA, SED	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John H. Still K-8			AA, SWD	All, AA, EL, H, SED, SWD			All, AA, A, EL, H, SED, SWD, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Morse Therapeutic Center						All, SED, SWD	All, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Leataata Floyd Elementary							All			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Leonardo da Vinci K - 8 School						EL				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Luther Burbank HS	SWD	SWD	A	A, EL, H, SED	EL		AA, TOM	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Mark Twain Elementary			EL			SWD			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Martin Luther King Jr Elementary			AA, SWD				All, AA, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Matsuyama Elementary						AA, SWD				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Miwok MS				EL	EL				2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17,	
Nicholas Elementary			AA, EL, SED	AA, H, SWD		AA	All, AA, H, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
O W Erlewine Elementary										
Oak Ridge Elementary			EL	EL, SWD		All, SED, SWD	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Pacific Elementary			All, A, EL, H, SED, SWD	All, A, EL, H, SED, SWD	EL		All, AA, A, EL, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Parkway Elementary School			All, AA, A, EL, SED, SWD, TOM	All, AA, SWD			AA, SWD, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Phoebe A Hearst Elementary										
Pony Express Elementary			SWD	SWD		AA, EL	AA, H, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Rosa Parks K-8 School			EL, H	SWD			PI, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Rosemont HS	EL		SWD, W	AA, SWD	EL		All, AA, SED, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Sam Brannan MS			All, AA, EL, H, SED	AA, EL, H		AA	All, EL, H, SED, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
School of Engineering and Scienc			EL		EL		AA, EL, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Sequoia Elementary			AA				All, AA, H, SED, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Success Academy K-8							All, SED			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Susan B Anthony Elementary			EL						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Sutterville Elementary										
Suy:u Elementary			EL				AA, HY, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Tahoe Elementary			All, H, SED, SWD						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Theodore Judah Elementary										
Umoja International Academy			All, AA, EL, H, SED	AA, EL		All, AA, EL, H, TOM, SED, SWD, W	All, AA, EL, H, TOM, SED, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Washington			SED			TOM			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
West Campus HS										
Will C Wood MS			AA, EL	AA, PI, SWD		A, EL, H	All, AA, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
William Land Elementary										

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Woodbine Elementary			All, EL, H, SED	All, H	EL		All, AA, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Sacramento City Unified School District	FY, SWD	FY, HY	AA, EL, LTEL, FY, PI	AA, AI, EL, FY, PI		FY	AA, AI, FY	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
A M Winn Elementary K-8 Waldorf									2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Abraham Lincoln El			AA, SWD	SWD		PI, W	AA,TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Albert Einstein MS			EL, LTEL	ALL, AS, EL, LTEL, H, SED, SWD	EL, LTEL	SED, SWD, W, TOM	W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Alice Birney Waldorf-Inspired K8										
American Legion HS	H	All, H, SED			EL, LTEL			1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Arthur A. Benjamin Health Profes			ALL	ALL			ALL, AA, EL, H, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Bret Harte Elementary						AA	AA, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
C K McClatchy HS	All, H, SWD		EL, LTEL, H, SWD	EL, LTEL	EL, LTEL				2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Caleb Greenwood						SED				
California MS			LTEL, SWD	AA		AA, EL, LTEL	H		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Camellia Basic Elementary						H				

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Capital City School	All, SED	All, SED	AS	ALL, AS		AS		1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Caroline Wenzel Elementary			ALL, H, SED			SWD	ALL, AA, EL, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Cesar Chavez ES			AA	AA, SWD		SWD	LL, AA, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Crocker/Riverside Elementary						H, SED				
David Lubin Elementary										
Earl Warren Elementary			SWD			SWD			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Edward Kemble Elementary					EL	AS, EL	ALL, AA, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Elder Creek Elementary				H		ALL, AA, EL, H, SED, SWD	H		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Ethel I Baker Elementary			ALL, H, SED	ALL, H, SED	EL	ALL, EL, PI, SED			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Ethel Phillips Elementary			ALL, EL, SED, SWD	SWD			SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Father Keith B Kenny K-6 School			ALL, AA, EL, SED			EL	SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Fern Bacon MS			AA, EL, LTEL	EL		EL			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Genevieve Didion Elementary										
Golden Empire Elementary						SWD	AA			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
H W Harkness Elementary			EL		EL		ALL, AA, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hiram W Johnson HS	AA, EL, LTEL		EL, SED, SWD	SWD			W, TOM	1.1, 1.2, 1.4, 1.5		3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hollywood Park Elementary				SWD		W			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hubert H. Bancroft Elementary			H, SED	SED, SWD		AA, H	ALL, AA, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Isador Cohen Elementary						AA			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
James W Marshall Elementary			EL, SWD		EL		SWD, W			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Bidwell Elementary										3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Cabrillo Elementary						TOM	AA, H		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

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	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
John D Sloat Elementary			ALL, AS, H, SED		EL	AA	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John F Kennedy HS	SWD	SWD	AA, EL, LTEL, SED, SWD	ALL, AA, SED, SWD			AA	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John H. Still K-8			H		EL	ALL, AS, EL, LTEL, H, PI, SED, SWD	EL, LTEL, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Morse Therapeutic Center										3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Leataata Floyd Elementary			ALL, AA, H, SED	ALL, SED			ALL, AA, H, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Leonardo da Vinci K - 8 School						AA, SWD				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Luther Burbank HS	SWD	EL			EL, LTEL		AA, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Mark Twain Elementary			ALL, EL, H, SED	EL, SWD		ALL, EL, H, SED			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Martin Luther King Jr Elementary			SWD	SWD		AS, EL, SWD, W, TOM			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Matsuyama Elementary						AA				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Miwok MS			LTEL	LTEL	EL, LTEL	AA			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Nicholas Elementary			ALL, EL, SED	ALL, EL, SED	EL		ALL, AA, HY, SED, SWD, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
O W Erlewine Elementary			SWD	SWD		AA, EL, SED, W				
Oak Ridge Elementary			ALL, AS, EL, H, SED	H		EL			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Pacific Elementary			ALL, AS, EL, SED	ALL, EL, SED		AA, AS, SWD	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Parkway Elementary School			ALL, AA, EL, H, SED, SWD	ALL, AA, EL, H, SED, SWD	EL	EL, H, SWD	LL, AA, SED, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Phoebe A Hearst Elementary										
Pony Express Elementary						SWD			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Rosa Parks K-8 School	AA, EL, SWD		ALL, EL, LTEL, H, SED, SWD	ALL, AA, AS, EL, LTEL, H, SED	EL, LTEL	H, PI	LTEL, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Rosemont HS			ALL, EL, H, SED, SWD	ALL, EL, H, SED, SWD			All, AA, SED, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Sam Brannan MS			SWD	ALL, EL, H. SED, SWD, TOM		LTEL, SWD	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H/L - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
School of Engineering and Scienc			EL, SWD				EL, LTEL, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Sequoia Elementary			SWD	SWD		EL, TOM	ALL, EL, H, SED, SWD, W, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Success Academy K-8						SED				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Susan B Anthony Elementary			EL						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Sutterville Elementary										
Suy:u Elementary			EL, H	EL, H		ALL, H, HY, SED	EL, H		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Tahoe Elementary			ALL, H, SED, SWD	SED		H	TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Theodore Judah Elementary										
Umoja International Academy			ALL, AA, EL, LTEL, H, SED, SWD	ALL, AA, EL, LTEL, H, SED, SWD		SWD	TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Washington			SWD	SWD		H			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
West Campus HS										
Will C Wood MS			PI, SWD	AA, PI		SED	LTEL, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
William Land Elementary										

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	California Dashboard State Priorities Red Area(s)							2024-25 LCAP District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Woodbine Elementary			ALL, AS, EL, H, SED, SWD	AA, EL, SED, SWD	EL	AA			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

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
LCAP Parent Advisory Committee (PAC)	Monthly meetings were held from October 2024 through March 2025 to facilitate monitoring of the implementation of Year 1 of the current plan, inclusive of the Mid-Year Update, available mid-year metrics, and mid-year financial data as part of the mid-year action implementation status update. Various department subject matter experts met with the PAC to review their implementation of various actions to improve graduation, academic, and welcoming and safety outcomes. Additionally, a draft of the LCAP was shared with the PAC on April 7, 2025, and written comments from the PAC were solicited. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 5, 2025. The adoption of the LCAP was on June 26, 2025.
District English Learner Advisory Committee (DELAC)	The DELAC was consulted in October 2024, and the LCAP's framework around improving graduation, academic, and welcoming and safety outcomes was reviewed. In March 2025, available mid-year metrics and the mid-year action implementation status update was shared to solicit feedback from the DELAC. Additionally, a draft of the LCAP was sent to the DELAC on April 7th to solicit their written comments. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 5, 2025. The adoption of the LCAP was on June 26, 2025.
SELPA Administrator and Community Advisory Committee (CAC)	The LCAP framework and focus areas were discussed with the SELPA Administrator and CAC in March 2025. The following topics were highlighted:

Educational Partner(s)	Process for Engagement
	A review of academic data for various student groups, especially those students experiencing homeless, indicates that the provision of dedicated wrap-around services for all students should be considered as a district investment. Given the relatively low growth in mathematics for most student groups, including students with disabilities, this appears to be an area where additional focus is needed. Concerns were also raised that data analysis and resulting strategies need to be responsive to students in who are in multiple student groups (e.g. African American and who are also receiving special education services). Additional concerns were raised regarding navigating the district website and calendar of community events to locate the dates and times of meetings.
Local Collective Bargaining Partners	Sacramento City Teachers' Association (SCTA) Consultation with SCTA and the district occurred in March 2025. During this consultation, the following were discussed: There were several investments discussed to improve student outcomes, including ensuring robust credit recovery options not limited at Capital City and Sacramento Accelerated Academy. Support was expressed for ensuring the credit recovery options are available at high schools district-wide. Concerns were expressed regarding the reduction of counselors who work with students to improve their college and career readiness. Additionally, there was discussion regarding enrollment assistance for students, ELA and Math outcomes, and mentoring services for middle and high school students. Financial data shared with the PAC and Board as part of the district's LCAP mid-year update was discussed and shared as well. Service Employees International Union (SEIU) Consultation with SEIU and the district occurred in February 2025. During this consultation, the following were discussed: Part of the allowable uses for LREBG funds being carried over into the 2025-26 years include one-on-one tutoring by certificated or classified staff (B)(i). SEIU believes the district funding could be used to pay for instructional aides, especially in special education environments. LREBG funds may also be used for staff supports and training to address pupil trauma (C). SEIU is interested in some of the LREBG

Educational Partner(s)	Process for Engagement
	funds being allocated to pay for CPI restraint-related training for instructional aides across the school district. There was an interest in ensuring that professional learning in support of English Learners outcomes, as provided in Actions 2.4 and 2.6 of the 2024-25 LCAP, are maintained. Teamsters and TCS Consultation with Teamsters and TCS and the district occurred in February 2025. During this consultation, the following were discussed: Suspension rates are an area of concern, and it seems that one of the ways to positively impact this metric is by ensuring that students are in welcoming and attractive schools that facilitate learning. Attending schools where floors are waxed, nets are in good condition, walls are painted, and facilities are generally well-maintained improves student morale. It was also noted that staff burnout can also negatively impact student social and academic performance. Improving outreach to our more at-risk student groups might be a way to mitigate impacts of burnout and the other issues impede their growth. Additionally, ensuring that students have the ability to learn trades and are exposed to the most popular trades may be a way to improve their engagement, academic outcomes, and their career / college preparedness. United Professional Educators (UPE) Consultation with UPE and the district occurred in February 2025. During this consultation, the following were discussed: UPE expressed concern to ensure there is ongoing and equitable support for schools with significantly high percentages of low income students where student mobility is low. Concerns were also expressed regarding potential support position reductions due to the results of recent budget development processes. Additional concern was expressed regarding the opt-in provisions of essential professional learning offerings designed to improve student outcomes. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 5, 2025. The adoption of the LCAP was on June 26, 2025.

Educational Partner(s)	Process for Engagement
Student Advisory Council (SAC)	The LCAP framework, including an overview of current actions, was discussed with the SAC in December 2024. During our discussion, we briefly spoke to the following seven actions within the three-year LCAP that are in alignment with feedback received from the SAC. 3 Actions in Goal 1 - 1.1, 1.2, 1.5 1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs 1.2 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling 1.5 COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery 3 Actions in Goal 2 - 2.3, 2.5, 2.9 2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners 2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan 2.9 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results 1 Action in Goal 3 - 3.8 3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES – Student Advisory Council
General Community Updates	Updates regarding the development of the LCAP were provided to parents, students, and community members at several times throughout the school-year. September 2024 - Reviewed New LCAP and underlying framework with parents and community members at the Parent Information Exchange (PIE) lunch meeting facilitated by the Family and Community Empowerment (FACE) office. February 2025 - Shared Mid-Year Update with parents, community members, and board members as part of Mid-Year Update. This opportunity provided the district's educational partners a status of the

Educational Partner(s)	Process for Engagement
	available metrics and implementation levels of all actions within the LCAP.
Equity Multiplier - American Legion Staff (AL-Staff) School Site Council (AL-SSC), English Learner Advisory Council (AL-ELAC)	AL-Staff, March 2025: Audience: Teachers, staff Topics discussed: Equity Multiplier Goals: Actions and Metrics AL-SSC, February 2025: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Equity Multiplier Goals: Actions and Metrics AL-ELAC, March 2025: Audience: Parents of English Learner students, community members Topics discussed: Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Bret Harte Staff (BH-Staff), School Site Council (BH-SSC), English Learner Advisory Committee (BH-ELAC)	BH-Staff, February 2025: Audience: Teachers, staff Topics discussed: Bring Your Parent to School, Use of Prep Teacher, Safe Haven Schools, Budget Changes, Equity Multiplier funding, suggested uses/actions, metrics, goals BH-SSC / BH-ELAC, February 2025: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Budget Changes, Use of Title 1 Funds, CSI Funding, SPSA Changes, ELAC Updates, TK Program, Equity Multiplier funding, suggested uses/actions, metrics, goals
Equity Multiplier - Capital City Staff (CC-Staff), School Site Council (CC-SSC)	CC-Staff, March 2025: Audience: Teachers, staff Topics discussed: Use of Equity Multiplier Funds CC-SSC, March 2025: Audience: Parents/guardians, community members, teachers, principal, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: SPSA Adjustments, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Caroline Wenzel School Site Council (CW-SSC), English Learner Advisory Committee (CW-ELAC)	CW-SSC / CW-ELAC, March 2025: Audience: Parents/guardians, parents of English Learner students community members, teachers, principal, staff Topics discussed: Equity Multiplier funding and goals: actions and metrics
Equity Multiplier - Isador Cohen Staff (IC-Staff), School Site Council (IC-SSC), English Learner Advisory Committee (IC-ELAC)	IC-Staff, January 2025: Audience: Teachers, staff Topics discussed: Levered Math, Academic Conferences, Progress Notices, Budget Update: Uses of Equity Multiplier Goals: actions and metrics, Summer School planning IC-SSC, January 2025: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Budget Review, CABE, FEV tutoring services, Equity Multiplier Goals: actions and metric IC-ELAC, March 2025: Audience: Parents of English Learner students, community members Topics discussed: ELAC Election Results, Review of ELAC ByLaws, SPSA Mid-Year Review, Use of Equity Multiplier Funds
Equity Multiplier - John Morse (JM-Staff)	JM-Staff, March 2025: Audience: Teachers, staff Topics discussed: Minimum Day, Fun Friday, Blacktop Talk, Chapter Books, Summer Training Plans , Equity Multiplier Goals: Actions and Metrics JM-SSC, March 2025: Audience: Parents/guardians Topics discussed: School Parent Engagement Compact Approval, SPSA preparation, Title 1 Allocation, SSC Member Election, CSI, Equity Multiplier Goals: Actions and Metrics

Educational Partner(s)	Process for Engagement
Equity Multiplier - Martin Luther King Staff (MLK-Staff), School Site Council (MLK-SSC), English Learner Advisory Committee (MLK-ELAC)	MLK-Staff, December 2024: Audience: Teachers, staff Topics discussed: SEL, PTA Updates, SBAC, Budgeting and Staffing, including Equity Multiplier funding, suggested uses/actions, metrics, goals MLK-SSC, February 2025: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Use of PBIS Incentives, Purchase of Supplemental Materials, Equity Multiplier Goals: Actions and Metrics MLK-ELAC, March 2025: Audience: Parents/guardians of English Learner students, teachers, principal, staff Topics discussed: Use of Resource Positions, Sacramento State Initiative, Jog-A-Thon, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Success Academy (SA-Staff), Parent Survey (SA-PS)	SA-Staff, Mar 2025: Audience: Teachers, staff Topics discussed: Data Review – Behavior Management, Live School, SWIS, Equity Multiplier Goals: Actions and Metrics SA-SSC, January 2025: Audience: Parents/guardians Topics discussed: Data Review – Behavior Management, Live School, SWIS, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Woodbine Staff (WB-Staff), School Site Council (WB-SSC), English Learner Advisory Committee (WB-ELAC)	WB-Staff, February 2025: Audience: Teachers, staff Topics discussed: Yard Duty Schedule Updates, Budget Updates, including Equity Multiplier Goals: Actions and Metrics WB-SSC, January 2025: Audience: Parents/guardians, community members, teachers, principal, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: SPSA Layout Adjustments, Wayfinder CASEL SELect Program, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Fr Keith B Kenny School Site Council (FKBK-SSC), English Learner Advisory Committee (FKBK-ELAC)	FKBK-SSC, March 2025: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Use of Title 1 funds, Develop plan for Equity Multiplier funds FKBK-ELAC, March 2025: Audience: Parents of English Learner students, community members Topics discussed: Use of Title 1 funds, Develop plan for Equity Multiplier funds
Equity Multiplier - Nicholas (NIC-Staff), School Site Council (NIC-SSC), English Learner Advisory Committee (NIC-ELAC)	NIC-Staff, February 2025: Audience: Teachers, staff Topics discussed: ELAC Update, Student Support Center Update, Equity Multiplier Goals: Actions and Metrics NIC-SSC, February 2025: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Additional Title 1 Funds, Additional Resource for Students: Equity Multiplier Goals: Actions and Metrics NIC-ELAC, March 2025: Audience: Parents of English Learner students, community members Topics discussed: DELAC Update, EL Program Review, SPSA Input, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Pacific (PAC-Staff), School Site Council (PAC-SSC), English Learner Advisory Committee (PAC-ELAC)	PAC-Staff, March 2025: Audience: Teachers, staff Topics discussed: Budget Presentation, Overview of Equity Multiplier Funds and Potential Uses, 2nd Grade Data Presentation, Grade-Level Listening Sessions, Facilities Update PAC-SSC, March 2025:

Educational Partner(s)	Process for Engagement
	Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Review of data, SPSA Update, Needs for Equity Multiplier Goals: Actions and Metrics PAC-ELAC, March 2025: Audience: Parents of English Learner students, community members Topics discussed: Review of data, SPSA Update, Needs for Equity Multiplier Goals: Actions and Metrics

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

The adopted LCAP update was influenced by feedback provided by nine (9) district-level educational partners and various site-based educational partners at Equity Multiplier schools.

Below is a reference to these actions grouped by each educational partner for the adopted 2024-25 LCAP. Note that many actions will appear more than once as they are provided in response to feedback received from multiple partners.

PAC - Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18, 2.22, 3.1, 3.3, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18, 3.20, 3.21
DELAC - Actions 1.2, 1.3, 2.3, 2.5, 2.7, 2.12, 2.22, 3.6, 3.10, 3.12, 3.14, 3.17, 3.18
BAAAB - Actions 1.1, 1.4, 1.5, 2.2, 2.9, 2.10, 2.22, 3.11, 3.23, 3.24
CAC - Actions 1.2, 1.3, 1.4, 2.7, 2.8, 3.2, 3.5, 3.12
AIEPPC - Actions 2.7, 3.2, 3.5, 3.10, 3.17, 3.24, 3.25
SAC - Actions 1.1, 1.2, 1.5, 2.3, 2.5, 2.9, 3.8

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Recommendations were solicited and received at various community meetings conducted from September 2024 through May 2025. Although various specific actions within the plan were influenced by feedback provided by educational partners, the following actions seem enjoy consensus support across various groups:

Improve Career and Technical Education Pathways and Programs (Action 1.1)
Provide Academic and Career Counseling (Action 1.2)
Provide Supplemental College and Career Supports (Action 1.3)
Accelerate Progress Toward Graduation Through Credit Recovery (Action 1.5)
Engagement and Training for Parents of English Learners (Action 2.3)

Implement English Learner Master Plan (Action 2.5)
Provide Attendance and Engagement Strategies (Action 3.12)

Additionally, for each of the 12 sites identified to receive Equity Multiplier funding, educational partner feedback influenced their actions as follows:

Equity Multiplier - AL-Staff, AL-SSC, AL-ELAC - Resource Specialist; Additional Section of English; Additional Social Worker Services (Actions 4.1, 4.2, and 4.3)
Equity Multiplier - BH-Staff, BH-SSC, BH-ELAC - Additional Clerk Hours; Academic Coaching Support services; Teacher Release Time; Noon Duty support; Field Trips and Reverse Field Trips; and Resource Specialist Intervention Support (Actions 5.1, 5.2, 5.3, 5.6, 5.7, and 5.8)
Equity Multiplier - CC-Staff, CC-SSC - Implement Schools PLP; ELA Resource Specialist; Math Resource Specialist; Lexia Core5/Power Up Online Platform; i-Ready; Field Trips; Supplemental Curriculum; Site Instructional Coordinator; Flexible Seating; Teacher Per Diems for Targeted Interventions; and Teacher Per Diems for SAT/ACT Prep (Actions 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, and 6.12)
Equity Multiplier - CW-SSC, CW-ELAC - Instructional Aides; Campus Monitor; Social Worker; Library Media Tech; Yard Duty; and Play Works (Actions 7.3, 7.4, 7.5, 7.6, 7.7, and 7.8)
Equity Multiplier - IC-Staff, IC-SSC, IC-ELAC - Instructional Aide and Social Worker (Actions 8.2 and 8.3)
Equity Multiplier - JM Staff - Develop a School-wide Behavior Management Plan (SBMP); Teacher Per-Diem - Curriculum Development; School-wide Behavior Management Plan (SBMP) Implementation & Training; Restorative Justice & Trauma-Informed Practices Training; Trauma-Safe/Wellness Room Implementation; and Crisis Communication and Relationship Building Between Staff and Students (Actions 9.1, 9.2, 9.3, 9.4, 9.5, and 9.6)
Equity Multiplier - MLK-Staff, LK-SSC, MLK-ELAC - Teacher Release Time; i-Ready; Positive Behavior and Intervention Support (PBIS) Professional Learning; Provide Additional Social Worker Services; and Curriculum and Materials (Actions 10.2, 10.3, 10.4, 10.6, 10.7)
Equity Multiplier - SA-Staff, SA-PS - Instructional Aide; Teacher Collaboration; Student and Family Assemblies; Professional Development - Release Time; Positive Behavior Intervention and Support (PBIS) Materials and Incentives; School Intervention Staff Assistant (Actions 11.1, 11.2, 11.3, 11.4, 11.5, and 11.6)
Equity Multiplier - WB-Staff, WB-SSC, WB-ELAC - Resource Specialist (Action 12.1)
Equity Multiplier - Fr Keith B Kenny School Site Council (FKBK-SSC), English Learner Advisory Committee (FKBK-ELAC) - Professional Development - Coaching and Literacy Consulting; Professional Development - Instructional Strategies/CORE Elementary Reading Academy; Teacher Release Time; Library Books; Classroom Novel Sets; Attendance Incentives; and Field Trips and Reverse Field Trips (Actions 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, and 13.7)
Equity Multiplier - Nicholas (NIC-Staff), School Site Council (NIC-SSC), English Learner Advisory Committee (NIC-ELAC) - Resource Specialist; Leveled Library, Teacher Release Time; Professional Learning; Teacher Intervention; Recess Organized Student Activities; Field Trips; Supplemental Materials, Technology, and Supplies; ELD Curriculum; and Fingerprinting Costs (Actions 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, and 14.10)
Equity Multiplier - Pacific (PAC-Staff), School Site Council (PAC-SSC), English Learner Advisory Committee (PAC-ELAC) - Site Instructional Coordinator (Intervention Lead); PlayWorks Intervention; Additional Nursing Services; Instructional Aides; Teacher Release Time; Positive Behavior and Intervention Support (PBIS) Professional Learning; California Association for Bilingual Education (CABE) Professional Learning; Additional Clerk Hours; Yard Monitor; and Field Trips and Reverse Field Trips (Actions 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9, and 15.10)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 is about graduation outcomes. By 2027, the following cohort outcomes will be achieved: • Graduation rate increased by 5% and • College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is to improve the graduation outcomes of historically underserved students in the district. Outcomes are concerned with students successfully graduating from district schools and prepared for college / career. Each of the following student groups have historically been underserved in the district based on their graduation and college/career preparedness rates. Although the data for these student groups are being highlighted by each unique demographic, the district and its educational partners are aware that there is intersectionality between the demographics.

The overall graduation rate on the California School Dashboard released in December 2023 was 83.8%. Below are the respective graduation rates for each of our historically underserved groups:

African American: 74.0
American Indian: 72.2
English Learner: 72.1
Students With Disabilities: 67.0
Foster Youth: 57.1
Homeless Youth: 59.2
Socioeconomically Disadvantaged: 81.7

Of the students who did graduate, only 33.2% were deemed Prepared on the College and Career Indicator (CCI) resulting in a Low rating. Below are the respective college/career preparedness rates for each of our historically underserved groups:

African American: 12.6
American Indian: No baseline data reported on CA Dashboard

English Learner: 12.3
Students With Disabilities: 6.9
Foster Youth: 0.0
Homeless Youth: 9.8
Socioeconomically Disadvantaged: 27.4

Our analysis of student outcomes has identified that individuals in the above student groups are historically underserved in our district. To promote equity and excellence in education, our plan prioritizes the achievement and success of these students, providing them with the support and resources they need to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 83.8 African American (AA): 74.0 American Indian (AI): 72.2 English Learner (EL): 72.1 Long-Term EL (LTEL: No data Students With Disabilities (SWD): 67.0 Foster Youth (FY): 57.1 Homeless Youth (HY): 59.2 Socioeconomically Disadvantaged (SED): 81.7 Source: Five-Year Graduation Rate in California School	2023-24 Graduation Rate ALL: 84.6 AA: 76.4 AI: No data EL: 74.6 LTEL: 81.4 SWD: 68.2 FY: 35.3 HY: 61.1 SED: 83.1 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25		2025-26 Graduation Rate ALL: 88.8 AA: 79.0 AI: 77.2 EL: 77.1 LTEL: 85.4 SWD: 72.0 FY: 62.1 HY: 64.2 SED: 86.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	Year 1 Growth ALL: 0.8 AA: 2.4 AI: No data EL: 2.5 LTEL: No data SWD: 1.2 FY: -21.8 HY: 1.9 SED: 1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24				
1.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 33.2 African American (AA): 12.6 American Indian (AI): 11.8 English Learner (EL): 12.3 Long-Term EL (LTEL): No data Students With Disabilities (SWD): 6.9 Foster Youth (FY): 0.0 Homeless Youth (HY): 9.8 Socioeconomically Disadvantaged (SED): 27.4 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 31.9 AA: 16.1 AI: No data EL: 11.6 LTEL: 12.3 SWD: 6.4 FY: 0.0 HY: 13.0 SED: 27.4 Source: College/Career Indicator in California School Dashboard Released in 2024-25		2025-26 College/Career Prepared Rate ALL: 38.2 AA: 17.6 AI: 16.8 EL: 17.3 LTEL: 16.3 SWD: 11.9 FY: 5.0 HY: 14.8 SED: 32.4 Source: College/Career Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -1.3 AA: 3.5 AI: No data EL: -0.7 LTEL: No data SWD: -0.5 FY: 0.0 HY: 3.2 SED: 0.0
1.3	A-G Completion Rate	2022-23 A-G Completion Rate ALL: 51.1 African American (AA): 30.0 American Indian (AI): 25.0	2023-24 A-G Completion Rate ALL: 50.1 AA: 34.3 AI: No data EL: 33.1 SWD: 20.3		2025-26 A-G Completion Rate ALL: 56.1 AA: 35.0 AI: 30.0 EL: 40.7 SWD: 21.6	Year 1 Growth ALL: -1.0 AA: 4.3 AI: No data EL: -2.6 SWD: 3.7 FY: -9.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 35.7 Students With Disabilities (SWD): 16.6 Foster Youth (FY): 9.1 Homeless Youth (HY): 19.6 Socioeconomically Disadvantaged (SED): 45.2 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	FY: 0.0 HY: 32.0 SED: 45.6 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2024-25 (No Charter Schools)		FY: 14.1 HY: 24.6 SED: 50.2 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2026-27 (No Charter Schools)	HY: 12.4 SED: 0.4
1.4	Career Technical Education (CTE) Pathway Completion Rate	2022-23 CTE Completion Rate ALL: 10.2 African American (AA): 6.9 American Indian (AI): 5.6 English Learner (EL): 8.8 Students With Disabilities (SWD): 9.6 Foster Youth (FY): 0.0 Homeless Youth (HY): 4.5 Socioeconomically Disadvantaged (SED): 10.4	2023-24 CTE Completion Rate ALL: 9.3 AA: 4.9 AI: N<11 EL: 11.2 SWD: 5.8 FY: N<11 HY: 8.3 SED: 10.5 Source: TS Internal Analysis, March 2025		2025-26 CTE Completion Rate ALL: 15.2 AA: 11.9 AI: 10.6 EL: 13.8 SWD: 14.6 FY: 5.0 HY: 9.5 SED: 15.4 Source: TS Internal Analysis, April 2027	Year 1 Growth ALL: -0.9 AA: -2.0 AI: No data EL: 2.4 SWD: -3.8 FY: No data HY: 3.8 SED: 0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: TS Internal Analysis, April 2024				
1.5	A-G and CTE Completion Rate Combined	2022-23 A-G and CTE Completion Rate Combined ALL: 5.3 African American (AA): 3.1 American Indian (AI): 5.6 English Learner (EL): 3.8 Students With Disabilities (SWD): 1.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.0 Socioeconomically Disadvantaged (SED): 5.1 Source: TS Internal Analysis, April 2024	2023-24 A-G and CTE Completion Rate Combined ALL: 4.7 AA: 2.7 AI: N<11 EL: 3.5 SWD: 1.8 FY: N<11 HY: 6.3 SED: 5.0 Source: TS Internal Analysis, March 2025		2025-26 A-G and CTE Completion Rate Combined ALL: 10.3 AA: 8.1 AI: 10.6 EL: 8.8 SWD: 6.5 FY: 5.0 HY: 5.0 SED: 10.1 Source: TS Internal Analysis, April 2027	Year 1 Growth ALL: -0.6 AA: -0.4 AI: No data EL: -0.3 SWD: 0.3 FY: No data HY: 6.3 SED: -0.1
1.6	On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion	2023-24 On-Track Graduation Status ALL: 58.6 African American (AA): 43.5 American Indian (AI): 56.5 English Learner (EL): 42.1	2024-25 On-Track Graduation Status ALL: 61.0 AA: 51.4 AI: 50.0 EL: 45.8 SWD: 50.0 FY: 33.3 HY: 36.8 SED: 58.3		2026-27 On-Track Graduation Status ALL: 63.6 AA: 48.5 AI: 61.5 EL: 47.1 SWD: 48.8 FY: 30.0 HY: 31.5 SED: 60.9	Year 1 Growth ALL: 2.4 AA: 7.9 AI: -6.5 EL: 3.7 SWD: 6.2 FY: 8.3 HY: 10.3 SED: 2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 43.8 Foster Youth (FY): 25.0 Homeless Youth (HY): 26.5 Socioeconomically Disadvantaged (SED): 55.9 Source: Graduation On-Track Status Indicator 6148 Retrieved April 2024, from the PTAI Counseling Dashboard	Source: Graduation On-Track Status Indicator 6148 Retrieved February 2025, from the PTAI		Source: Graduation On-Track Status Indicator 6148 Retrieved April 2027, from the PTAI	
1.7	On-Track A-G Status Percentage of 9th-12th grade students on track for A-G considering course completion	2023-24 On-Track A-G Status ALL: 55.0 African American (AA): 38.5 American Indian (AI): 43.5 English Learner (EL): 33.5 Students With Disabilities (SWD): 28.4 Foster Youth (FY): 22.9 Homeless Youth (HY): 28.0 Socioeconomically Disadvantaged (SED): 50.0 Source: A-G On-Track Status Indicator 6134 Retrieved April 2024,	2024-25 On-Track A-G Status ALL: 59.0 AA: 41.5 AI: 45.8 EL: 35.6 SWD: 31.5 FY: 23.8 HY: 33.2 SED: 53.3 Source: A-G On-Track Status Indicator 6134 Retrieved February 2025, from the PTAI		2026-27 On-Track A-G Status ALL: 60.0 AA: 43.5 AI: 48.5 EL: 38.5 SWD: 33.4 FY: 27.9 HY: 33.0 SED: 55.0 Source: A-G On-Track Status Indicator 6134 Retrieved April 2027, from the PTAI Counseling Dashboard	Year 1 Growth ALL: 4.0 AA: 3.0 AI: 2.3 EL: 2.1 SWD: 3.1 FY: 0.9 HY: 5.2 SED: 3.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from the PTAI Counseling Dashboard				
1.8	AP Pass Rates (Percent of Assessments Which Received 3+)	2022-23 AP Pass Rate ALL: 30.0 African American (AA): 18.0 American Indian (AI): 0 English Learner (EL): 8.0 Students With Disabilities (SWD): 11.8 Foster Youth (FY): 0 Homeless Youth (HY): 0 Socioeconomically Disadvantaged (SED): 22.7 Source: District TS Analysis based on CALPADS	2023-24 AP Pass Rate ALL: 58.3 AA: 41.0 AI: N<11 EL: 29.7 SWD: 30.3 FY: N<11 HY: N<11 SED: 46.7 Source: TS Internal Analysis, March 2025		2025-26 AP Pass Rate ALL: 35.0 AA: 23.0 AI: 5.0 EL: 13.0 SWD: 16.8 FY: 5.0 HY: 5.0 SED: 27.7 Source: District TS Analysis based on CALPADS	Year 1 Growth ALL: 28.3 AA: 23.0 AI: No Data EL: 21.7 SWD: 18.5 FY: No data HY: No data SED: 24.0
1.9	IB Pass Rates (Percent of Assessments Which Received 4+)	2022-23 IB Pass Rate 23.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2023 IB Exams Reported in 2023-24 by GATE Office	2023-24 IB Pass Rate 29.3 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2024 Exams Reported in 2024-25 by GATE Office		2025-26 IB Pass Rate 28.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2026 IB Exams Reported in 2026-27 by GATE Office	Year 1 Growth 6.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs: Services were substantially implemented as planned.
1.2 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling: Services were substantially implemented as planned. However, the federal FAFSA application window was extended to April 2nd as a result of the widespread immigration concerns. Direction about how to or submit applications for our mix of students was uncertain and resulted in fewer families attending our outreach events. Although the application window was extended, we are seeing fewer FAFSA applications submitted this year over previous years. Coupled with the uncertainty surrounding the administration of federal education programs, the district is increasing its outreach and information sharing with vulnerable communities.
1.3 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Supplemental / Enrichment College and Career Supports: Services were not substantially implemented as planned. There have been some labor related questions about the services typically rendered by the United College Action Network (UCAN) and Improve Your Tomorrow (IYT), both which provide supplemental college and career support to underrepresented student populations. Consequently, the services provided by UCAN and IYT were paused as of December 2024. As a result, we may see a decrease in the number of HBCU college applications and/or direct support to students. The district is working with labor partners to revisit the most effective and efficient way to provide services for underrepresented student populations to increase the number of college applications, including toward HBCU colleges and universities.
1.4 COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling: Services were substantially implemented as planned.
1.5 COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery: Services were substantially implemented as planned.

1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Services were not substantially implemented as planned due to an inability to locate proctors qualified to administer the world language assessments and the difficulty in administering assessments virtually. The district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students. The Language Placement Exam will be offered to eligible incoming 9th grade students (who speak a language other than English at home) in order to ensure appropriate placement. These adjustments should mitigate the challenges identified above.

1.7 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program: Services will be substantially implemented as planned. Program-specific staff positions provided at Umoja International Academy, Luther Burbank, and Caleb Greenwood.

1.8 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways: Services will be substantially implemented as planned. AP and IB exams will be administered in mid-May 2025.

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.

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs: Expenditures were greater than budgeted due to the entire estimate cost action not being included in the original plan as additional grant funds (i.e. Perkins, CTEIG, and K12 Strong Workforce) were awarded after the LCAP was adopted.
1.2 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling: Expenditures were greater than budgeted due to increased outreach efforts and student engagement.
1.5 COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery: Expenditures were greater than budgeted due to an increase in credit recovery seats and teacher per diems.

1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Expenditures were greater than budgeted due to increased participation in the World Languages tests and examinations.

1.8 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways: Expenditures were less than budgeted as orders for IB and AP tests are not ordered until later in the school year.

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

All the actions in goal 1 effectively contributed to the following outcomes:

The percentage of high school students on track to graduate improved by 2.4 percentage points to 61%. Homeless Youth (10.3), Foster Youth (8.3), African American (7.9), Students With Disabilities (6.2), English Learners (3.7), and Socioeconomically Disadvantaged (2.4) increased several percentage points in the percent of students on track to graduate.

Additionally, the percentage of high school students on track to meet A-G requirements improved by 4 percentage points to 59%. Homeless Youth (5.2), Socioeconomically Disadvantaged (3.3), Students With Disabilities (3.1), African American (3.0), American Indian (2.3), and English Learner (2.1) increased several percentage points in the percent of students on track to meet A-G requirements.

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 collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Beginning with the 2025-26 school year, this action is modified to indicate that the district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students.

Long-Term English Learner was added to metrics 1.1 and 1.2.

For the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Improve Career and Technical Education (CTE) pathways and programs. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation integrated projects aligned to cross-curricular standards within CTE pathways. The CTE Completer Rate (Metric 1.4) and College/Career Prepared Rate (Metric 1.2) are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.	$5,521,135.00	Yes
1.2	COUNSELING, COLLEGE, AND CAREER READINESS -	Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. On-Track Graduation Status (Metric 1.6),	$9,114,466.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Provide Academic and Career Counseling	On-Track A-G Status (Metric 1.7), College/Career Prepared Rate (Metric 1.2), Graduation Rate (Metric 1.1), A-G Rate (Metric 1.3), and A-G and CTE Completer Combined Rate (Metric 1.5) are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, Student Advisory Council.		
1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Continue providing additional counseling supports to principally benefit students in the Unduplicated Pupil Count. Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs. On-Track Graduation Status (Metric 1.6), On-Track A-G Status (Metric 1.7), College/Career Prepared Rate (Metric 1.2), Graduation Rate (Metric 1.1), A-G Rate (Metric 1.3), and A-G and CTE Completer Combined Rate (Metric 1.5) are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	$2,190,515.00	Yes
1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Coordinate districtwide scheduling and direct support to school sites. Increase percentage of students graduating from high school (Metric 1.1) college and career ready (Metric 1.2). Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Community Advisory Committee.	$238,869.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status, providing targeted access at individual high school sites as well as the district's central credit recovery program at Sacramento Accelerated Academy. Increase percentage of students graduating from high school (Metric 1.1) and meeting A-G requirements (Metric 1.3). Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.	$2,442,563.00	Yes
1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	Provide the Avant and ALTA World Language Placement Exam to eligible incoming 9th grade students (who speak a language other than English at home) in order to ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses, increasing college and career readiness for English Learners. Increase the percent of English Learner students who graduate (Metric 1.1) and are prepared for College/Career (Metric 1.2). Beginning with the 2025-26 school year, this action is clarified to indicate that the district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$8,000.00	No
1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International	Provide personnel and materials support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a requirement of the IB Program) at the three IB sites (Umoja International Academy, Luther Burbank High	$366,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Baccalaureate (IB) Program	School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Increase the percent of students who pass college preparation exams (Metric 1.9) and graduate college and career ready (Metric 1.2).		
1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation. Increase the percent of students who graduate college and career ready (Metric 1.2).	$406,581.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 is about improving academic outcomes as students move through the district. At least 80% of all students in grades 4-8 will demonstrate growth toward mastering standards in English Language Arts (ELA) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2026-27.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To facilitate the achievement of the district's graduation and college/career preparedness outcomes, Goal 2 is designed to improve the academic performance outcomes of historically underserved students in the district as they move from grade to grade and from school to school. Improvement in student performance in English Language Arts (ELA) and Math is a critical focus of this goal, as is the growth of students on the California School Dashboard's academic indicators for these subjects.

A review of the 2022-23 Smarter Balanced Assessment (SBAC) ELA results revealed that 51.1% of students with matched scores improved their Distance From Met (DFM) from 2021-22 to 2022-23. Across all students, the ELA Distance From Met was -34.8. Below are the respective SBAC ELA DFM for each of our historically underserved groups:

African American: -91.9
American Indian: -76.1
English Learner: -84.2
Students With Disabilities: -111.8
Foster Youth: -119.6
Homeless Youth: -122.3
Socioeconomically Disadvantaged: -61.0

A review of the 2022-23 SBAC Math results revealed that 47.1% of students with matched scores improved their DFM from 2021-22 to 2022-23. Across all students, the Math DFM was -67.3. Below are the respective SBAC Math DFM for each of our historically underserved groups:

African American: -132.0

American Indian: -103.5
English Learner: -106.5
Students With Disabilities: -141.4
Foster Youth: -138.9
Homeless Youth: -162.6
Socioeconomically Disadvantaged: -93.0

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 51.1 African American (AA): 49.0 American Indian (AI): 42.9 English Learner (EL): 55.3 Students With Disabilities (SWD): 49.7 Foster Youth (FY): 42.9 Homeless Youth (HY): 42.9 Socioeconomically Disadvantaged (SED): 50.8 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 51.5 AA: 49.3 AI: 44.9 EL: 53.6 SWD: 52.3 FY: 36.8 HY: 52.1 SED: 51.4 Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)		2025-26 ELA Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	Year 1 Growth ALL: 0.4 AA: 0.3 AI: 2.0 EL: -1.7 SWD: 2.6 FY: -6.1 HY: 9.2 SED: 0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 47.1 African American (AA): 42.0 American Indian (AI): 52.1 English Learner (EL): 46.8 Students With Disabilities (SWD): 43.6 Foster Youth (FY): 42.9 Homeless Youth (HY): 34.1 Socioeconomically Disadvantaged (SED): 46.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM ALL: 44.3 AA: 38.7 AI: 45.6 EL: 43.1 SWD: 43.4 FY: 42.1 HY: 40.8 SED: 43.5 Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)		2025-26 Math Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	Year 1 Growth ALL: -2.8 AA: -3.3 AI: -6.5 EL: -3.7 SWD: -0.2 FY: -0.8 HY: 6.7 SED: -2.8
2.3	Academic Indicator SBAC ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met ALL: -34.8 African American (AA): -91.9 American Indian (AI): -76.1 English Learner (EL): -84.2 Long-Term EL (LTEL): No data	2023-24 ELA Distance From Met ALL: -32.9 AA: -90.8 AI: -68.5 EL: -85.7 LTEL: -105.5 SWD: -106.8 FY: -125.8 HY: -104.4 SED: -60.5		2025-26 ELA Distance From Met ALL: -24.8 AA: -81.9 AI: -66.1 EL: -74.2 LTEL: -97.5 SWD: -101.8 FY: -109.6 HY: -112.3 SED: -51.0	Year 1 Growth ALL: 1.9 AA: 1.1 AI: 7.6 EL: -1.5 LTEL: No data SWD: 5.0 FY: -6.2 HY: 17.9 SED: 0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): -111.8 Foster Youth (FY): -119.6 Homeless Youth (HY): -122.3 Socioeconomically Disadvantaged (SED): -61.0 Source: ELA Academic Performance in California School Dashboard Released in 2023-24	Source: ELA Academic Performance in California School Dashboard Released in 2024-25		Source: ELA Academic Performance in California School Dashboard Released in 2026-27	
2.4	Academic Indicator SBAC Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -67.3 African American (AA): -132.0 American Indian (AI): -103.5 English Learner (EL): -106.5 Long-Term EL (LTEL): No data Students With Disabilities (SWD): -141.4 Foster Youth (FY): -138.9 Homeless Youth (HY): -162.6	2023-24 Math Distance From Met ALL: -63.9 AA: -132.4 AI: -106.2 EL: -106.7 LTEL: -152.6 SWD: -137.1 FY: -179.9 HY: -135.4 SED: -91.6 Source: Math Academic Performance in California School Dashboard Released in 2024-25		2025-26 Math Distance From Met ALL: -57.3 AA: -122.0 AI: -93.5 EL: -96.5 LTEL: -144.6 SWD: -131.4 FY: -128.9 HY: -152.6 SED: -83.0 Source: Math Academic Performance in California School Dashboard Released in 2026-27	Year 1 Growth ALL: 3.4 AA: -0.4 AI: -2.7 EL: -0.2 LTEL: No data SWD: 4.3 FY: -41.0 HY: 27.2 SED: 1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): -93.0 Source: Math Academic Performance in California School Dashboard Released in 2023-24				
2.5	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 43.2 % of Long Term ELs (LTELs) are making progress towards proficiency: No data % of ELs Decreased in at Least 1 ELPI Level: 17.4 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 38.6 % of ELs who Maintained ELPI Level 4: 3.1 % of ELs who Progressed at Least One ELPI Level: 39.5	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 41.2 % of LTELs are making progress towards proficiency: 41.7 % of ELs Decreased in at Least 1 ELPI Level: 19.6 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 39.1 % of ELs who Maintained ELPI Level 4: 3.5		2025-26 English Learner Progress % of ELs are making progress towards proficiency: 53.2 % of LTELs are making progress towards proficiency: 49.7 % of ELs Decreased in at Least 1 ELPI Level: 7.4 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 48.6 % of ELs who Maintained ELPI Level 4: 13.1	Year 1 Growth % of ELs are making progress towards proficiency: -2.0 % of LTELs are making progress towards proficiency: No data % of ELs Decreased in at Least 1 ELPI Level: 2.2 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 0.5 % of ELs who Maintained ELPI Level 4: 0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	% of ELs who Progressed at Least One ELPI Level: 37.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25		% of ELs who Progressed at Least One ELPI Level: 49.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	% of ELs who Progressed at Least One ELPI Level: -1.8
2.6	English Learner Reclassification Rate	2022-23 RFEP Rate 5.8 Source: District Multilingual Education Analysis based on Student Information System Records	2023-24 RFEP Rate 8.5 Source: District Multilingual Education Analysis based on Student Information System Records Retrieved December 2024		2025-26 RFEP Rate 15.8 Source: District Multilingual Education Analysis based on Student Information System Records	Year 1 Growth 2.7
2.7	TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.1 African American (AA): 39.2 American Indian (AI): 47.8	2024-25 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.7 AA: 40.4 AI: 43.2 EL: 32.9		2026-27 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 65.1 AA: 49.2 AI: 57.8 EL: 44.0	Year 1 Growth ALL: 0.6 AA: 1.2 AI: -4.6 EL: -1.1 SWD: 1.1 FY: 7.5 HY: 5.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 34.0 Students With Disabilities (SWD): 33.1 Foster Youth (FY): 31.7 Homeless Youth (HY): 30.2 Socioeconomically Disadvantaged (SED): 46.6 Source: DBDM Dashboard Retrieved April 2024	SWD: 34.2 FY: 39.2 HY: 35.8 SED: 45.6 Source: DBDM Dashboard Retrieved March 2025		SWD: 43.1 FY: 41.7 HY: 40.2 SED: 56.6 Source: DBDM Dashboard Retrieved April 2027	SED: -1.0
2.8	7-12 ELA Percent Semester 1 Grades of C or Higher	2023-24 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 81.0 African American (AA): 70.3 American Indian (AI): 71.9 English Learner (EL): 76.3 Students With Disabilities (SWD): 68.4 Foster Youth (FY): 58.5 Homeless Youth (HY): 62.7 Socioeconomically Disadvantaged (SED): 77.6	2024-25 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 81.4 AA: 70.9 AI: 69.4 EL: 72.8 SWD: 69.9 FY: 62.6 HY: 66.6 SED: 77.2 Source: DBDM Dashboard Retrieved January 2025		2026-27 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 91.0 AA: 80.3 AI: 81.9 EL: 86.3 SWD: 78.4 FY: 68.5 HY: 72.7 SED: 87.6 Source: DBDM Dashboard Retrieved April 2027	Year 1 Growth ALL: 0.4 AA: 0.6 AI: -2.5 EL: -3.5 SWD: 1.5 FY: 4.1 HY: 3.9 SED: -0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: DBDM Dashboard Retrieved April 2024				
2.9	TK/K-6 Math Percent Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 54.6 African American (AA): 35.5 American Indian (AI): 43.0 English Learner (EL): 38.1 Students With Disabilities (SWD): 35.2 Foster Youth (FY): 34.3 Homeless Youth (HY): 27.0 Socioeconomically Disadvantaged (SED): 46.0 Source: DBDM Dashboard Retrieved April 2024	2024-25 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 55.3 AA: 35.7 AI: 40.1 EL: 38.6 SWD: 36.2 FY: 40.9 HY: 33.9 SED: 45.5 Source: DBDM Dashboard Retrieved March 2025		2026-27 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 64.6 AA: 45.5 AI: 53.0 EL: 48.1 SWD: 45.2 FY: 44.3 HY: 37.0 SED: 56.0 Source: DBDM Dashboard Retrieved April 2027	Year 1 Growth ALL: 0.7 AA: 0.2 AI: -2.9 EL: 0.5 SWD: 1.0 FY: 6.6 HY: 6.9 SED: -0.5
2.10	7-12 Math Percent of Semester 1 Grades of C or Higher	2023-24 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 72.3 African American (AA): 56.5	2024-25 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 72.1 AA: 55.3 AI: 58.4		2026-27 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 82.3 AA: 66.5 AI: 62.3	Year 1 Growth ALL: -0.2 AA: -1.2 AI: 6.1 EL: -2.7 SWD: 0.8 FY: 5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian (AI): 52.3 English Learner (EL): 63.2 Students With Disabilities (SWD): 58.0 Foster Youth (FY): 52.7 Homeless Youth (HY): 41.3 Socioeconomically Disadvantaged (SED): 67.6 Source: DBDM Dashboard Retrieved April 2024	EL: 60.5 SWD: 58.8 FY: 57.8 HY: 50.0 SED: 67.0 Source: DBDM Dashboard Retrieved January 2025		EL: 73.2 SWD: 68.0 FY: 62.7 HY: 51.3 SED: 77.6 Source: DBDM Dashboard Retrieved April 2027	HY: 8.7 SED: -0.6
2.11	i-Ready Reading Spring Results (Percent of Students Achieving Annual Typical Growth from January 1 thru March 31)	2023-24 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 44.0 African American (AA): 39.0 American Indian (AI): 45.0 English Learner (EL): 40.0 Students With Disabilities (SWD): 39.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	2024-25 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 44.0 AA: 38.0 AI: 37.0 EL: 43.0 SWD: 46.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)		2026-27 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 54.0 AA: 49.0 AI: 55.0 EL: 50.0 SWD: 49.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	Year 1 Growth ALL: 0.0 AA: -1.0 AI: -8.0 EL: 3.0 SWD: 7.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	i-Ready Math Spring Results (Percent of Students Achieving Annual Typical Growth from January 1 thru March 31)	2023-24 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 35.0 African American (AA): 31.0 American Indian (AI): 35.0 English Learner (EL): 36.0 Students With Disabilities (SWD): 32.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	2024-25 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 37.0 AA: 30.0 AI: 27.0 EL: 39.0 SWD: 39.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)		2026-27 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 45.0 AA: 41.0 AI: 45.0 EL: 46.0 SWD: 42.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	Year 1 Growth ALL: 2.0 AA: -1.0 AI: -8.0 EL: 3.0 SWD: 7.0
2.13	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80%	2021-22 Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 58.9% Source: 2021-22 Special Education Annual Performance Report, Retrieved from CDE November 2023	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 60.4% Source: 2022-23 Special Education Annual Performance Report, Retrieved		2024-25 Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 68.9% Source: 2024-25 Special Education Annual Performance Report, Retrieved	Year 1 Growth 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from CDE November 2024		from CDE November 2026	
2.14	Cognative Abilities Test (CoGAT) Percent of Grade 1 and 3 Students With Age Percentile Rank >= 75% On At Least One Domain	2023-24 Percent of Students Passing CoGAT ALL: 27.0 African American (AA): 10.4 American Indian (AI): 10.5 English Learner (EL): 15.2 Students With Disabilities (SWD): 15.3 Foster Youth (FY): 8.6 Homeless Youth (HY): 7.0 Socioeconomically Disadvantaged (SED): 21.5 Source: SCI Internal Analysis, April 2024	2024-25 Percent of Students Passing CoGAT ALL: 28.1 AA: 11.2 AI: 15.8 EL: 12.6 SWD: 15.3 FY: 14.3 HY: 9.5 SED: 18.4 Source: SCI Internal Analysis, May 2025		2026-27 Percent of Students Passing CoGAT ALL: 37.0 AA: 20.4 AI: 20.5 EL: 25.2 SWD: 25.3 FY: 18.6 HY: 17.0 SED: 31.5 Source: SCI Internal Analysis, April 2027	Year 1 Growth ALL: 1.1 AA: 0.8 AI: 5.3 EL: -2.6 SWD: 0.0 FY: 5.7 HY: 2.5 SED: -3.1
2.15	California Science Test (CAST) - Percent of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)	2022-23 CAST Students Standards/Exceeded Met ALL: 25.5 African American (AA): 7.8 American Indian (AI): 13.7	2023-24 CAST Students Standards/Exceeded Met ALL: 25.1 AA: 10.9 AI: 11.4 EL: 2.2 Long-Term EL: 1.6		2025-26 CAST Students Standards/Exceeded Met ALL: 35.5 AA: 17.8 AI: 23.7 EL: 12.7 LTEL: 10	Year 1 Growth ALL: -0.4 AA: 3.1 AI: -2.3 EL: -0.5 LTEL: 0.6 SWD: -2.7 FY: 5.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 2.7 Long-Term EL (LTEL): 1.0 Students With Disabilities (SWD): 9.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 10.2 Socioeconomically Disadvantaged (SED): 17.1 Source: CAASPP Science, Non-Charter Schools Released in 2023-24	SWD: 6.8 FY: 5.3 HY: 7.6 SED: 17.2 Source: CAASPP Science, Non-Charter Schools Released in 2024-25		SWD: 19.5 FY: 10.0 HY: 20.2 SED: 27.1 Source: CAASPP Science, Non-Charter Schools Released in 2026-27	HY: -2.6 SED: 0.1
2.16	Staff Connectedness - Percent of Positive Responses (Belongingness / Connectedness)	2023-24 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 69.7 Source: 2023-24 Spring School Climate Survey for Staff	2024-25 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 73.2 Source: 2024-25 Spring School Climate Survey for Staff		2026-27 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 75.7 Source: 2026-27 Spring School Climate Survey for Staff	Year 1 Growth 3.5
2.17	District English Learner Advisory Council (DELAC) Participation - Percentage of Schools	2023-24 48.0 (30 of 62 schools)	2024-25 46.7 (28 of 60 schools)		2026-27 100.0 (62 of 62 schools)	Year 1 Growth -1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with an English Learner Advisory Committee (ELAC) Sending a Representative to at Least One DELAC Meeting	Source: Multilingual Education Internal Analysis, April 2024	Source: Multilingual Education Internal Analysis, March 2025		Source: Multilingual Education Internal Analysis, April 2027	
2.18	Percent of Teachers With Full Credential (Williams)	2021-22 Percent of Teachers With Full Credential Reported in 2023-24 87.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2022-23 Percent of Teachers With Full Credential Reported in 2024-25 85.7 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools		2024-25 Percent of Teachers With Full Credential Reported in 2026-27 92.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	Year 1 Growth -1.6
2.19	Percent of Students With Required Textbooks (Williams)	2023-24 Percent of Students With Required Textbooks 100.0 Source: 2023-24 School Accountability Report Card	2024-25 Percent of Students With Required Textbooks 100.0 Source: 2024-25 School		2026-27 Percent of Students With Required Textbooks 100.0 Source: 2026-27 School	Year 1 Growth 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Accountability Report Card		Accountability Report Card	
2.20	State Standards Survey Results Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability'	2023-24 Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.8 Source: Local Survey of Administrators	2024-25 Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.5 Source: Local Survey of Administrators		2026-27 Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 50.0 Source: Local Survey of Administrators	Year 1 Growth -0.3

Goal Analysis [2024-25]

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.

2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families: Services were substantially implemented as planned. A total of 687 students were served in 31 pre-school classes across the district.
2.2 EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility: Services were substantially implemented as planned. A total of 828 students were served in 37 transitional kindergarten classes across the district.

2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Services were substantially implemented as planned via Parent & Family Information Nights, Interactive Parent Workshops, Coffee Chats with Principals, and Back-to-School Nights. One notable challenge is that despite these efforts, only 22 out of 60 schools requiring ELACs submitted the required documentation on time. To address the challenge observed above, Multilingual Education is planning to actively engage Parent Advisors regarding each site's ELAC implementation and documentation submission.

2.4 MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners: Services were substantially implemented as planned. Secondary Principals are engaging in professional learning together once a month provided by MLD Instructional team.
2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan: Services were substantially implemented as planned as the plan was approved by the Board in February 2025 and activities for the rollout of the plan for 2025-26 began to be conducted in the spring. As a next step in the implementation of this action, Multilingual Education is planning to provide professional learning opportunities during the school day, which will require funding for substitute teachers.
2.6 MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners: Services were substantially implemented as planned. A total of 30 sites were supported in implementing LEXIA English and 95% of teachers in the schools participated in LEXIA English professional development. As a next step in the implementation of this action, Multilingual Education is planning to strengthen teacher and site support via ongoing coaching for teachers, developing targeted follow-up professional learning, and ensuring targeted student support.

2.7 SPECIAL EDUCATION - School Psychologists: Services were substantially implemented as planned. An additional 4.0 School Psychologists FTE were added to ensure sufficient staffing in alignment with student needs and the collective bargaining agreement.
2.8 SPECIAL EDUCATION - Instructional assistance for Students with Disabilities: Services were substantially implemented as planned.

2.9 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results: Services were substantially implemented as planned.
2.10 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making: Services were substantially implemented as planned.
2.11 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff: Services were substantially implemented as planned.
2.12 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development: Services were substantially implemented as planned.
2.13 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention: Services were substantially implemented as planned.

2.14 HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum: Services were substantially implemented as planned.
2.15 HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention: Services were substantially implemented. A key area of success in this action is the district's Teacher Leader Administrative Credential Program, where over 80% of participants are people of color, reinforcing our commitment to fostering leadership diversity. Additionally, we have expanded our recruitment efforts both locally and nationally to attract highly qualified educators while strengthening retention strategies to support valued employees.

2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Services were substantially implemented as planned. Noted challenges including navigating the infrastructure to offer and provide professional learning across all district staff (classified, certificated, and management), implementing more effective monitoring & accountability for district and site leadership teams to analyze data, and the implementation of an agreement regarding assessments to be used for monitoring progress. The work to design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary

sites continues. This planning work includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks.
2.17 CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework: Services were substantially implemented as planned. Various resource-related challenges exist, including limited MTSS-specific personnel, several concurrent initiatives, time constraints for design and implementation, balancing the need for thoughtful rollout and desire for quick implementation, and complexity of establishing common teaming structures and assurances and decision-making protocols across 80+ physical sites.
2.18 CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments: Services were not substantially implemented as planned. A significant challenge that persists is the lack of an agreement between the district and bargaining units with respect to the identification of common assessments progress monitoring. The district and its bargaining units, as part of the MTSS initiative, will continue working toward identification and agreement related to common assessments.
2.19 CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services: Services were substantially implemented as planned. Additionally, CogAT screening should be fully digital again in the 2025-26 resulting in faster reporting for families. Also, there is interest in using more available district assessment data, similar to i-Ready, for providing families earlier data regarding their students' progress.
2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support: Services were substantially implemented as planned. While the majority of new teachers hired prior to first day of school are enrolled in induction and were assigned a support provider within the required 30 days, there have been delays in enrolling new teachers in the appropriate support program and assigning a support provider within 30 days of hire. The number of teachers hired without preliminary credentials has steadily increased over the past five years. For the 2024-25 school year, over 100 teachers receiving support hold either an intern credential or a short-term staff permit. There is need to provide these teachers with targeted professional learning because they have not completed their preliminary credential. We currently conduct two Teacher Residency programs with Sacramento State University, which require the district to offer employment to our residents. Two residents from previous programs were non-reelected during their probationary years. If residents do not complete a required number of years teaching for SCUSD, they are required to pay back the grant monies they received during their residency.
2.21 CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff: Services were substantially implemented as planned.

2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support: Services were substantially implemented.

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.

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families: Expenditures were less than budgeted due to the timing of the school year, with several expenses including salaries, benefits, and operational costs still accruing and staff vacancies.

2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Expenditures were less than budgeted due lower than anticipated engagement of school committees.
2.4 MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners: Expenditures were less than budgeted due focus on secondary school training.
2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan: Expenditures were less than budgeted due lower than anticipated engagement of school committees.
2.6 MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners: Expenditures were less than budgeted due to lower than expected use of the student LEXIA English licenses.

2.8 SPECIAL EDUCATION - Instructional assistance for Students with Disabilities: Expenditures were higher than budgeted due to the implementation of a Special Education settlement agreement during the fiscal year resulting in additional support positions for special educations services.

2.9 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results: Expenditures were less than budgeted due to the timing of the school year, with several expenses including salaries, benefits, and operational costs still accruing and staff vacancies.
2.10 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making: Expenditures were less than budgeted due to the timing of the school year, with several expenses including salaries, benefits, and operational costs still accruing and staff vacancies.
2.12 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development: Expenditures were less than budgeted due to the timing of the school year, with several expenses including salaries, benefits, and operational costs still accruing and staff vacancies.
2.13 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention: Expenditures were less than budgeted due to the timing of the school year, with several expenses including salaries, benefits, and operational costs still accruing and staff vacancies.

2.15 HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention: Expenditures were greater than budgeted due to the establishment a mentor program for new administrators as a mechanism to address succession for our district, payment of mentor stipends, and the purchase of additional welcoming materials for 1,000 new employee recruitment over the next three years.

2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Expenditures were less than budgeted due to lower than expected professional development and related per diems and pay for substitutes.
2.17 CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework: Expenditures were less than budgeted due to lower than expected per diem pay as meetings were changed to occur during contract hours.
2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support: Expenditures were less than budgeted due to lower than expected per diem pay related to less support sessions.
2.21 CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff: Expenditures were less than budgeted due to no adoptions taking place during the school year.

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

All the actions in goal 2 effectively contributed to the following outcomes:

The percentage of K-6 Trimester 2 ELA grades earned by ALL students that were a 3 or higher improved by 0.6 points to 55.7%. Foster Youth (7.5), Homeless Youth (5.6), African American (1.2), and Students With Disabilities (1.1) all demonstrated improvement in this metric.

The percentage of K-6 Trimester 2 Math grades earned by ALL students that were a 3 or higher improved by 0.7 points to 55.3%. Homeless Youth (6.9), Foster Youth (6.6), Students With Disabilities (1.0), English Learner (0.5), and African American (0.2) all demonstrated improvement in this metric.

The percentage of 7-12 Semester 1 ELA grades earned by ALL students that were a C or higher improved by 0.4 points to 81.4%. Foster Youth (4.1), Homeless Youth (3.9), Students With Disabilities (1.1), and African American (0.6) demonstrated improvement in this metric.

The percentage of 7-12 Semester 1 Math grades earned that were a C or higher improved for Homeless Youth (8.7), American Indian (6.1), Foster Youth (5.1), and Students With Disabilities (0.8).

The percentage of students achieving their annual typical growth in iReady Reading and Math increased for Students With Disabilities and English Learners.

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 collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Beginning in 2025-26, this action is modified to reflect its intent to increase the percent of English Learner students progressing in English Language Development and improving the English Learner Reclassification Rate.

Actions 2.4, 2.5, 2.6, and 2.12 are modified to include additional detail in services provided to improve the outcomes of English Learners and Long-Term English Learners.

Action 2.14 HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum: Beginning with the 2025-26 school year, this action is modified to provide Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites. This is action is intended to improve the percent of teachers who are fully credentialed (Metric 2.18) and to improve literacy (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) results across the district.

Action 2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Beginning with the 2025-26 school year, this action is modified to also incorporate the design and coordination of a multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary sites. This plan includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks

Action 2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11), Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and percent of English Learner students reclassified to English proficient (Metric 2.6).

Action 2.23 IAS - Eight (8) Additional School Days - LREBG: Beginning with the 2025-26 school year, this action is added to reflect the use of Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional time by eight (8) days at the beginning of the school year in response to the district's needs assessment.

Long-Term English Learner was added to metrics 2.3, 2.4, 2.5, and 2.15.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	Provide access to early childhood education for eligible students and families to build a strong foundation for academic success, social emotional development, early literacy skills, and school readiness. The operation of 42 classrooms across the district provides approximately 1,209 spaces available. Universal PreKindergarten Programs (UPK) offer a combination of state-funded and Head Start-funded programs, ranging from Infant/Toddler to School-Age. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites. Increase the percent of TK/K-6 ELA Grades of 3 or Higher (Metric 2.7). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$19,883,226.09	No

Action #	Title	Description	Total Funds	Contributing
2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility	Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility which uses a modified curriculum that is developmentally appropriate and aligns the PK Learning Foundations and the Kindergarten Content Standards. Students enroll in a full year of Early/Transitional Kindergarten programming to strengthen school readiness skills and build upon a strong learning foundation for success in elementary, secondary, and beyond. Increase the percent of students demonstrating academic success in ELA (Metric 2.7) and Math (Metrics 2.9). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.	$11,206,779.87	No
2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Update English Language Development support structure to provide direct services to engage and train parents of English Learner students. Support school sites with establishing operational English Language Advisory Committees, enhancing district and site parent communication, interpreting and translating (oral and writing) communication using specific home languages, coordinating services to assist families in obtaining access to school programs and resources, recruiting parents for site and district programs (ELAC, DELAC, SSC, LCAP PAC, etc.), and meeting with parents of students that are in need of additional tier 2 and 3 support. English Language Arts, Math, and English Learner Progress Indicators Required Action. Beginning in 2025-26, this action is modified to reflect its intent to increase the percent of English Learner students progressing in English Language Development (Metric 2.5) and improving the English Learner Reclassification Rate (Metric 2.6). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.	$601,474.00	Yes
2.4	MULTILINGUAL EDUCATION - Professional Learning specific to	Professional learning to support English Language Development services. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: The district will provide professional learning opportunities for teachers and administrators at all school sites to enhance	$1,246,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instruction for English Learners (Modified 2025-26)	English Language Development (ELD) services. This action aligns with the goal of increasing the percentage of English Learner (EL) students making progress in ELD, English Language Arts (ELA), Math, and the English Learner Progress Indicators (ELPI). The professional development will focus on research-based ELD practices, data-driven instruction, and strategies for supporting ELs across content areas. These opportunities will be ongoing and tailored to meet the needs of different school sites and grade levels. This action is designed to improve outcomes for EL and LTEL students. Increase the percent of English Learner students progressing in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	Expand awareness of the English Learner Master Plan, including planning and coordinating with colleagues to implement the actions established within the English Learner Master Plan. This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: To meet the diverse needs of English Learners (ELs), including newcomers and Long-Term English Learners (LTELs), the district will prioritize targeted support and differentiated instruction. A key focus is on expanding high-quality professional learning to strengthen both Integrated and Designated ELD, ensuring that ELs develop academic language while accessing grade-level content across all subjects. The district will promote awareness and implementation of the English Learner Master Plan through collaborative planning and coordination with educators and school sites. Support will include training, coaching, and guidance to ensure effective execution of strategies outlined in the plan. Increase the percent of English Learner students progressing in English Language Development (Metric 2.5) and improve the English Learner Reclassification Rate (Metric 2.6). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational	$421,253.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.		
2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2025-26)	Providing tutoring specific to English Learner and migrant students and interventions for secondary newcomer students, including professional learning in the new state standards, designated and integrated ELD, Universal Design for Learning, administrative and site teams, and on-going coaching. Beginning with the 2025-26 school year, the action is modified to include the following additional detail: The district will implement targeted academic support for English learner, migrant students, long-term English learners prioritizing the needs of secondary newcomer students. Support services, including tutoring and interventions, will be delivered on an as-needed basis to ensure individualized student support. Additionally, professional development will be provided to teachers, paraprofessionals, and staff working with English learners, focusing on evidence-based practices in designated and integrated English Language Development (ELD) and strategies that promote timely EL reclassification. These actions are designed to strengthen language acquisition and improve academic outcomes in English Language Arts and Mathematics, thereby advancing the district's commitment to educational equity and access. Increase the percent of English Learner students progressing in English Language Development (Metric 2.5) and improve the English Learner Reclassification Rate (Metric 2.6). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$87,536.00	No
2.7	SPECIAL EDUCATION - School Psychologists	Provide school psychological services, including participation on Student Success Teams (SSTs). Increase the amount of time students receiving Special Education services are in a least restrictive environment (Metric 2.13). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.	$2,648,330.17	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Provide students with disabilities specific instructional aide supports as identified in their Individualized Education Program (IEP). The percent of students who receive Special Education services and are served in a Least Restricted Environment (LRE) is one of the intended impacted areas of this action (Metric 2.13). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee.	$8,462,513.00	No
2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	School Site Council-determined, SPSA-based actions to improve ELA and Math performance. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 1 include increased counseling services, expanded credit recovery options, and field trip experiences. Examples of actions/strategies in Goal 2 include bilingual instructional aides, targeted academic intervention, after school tutoring, and professional development for staff, including those teaching English Learner students. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.	$5,201,584.00	Yes
2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENT	Use student data for secondary department chairs to provide interventions for secondary students. Increase the percent of students making progress in ELA (Metric 2.8) and Math (Metric 2.10) secondary coursework.	$745,328.93	Yes

Action #	Title	Description	Total Funds	Contributing
	S - Secondary department-level data-based decision-making	English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.		
2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$172,946.67	Yes
2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - English Language Development (Modified 2025-26)	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: Professional learning for both elementary and secondary educators will center on the implementation of high-quality, standards-aligned instruction to support English learners, including newcomers and Long-Term English Learners (LTELs). At the secondary level, the focus will be on integrated English Language Development (ELD) across content areas, ensuring that language development is embedded in all disciplines. At the elementary level, emphasis will be placed on foundational skills development, integrated with designated and integrated ELD practices. These professional learning priorities align with the district's English Learner Master Plan and reflect School Site Council-determined, SPSA-based actions aimed at improving English Language Development (ELD) outcomes. Increase the percent of students making progress in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$1,317,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Provide research and evidence-based interventions at Title 1 schools for students who are low income and for students demonstrating high needs. Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and increase the percent of students progressing in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$5,456,178.00	Yes
2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. Smaller class sizes allow for teachers and instructional staff to be better attuned to the unique needs of each learner. Although this strategy benefits all students, the targeted assistance that SCUSD provides to site leaders during the annual staffing and budget development process ensures that unduplicated pupils' needs are prioritized. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. SCUSD is reduced class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. This action also provide additional staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Beginning with the 2025-26 school year, this action is modified to provide $12,198,186 in Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites. This action is intended to improve the percent of teachers who are fully credentialed (Metric 2.18) and to improve literacy (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) results across the district.	$248,012,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). Increase SCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees. This action is particularly focused on recruitment and retention of teachers to improve outcomes for low-income students and students of color, as teacher attrition disproportionately impacts these schools. Full credential teacher recruitment and retention (Metric 2.18) is one of the intended impacted areas of this action.	$9,300,315.72	No
2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. Beginning with the 2025-26 school year, this action is clarified to also incorporate the design and coordination of a multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary sites. This plan includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks. Increase State Standards Survey Results (Metric 2.20) and the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$4,826,109.00	Yes
2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-	Develop and implement a district-wide Multi-Tiered System of Supports. This action includes coordinating a District MTSS Design Team to collaboratively define tiers of instruction and intervention; establish common teaming structures and assurances; and develop a comprehensive assessment, intervention, and progress monitoring system.	$596,970.00	No

Action #	Title	Description	Total Funds	Contributing
	Tiered System of Supports Framework	Provide professional learning for teachers, site-based teams, and site/department leaders on MTSS principles and practices, including universal tier one instructional best practices, data-based decision-making, tiered instruction, and progress monitoring and intervention strategies. TK-6 ELA Grades of 3 or Higher (Metric 2.7), TK-6 Math Grades of 3 or Higher (Metric 2.9), 7-12 ELA Grades of C or Higher (Metric 2.8), 7-12 Math Grades of C or Higher (Metric 2.10), i-Ready Reading Spring Scale Scores (Metric 2.11), i-Ready Math Spring Scale Scores (Metric 2.12), SBAC ELA Scores (Metrics 2.1 and 2.3), SBAC Math Scores (Metrics 2.2 and 2.4), and California Science Test (Metric 2.15) outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	To assess the effectiveness of standards implementation, staff will: coordinate and support the administration of district-wide universal screeners and common assessments; engage in ongoing progress monitoring of academic performance and growth of students, particularly those from traditionally underserved communities; and collect and analyze data related to academic performance, student demographics, and program effectiveness to identify trends and areas for improvement, measure the impact of actions, and design professional learning. i-Ready Reading Spring Scale Scores (Metric 2.11), i-Ready Math Spring Scale Scores (Metric 2.12), and Reclassification Rate (Metric 2.6) outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$260,000.00	No
2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Eliminate barriers to equitable identification for, and student receipt of, advanced learner services Grade 2-12. Administer the Cognitive Abilities Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing	$1,125,607.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional learning for elementary teachers providing GATE services in grades 2-6. The CoGAT pass rate for Age Percentile Rank for grade 1 and 3 students is one of the intended impacted areas of this action (Metric 2.14).		
2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	Provide professional learning and coaching support to new teachers and new administrators. Continuously improve and align the SCUSD Teacher Induction Program to address district priorities and support new teachers (those pursuing preliminary credentials, including clear single-subject, multiple-subject, or teacher-specialist credentials, intern credentials, short-term permits, and credentials outside of teachers) as they develop their proficiency to deliver High Quality Instruction in alignment with the California Standards for the Teaching Profession. Provide teachers and administrators new to SCUSD with a comprehensive orientation and support process aligned with district priorities. Establish and maintain alternative pathways for acquiring a teaching credential by way of teacher internship and residencies opportunities for grades TK-12. Increase retention of site and district administrators by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders, including individual and small group mentoring and networking, site visits, new administrator training, and just in time supports. Full credential teacher recruitment and retention (Metric 2.18) is one of the intended impacted areas of this action.	$1,094,321.00	No
2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	Provide all students and staff sufficient instructional materials (print, manipulatives, and digital) for board-adopted curricula and library books for TK-12 aligned with District Academic Priorities: Culture & Climate, Literacy and Numeracy. Includes project-based learning opportunities utilizing school libraries. Includes newly adopted materials and replacement materials for lost/damaged items. The sufficiency of student textbooks is one of the intended impacted areas of this action (Metric 2.19).	$4,273,103.00	No
2.22	LCAP Office - Evaluation,	Provide data analysis and program evaluation support to guide continuous improvement planning and decision making. District leadership will use	$1,667,076.36	Yes

Action #	Title	Description	Total Funds	Contributing
	Assessment, and Data Literacy Support (Modified 2025-26)	data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11), Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and percent of English Learner students reclassified to English proficient (Metric 2.6). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, District English Learner Advisory Committee.		
2.23	IAS - Eight (8) Additional School Days - LREBG (New 2025-26)	The purpose of this action is to use Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional time by eight (8) days at the beginning of the school year in response to the district's needs assessment. Research supports that there is a positive correlation between additional instruction time and student progress and performance in core academic subjects. Across the district, 50.3% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in ELA. For at least 75% of the district's schools, the district received a status level indicating low performance in Mathematics for one of more of the following student groups on the 2024 Dashboard: ALL, AA, EL, H, SED, and SWD. This action accounts for the district's entire remaining allocation of $5,078,574 in LREBG funds, and the district does not anticipate receiving any additional LREBG funds in 2026-27 and 2027-28. Increase State Standards Survey Results (Metric 2.20) and the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12).	$17,356,594.37	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

The district and its education partners understand that the best learning happens when all students and families will feel safe and connected in their school community. To improve our district's culture and climate, Goal 3 is strategically designed to leverage professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices to decrease the incidents that arise and result in students being suspended and removed from their learning environments.

More than 6 (6.1%) of every 100 students were excluded from their education via suspension, resulting in an Orange rating on the Dashboard released in December 2023. Below are the respective suspension rates for each of our historically underserved groups:

African American: 15.3
American Indian: 9.0
English Learner: 4.3
Students With Disabilities: 9.3
Foster Youth: 17.8
Homeless Youth: 13.4
Socioeconomically Disadvantaged: 7.4

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 6.1 African American (AA): 15.3 American Indian (AI): 9.0 English Learner (EL): 4.3 Long-Term EL (LTEL): No data Students With Disabilities (SWD): 9.3 Foster Youth (FY): 17.8 Homeless Youth (HY): 13.4 Socioeconomically Disadvantaged (SED): 7.4 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 5.8 AA: 15.3 AI: 11.5 EL: 4.1 LTEL: 7.7 SWD: 8.7 FY: 18.8 HY: 12.7 SED: 7.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25		2025-26 Suspension Rate ALL: 4.0 AA: 4.0 AI: 4.0 EL: 3.0 LTEL: 4.0 SWD: 4.0 FY: 4.0 HY: 4.0 SED: 4.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -0.3 AA: 0.0 AI: 2.5 EL: -0.2 LTEL: No data SWD: -0.6 FY: 1.0 HY: -0.7 SED: -0.3
3.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 29.2 African American (AA): 48.8 American Indian (AI): 44.5 English Learner (EL): 24.4	2023-24 Chronic Absenteeism Rate ALL: 25.4 AA: 43.9 AI: 39.2 EL: 22.3 LTEL: 25.6 SWD: 31.7 FY: 43.7 HY: 57.5		2025-26 Chronic Absenteeism Rate ALL: 20.0 AA: 20.0 AI: 20.0 EL: 20.0 LTEL: 20.0 SWD: 20.0 FY: 20.0 HY: 20.0	Year 1 Growth ALL: -3.8 AA: -4.9 AI: -5.3 EL: -2.1 LTEL: No data SWD: -5.2 FY: 1.3 HY: -14.6 SED: -3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term EL (LTEL): No data Students With Disabilities (SWD): 36.9 Foster Youth (FY): 42.4 Homeless Youth (HY): 72.1 Socioeconomically Disadvantaged (SED): 34.9 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	SED: 31.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24		SED: 20.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	
3.3	Attendance Rate - Percentage of Students With 96%+ Attendance Rate	2023-24 Percentage of Students With 96%+ Attendance Rate ALL: 45.0 African American (AA): 33.0 American Indian (AI): 31.0 English Learner (EL): 47.0 Students With Disabilities (SWD): 41.0 Foster Youth (FY): 37.0 Homeless Youth (HY): 21.0 Socioeconomically Disadvantaged (SED): 42.0	2024-25 Percentage of Students With 96%+ Attendance Rate ALL: 45.0 AA: 33.0 AI: 29.0 EL: 48.0 SWD: 39.0 FY: 41.0 HY: 23.0 SED: 42.0 Source: ABC Attendance Report Retrieved March 2025		2026-27 Percentage of Students With 96%+ Attendance Rate ALL: 55.0 AA: 43.0 AI: 41.0 EL: 57.0 SWD: 51.0 FY: 47.0 HY: 31.0 SED: 52.0 Source: ABC Attendance Report Retrieved April 2027	Year 1 Growth ALL: 0.0 AA: 0.0 AI: -2.0 EL: 1.0 SWD: -2.0 FY: 4.0 HY: 2.0 SED: 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: ABC Attendance Report Retrieved April 2024				
3.4	Percent of Students Expelled	2022-23 Expulsion Rate ALL: 0.1 African American (AA): 0.2 American Indian (AI): 0.0 English Learner (EL): 0.0 Students With Disabilities (SWD): 0.1 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.2 Socioeconomically Disadvantaged (SED): 0.1 Source: CDE Dataquest Expulsion Rate Report Released in 2023-24, Non-Charter	2023-24 Expulsion Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: No data available FY: No data available HY: No data available SED: No data available Source: CDE Dataquest Expulsion Rate Report Released in 2024-25, Non-Charter		2025-26 Expulsion Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0 Source: CDE Dataquest Expulsion Rate Report Released in 2026-27, Non-Charter	Year 1 Growth ALL: -0.1 AA: -0.2 AI: 0.0 EL: 0.0 SWD: No data available FY: No data available HY: No data available SED: No data available
3.5	Student Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) ALL: 63.0 African American (AA): 59.0 American Indian (AI): 58.3	2024-25 Percent of Positive Responses (Safety) ALL: 63.0 AA: 57.1 AI: 56.6 EL: 57.1		2026-27 Percent of Positive Responses (Safety) ALL: 69.0 AA: 65.0 AI: 64.3 EL: 61.4	Year 1 Growth ALL: 0.0 AA: -1.9 AI: -1.7 EL: 1.7 SWD: 0.6 FY: 2.1 HY: -2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 55.4 Students With Disabilities (SWD): 56.6 Foster Youth (FY): 61.3 Homeless Youth (HY): 54.5 Socioeconomically Disadvantaged (SED): 60.4 Source: Spring 2023-24 School Climate Survey for Students	SWD: 57.2 FY: 63.4 HY: 52.5 SED: 61.3 Source: Spring 2024-25 School Climate Survey for Students		SWD: 62.6 FY: 67.3 HY: 60.5 SED: 66.4 Source: Spring 2026-27 School Climate Survey for Students	SED: 0.9
3.6	Student Connectedness Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Belongingness/Connectedness) ALL: 67.0 African American (AA): 62.2 American Indian (AI): 65.8 English Learner (EL): 58.6 Students With Disabilities (SWD): 62.6 Foster Youth (FY): 67.7 Homeless Youth (HY): 64.3 Socioeconomically Disadvantaged (SED): 64.0	2024-25 Percent of Positive Responses (Belongingness/Connectedness) ALL: 68.6 AA: 63.5 AI: 62.7 EL: 63.0 SWD: 64.8 FY: 72.1 HY: 60.3 SED: 66.8 Source: Spring 2024-25 School Climate Survey for Students		2026-27 Percent of Positive Responses (Belongingness/Connectedness) ALL: 73.0 AA: 68.2 AI: 71.8 EL: 64.6 SWD: 68.6 FY: 73.7 HY: 70.3 SED: 70.0 Source: Spring 2026-27 School Climate Survey for Students	Year 1 Growth ALL: 1.6 AA: 1.3 AI: -3.1 EL: 4.4 SWD: 2.2 FY: 4.4 HY: -4.0 SED: 2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2023-24 School Climate Survey for Students				
3.7	Family Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) 85.4 Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians	2024-25 Percent of Positive Responses (Safety) 88.2 Source: Spring 2024-25 School Climate Survey for Parents/Guardians N = 1778 parents/guardians		2026-27 Percent of Positive Responses (Safety) 88.4 Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians	Year 1 Growth 2.8
3.8	Family Connectedness Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Belongingness/Connectedness) 84.4 Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians	2024-25 Percent of Positive Responses (Belongingness/Connectedness) 88.7 Source: Spring 2024-25 School Climate Survey for Parents/Guardians N = 1778 parents/guardians		2026-27 Percent of Positive Responses (Belongingness/Connectedness) 87.4 Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians	Year 1 Growth 4.3
3.9	Kelvin Student Voice Survey Positivity Rate - Percent of Positive Responses (Belonging)	2023-24 Percent of Positive Responses (Belonging)	2024-25 Percent of Positive Responses (Belonging)		2026-27 Percent of Positive Responses (Belonging)	Year 1 Growth ALL: 1.0 AA: 1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 83.0 African American (AA): 77.0 American Indian (AI): 76.0 English Learner (EL): 85.0 Students With Disabilities (SWD): 85.0 Source: 2023-24 Kelvin Winter (December) Student Voice Survey	ALL: 84.0 AA: 78.0 AI: 82.0 EL: 85.0 SWD: 85.0 Source: 2024-25 Kelvin Winter (December) Student Voice Survey		ALL: 90.0 AA: 90.0 AI: 90.0 EL: 90.0 SWD: 90.0 Source: 2026-27 Kelvin Winter (December) Student Voice Survey	AI: 6.0 EL: 0.0 SWD: 0.0
3.10	Staff Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) 51.0 Source: Spring 2023-24 School Climate Survey for Staff	2024-25 Percent of Positive Responses (Safety) 60.6 Source: Spring 2024-25 School Climate Survey for Staff		2026-27 Percent of Positive Responses (Safety) 54.0 Source: Spring 2026-27 School Climate Survey for Staff	Year 1 Growth 9.6
3.11	Middle School Dropout Rate	2022-23 Middle School Drop-out Rate ALL: 0.3 African American (AA): 0.6 American Indian (AI): 0.0 English Learner (EL): 0.4	2023-24 Middle School Drop-out Rate ALL: 0.6 AA: 1.7 AI: 6.7 EL: 0.6 SWD: 0.0 FY: N<11 HY: 0.0		2025-26 Middle School Drop-out Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0	Year 1 Growth ALL: 0.3 AA: 1.1 AI: 6.7 EL: 0.2 SWD: -0.2 FY: No data HY: -1.8 SED: 0.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 0.2 Foster Youth (FY): 0.0 Homeless Youth (HY): 1.8 Socioeconomically Disadvantaged (SED): 0.3 Source: TS Internal Analysis, April 2024	SED: 0.8 Source: TS Internal Analysis, March 2025		SED: 0.0 Source: TS Internal Analysis, April 2027	
3.12	Percent of Schools With “Good” Facility Rating	2023-24 97.1 Source: LCAP Office Internal Analysis Based on 2023 SARC, April 2024 (No Charter Schools)	2024-25 98.6 Source: LCAP Office Internal Analysis Based on 2024 SARC, March 2025 (No Charter Schools)		2026-27 100.0 Source: LCAP Office Internal Analysis Based on 2026 SARC, April 2027 (No Charter Schools)	Year 1 Growth ALL: 1.5
3.13	High School Dropout Rate	2022-23 High School Drop-out Rate: ALL: 10.0 African American (AA): 14.5 American Indian (AI): 23.5 English Learner (EL): 17.1 Students With Disabilities (SWD): 12.0 Foster Youth (FY): 23.8	2023-24 High School Drop-out Rate: ALL: 9.4 AA: 15.8 AI: N<11 EL: 13.9 SWD: 13.2 FY: 13.8 HY: 23.8 SED: 10.7		2025-26 High School Drop-out Rate: ALL: 7.0 AA: 9.5 AI: 13.5 EL: 12.1 SWD: 7.0 FY: 13.8 HY: 16.1 SED: 6.6	Year 1 Growth ALL: -0.6 AA: 1.3 AI: N<11 EL: -3.2 SWD: 1.2 FY: -10.0 HY: -7.3 SED: 0.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth (HY): 31.1 Socioeconomically Disadvantaged (SED): 11.6 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	Source: Four-Year Adjusted Cohort Outcome Released in 2024-25 (No Charter Schools)		Source: Four-Year Adjusted Cohort Outcome Released in 2026-27 (No Charter Schools)	
3.14	Percentage of School Site Councils (SSC) Provided Updated Training (Schools Should Once Every Two Years)	2023-24 Percentage SSC Provided Updated Trainings 8.0 Source: State and Federal Office	2024-25 Percentage SSC Provided Updated Trainings 5.0 Source: State and Federal Office		2026-27 Percentage SSC Provided Updated Trainings 10 Source: State and Federal Office	Year 1 Growth -3.0
3.15	Number of LCAP Office Engagement Activities With the Community Advisory Committee	2023-24 2	2024-25 1		2026-27 2	Year 1 Growth -1

Goal Analysis [2024-25]

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.

3.1 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth: Services were substantially implemented as planned, including case management to address students' low outcomes around chronic absenteeism, credit deficiencies, disciplinary incidents, and ELA and Math performance that often have developed before they began receiving services.

3.2 STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services: Services were substantially implemented as planned. A total of 39 School Social Workers, 21 Mental Health Specialists, and six Advocates provided support services to students Districtwide in 2024-25. One challenge faced is the high student to staff ratios, meaning that the team could not meet all student needs and had to triage requests for support, prioritizing those students with the highest needs. A second challenge for implementation is specific to the provision of mental health services, and that is a lack of private, confidential space at some school sites. A total of 13 new school nurses were hired and trained to support students with health conditions. This lowered caseloads for nurses that had multiple sites, making nurses more available to support students overall health and wellness and improve students sense of connection and safety at school. Training and onboarding 13 new nurses was a challenge in being able to effectively coach and monitor them at their sites.
3.3 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth: Services were substantially implemented as planned, including identification of students experiencing homelessness, administering the housing survey, and provide case management services to identified students and their families.
3.4 STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic: School Nurses and Immunization Clinic: Services were substantially implemented as planned. From July 1 thru March 1, the Health Services department has provided required school vaccinations for over 1,300 SCUSD students. 41.5 % of these families do not have insurance or a medical home. Without the immunizations provided by our nurses, approximately 535 students would not have been able to enroll or attend school. Due to a reduction in resources for the 2025-26 school year, immunization services will be prioritized around peak enrollment periods such as “TK-Kinder” open enrollment and summer months to serve families preparing for the start of school.

3.5 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs: Services were substantially implemented as planned. Due to the popularity of the services, there was an increase in the number of students over the expected number. This, in turn, created waitlists at some of the participating sites.
3.6 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students: Services were substantially implemented as planned.
3.7 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA): Services were not substantially implemented as planned due to vacancies that occurred during the year. Keeping and maintaining the qualified staff presented a challenge impacting the continuity of services. For 2025-26, the district will be increasing the number of YDSS staff members to facilitate MWLA curriculum in both instructional day and during expanded learning programs. Also, the district will use MWLA Youth Council programming and YPAR to recruit participants and WLA facilitators. Due to a reduction in funding, the district will not have certificated staff for MWLA classes at the five comprehensive high schools.
3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council: Services were substantially implemented as planned. However, participation was somewhat impacted by the lack of securing applications from some of the schools allocated positions on the SAC cohorts.
3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Services were substantially implemented as planned.

3.10 SUMMER SCHOOL - Summer Programming: Services were substantially implemented as planned. Summer school was offered to all students across the district, including credit recovery options for all high school students to improve their graduation and A-G on-track status.

3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Services were substantially implemented as planned. Services were provided as the center for enrollment and translation services in the district. Challenges for the current year centered around a shortfall in

staffing by one technician and the task of processing an additional 900 students for TK. Coupled with the earlier start to the school year by two week, this required the Enrollment Center to reimagine its operational hours. To address the challenges observed above, the Enrollment Center's new hours of operation are being changed from 8:00 AM to 3:30 PM at the beginning of 2024-25 to 8:00 - 5:00 PM for the 2025-26 school year.

3.12 ATTENDANCE - Attendance and Engagement Strategies: Services were substantially implemented as planned.
3.13 ATTENDANCE - Family Communication Tools: Services were substantially implemented as planned.

3.14 STATE AND FEDERAL - Family and Community Empowerment (FACE): The augmentation of two additional Family Partnership Facilitators contributed to the higher level of service implementation than originally planned. These additional positions allowed FACE to offer greater support to additional sites through workshops and activity nights. The last school year of the grant is 2025-26.
3.15 STATE AND FEDERAL - Parent Teacher Home Visits: Services were substantially implemented as planned. There were fewer visits this year due to the eight additional days at the beginning of the year and the focus on in-person versus online visits.

3.16 STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response: Services were substantially implemented as planned. Bullying prevention services continue to be provided districtwide, including the facilitation and assistance with mediations, assemblies, and trainings. Services also include participating in IEPs.

3.17 SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports: Services were substantially implemented as planned. A new position description is being developed for those staff members who provide Educationally Related Mental Health Services (ERMHS) to ensure clarity and consistency in roles and responsibilities.

3.18 SAFETY - Re-imagine School Safety: Services were substantially implemented as planned, including campus supervisors and monitors on sites throughout the district to proactively improve campus safety. Many of the interactions with students occur to prevent referrals and suspensions. As a result, data to measure effectiveness is a challenge. To address the challenge observed above, the Safety office is exploring enhanced data capabilities within Infinite Campus to monitor the impact of individual case management activities.

3.19 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule: Services were substantially implemented as planned.
3.20 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers: Services were substantially implemented as planned.
3.21 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions: Services were substantially implemented as planned.

3.22 FACILITIES SUPPORT SERVICES - School Facilities Maintenance: Services were substantially implemented as planned. The district has enhanced facilities services to ensure safe, clean, and well-maintained learning environments across the district. This included significantly increasing our capacity to maintain cleanliness and upkeep at all school sites with quicker response time for restroom vandalism repairs by adding 15.0 Custodial FTE. A comprehensive fire safety plan has been developed district-wide. Additionally, the district created a detailed preventative maintenance plan to proactively address facility needs, reducing long-term repair costs and minimizing disruptions. To

further support student and staff, the district has also introduced a district-wide pool maintenance plan to ensure clean and healthy aquatic environments.

3.23 CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices: Services were substantially implemented as planned. Some noted challenges included the infrastructure to offer and provide professional learning across all district staff (classified, certificated, and management) and difficulty with implementing more effective monitoring & accountability for district and site leadership teams to analyze data. Additionally, 2024-25 was the initial year of implementation of a newly adopted Culture & Climate Framework.
3.24 CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan: Services were substantially implemented as planned. Challenges observed in implementing this action included recruitment of potential VAPA teachers to hire, capacity to interview and hire for all of the vacancies, and re-setting of contracts led to a delay in working with community Arts partnerships.
3.25 CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces: Services were substantially implemented as planned. Area of challenge included the complexity of the curriculum adoption process and the infrastructure to provide, offer, and maintain high quality professional learning opportunities.

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

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

3.5 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs: Expenditures were greater than budgeted due to increased enrollment in before and after school programs.
3.6 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students: Expenditures were less than budgeted due to reduced grant funding than expected.
3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council: Expenditures were less than budgeted due to less number of students, hours of availability for students and student work permit perimeters.
3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Expenditures were less than budgeted due to a coordinator position that was not filled until the spring.

3.10 SUMMER SCHOOL - Summer Programming: Expenditures were less than budgeted due to the portion of costs yet to be incurred for the June session of summer school.

3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Expenditures were greater than budgeted due to staff overtime related to the additional eight (8) days of instruction and the purchase of computers for the implementation of parent online enrollment kiosks.

3.12 ATTENDANCE - Attendance and Engagement Strategies: Expenditures were greater than budgeted due to staff vacancies.

3.14 STATE AND FEDERAL - Family and Community Empowerment (FACE): Expenditures were less than budgeted due to lower than expected per diem costs.

3.15 STATE AND FEDERAL - Parent Teacher Home Visits: Expenditures were less than budgeted due to lower than expected per diem costs.

3.16 STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response: Expenditures were less than budgeted due to a vacant Behavior and Re-entry Director position.

3.18 SAFETY - Re-imagine School Safety: Expenditures were greater than budgeted due to 10 lead campus monitor and 1 coordinator positions, previously funded by ESSER funds, being reinstated.

3.20 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers: Expenditures were less due to a decrease in volunteer applications received.

3.23 CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices: Expenditures were less than budgeted due to lower than expected per diem pay as meetings were changed to occur during contract hours.
3.24 CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan: Expenditures were less than budgeted due to unfilled positions and sites not spending down Prop 28 funding as requested.

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

All the actions implemented in goal 3 effectively contributed to the following outcomes:

The percent of positive responses on the student voice (i.e. Kelvin) by ALL students improved by 1 percentage point to 84%. Both American Indian (6.0) and African American (1.0) has increased positivity rates. There was an increase in the percent of positive safety responses on the annual spring school climate student survey for Foster Youth (2.1), English Learners (1.7), Socioeconomically Disadvantaged (0.9), and Students With Disabilities (0.6). Additionally, there was an increase in the percent of positive belonging/connectedness responses on the annual spring school climate student survey for ALL students (1.6), English Learners (4.4), Foster Youth (4.4), Socioeconomically Disadvantaged (2.8), Students With Disabilities (2.2), and African American (1.3).

Approximately 45% of ALL students are attending school 96% of the time based on the internal ABC Attendance Report. Several student groups have demonstrated a percentage point increase in the percentage of students attending school 96% of the time, including Foster Youth (4.0), Homeless Youth (2.0), and English Learner (1.0).

Additionally, internal preliminary suspension data are showing a reduction in the suspension rate for ALL students by 1.6 percentage points on internal DBDM Dashboard. American Indian (4.1), African American (3.8), Homeless Youth (3.7), Foster Youth (2.3), Students With Disabilities (2.2), Socioeconomically Disadvantaged (1.7), and English Learners (1.1) are all showing improvement in the district's internal preliminary data. We anticipate these preliminary results will be reflected in the Dashboard released in November 2025 for the 2024-25 school year.

School Climate Survey data indicated increases in the percentage of positive responses around safety for staff (9.6), parents (2.8), Foster Youth (2.1), English Learners (1.7), Socioeconomically Disadvantaged (0.9), and Students With Disabilities (0.6).

School Climate Survey data also indicated increases in the percentage of positive responses around connectedness/belongingness for parents (4.3), Foster Youth (4.4), English Learners (4.4), Socioeconomically Disadvantaged (2.8), Students With Disabilities (2.2), African American (1.3), and ALL students (1.6).

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 collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 3.3 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth: Beginning with the 2025-26 school year, this action is modified to reflect its intent is to improve students' perception regarding their belongingness and connectedness to their school community.

Action 3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Beginning with the 2025-26 school year, this action is modified to reflect that CURRICULUM AND INSTRUCTION is overseeing the implementation of this action.

Action 3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Beginning with the 2025-26 school year, this action is modified to reflect an intent to improve families' perception regarding their belongingness and connectedness to their school community.

Action 3.18 SAFETY - Re-imagine School Safety: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to also improve the Expulsion Rate, Family Safety Perception, student dropout rates, and Staff Safety Perception.

Action 3.19 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to improve Staff Connectedness Perception and Staff Safety Perception.

Long-Term English Learner was added to metrics 3.1 and 3.2.

Metric 3.14, Percentage of School Site Councils (SSC) Provided Updated Training, was added.

Metric 3.15, Number of LCAP Office Engagement Activities With the Community Advisory Committee, was added.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families. Improve student perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$1,616,414.00	Yes
3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic. Improve students' perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee, Community Advisory Committee.	$9,030,696.00	Yes
3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth (Modified 2025-26)	Continue to provide direct support for Homeless Youth and families in compliance with state and federal requirements. Continue to develop and refine procedures and policies for referral of students and families to be identified as Homeless, including data collection via the refined implementation of a universal housing survey administered twice annually. Families that indicate housing instability will be identified and offered supportive services for homelessness. Data collection and analysis enables Homeless Services staff to provide better direct support for Homeless Youth and families in compliance with state and federal requirements. Beginning with the 2025-26 school year, this action is modified to reflect its intent is to improve students' perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations	$966,073.00	No

Action #	Title	Description	Total Funds	Contributing
		and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Provide nursing services as a key component of the district's wrap-around health services. Reduce students' rates of chronic absenteeism (Metric 3.2) and increase students' rates of attendance (Metric 3.3). Suspension and Chronic Absenteeism Rate Required Action.	$15,204,709.00	Yes
3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	Provide expanded learning programs at 70 school sites, including before school, after school, summer, and intersession learning. At district high schools, integrated services implemented in collaboration with District staff, community partners and external providers also include including home visits, outreach, referral to resources, enrichments (music, arts, dance), small group instruction, tutoring, homework help, structured games and sports, and credit recovery/elective courses. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee, Community Advisory Committee.	$25,671,085.00	No
3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	Address the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students via the American Indian Educational Program by providing tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. Family Connectedness Perception (Metric 3.8) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	Provide leadership academy services to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments, empowering students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$175,000.00	No
3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	Provide student advisory services that promote student voice and problem-solving, and introduce students to the concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. Student Advisory Council delegates work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$652,115.00	No
3.9	CURRICULUM AND INSTRUCTION - Implement State Seal of Civic Engagement (Modified 2025-26)	Continue implementation of State Seal of Civic Engagement (SSCE) program for students initiated in 2021-22, including refinement of rubrics, expansion of entry points for students, creation of additional opportunities for engagement in K-12 curriculum, and expansion of the number and range of partnerships that provide students opportunity for community engagement. Students interview participants, front line staff and management of expanded learning programs to assess needs in the area of continuous quality improvement. Once students assess the needs, they plan and propose program changes/improvements to YDSS management. Beginning with the 2025-26 school year, this action is modified to reflect that CURRICULUM AND INSTRUCTION is overseeing the implementation of this action. Student Connectedness Perception is one of the intended impacted areas of this action (Metrics 3.6 and 3.9).	$652,115.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	SUMMER SCHOOL - Summer Programming	Provide summer programming to address learning loss to give students opportunities to reconnect in their learning environments in a way that lead to healing and accelerated classroom learning and academic success. In addition to the morning academic session, there is a strong emphasis on enrichment activities to promote connectedness. Activities include art, dance, music, and STEM programming held in the afternoon hours. At high schools, credit recovery and Bridge programming for incoming 9th graders are the prioritized. Summer programs are open for all students, however, English Learners, students from low socio-economic groups, Foster youth and unhoused students are prioritized in the program. Student Connectedness Perception is one of the intended impacted areas of this action (Metrics 3.6 and 3.9). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.	$7,397,651.00	No
3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Provide centralized enrollment services as a gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include translation services, family services and referrals to support families in transition (e.g. students with disabilities, homeless youth, foster youth, and student immunizations). Facilitate open enrollment and enrollment in high-school specialty programs. Beginning with the 2025-26 school year, this action is modified to reflect an intent to improve families' perception regarding their belongingness and connectedness to their school community (Metric 3.7). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.	$3,054,866.00	Yes
3.12	ATTENDANCE - Attendance and	Support school sites in focused efforts to reduce chronic absenteeism, including promoting best practices (e.g. regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS	$1,406,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Engagement Strategies	structures, student case management, and participation in a monthly peer network). Providing expanded supports to include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events. Chronic Absenteeism (Metric 3.2) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.		
3.13	ATTENDANCE - Family Communication Tools	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism, including the delivery of personalized messages to families based on an analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support. Reduce students' rates of chronic absenteeism (Metric 3.2). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$141,500.00	No
3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Provide a range of capacity-building and constituent service opportunities to families and guardians. Improve families' perception regarding their belongingness and connectedness to their school community (Metric 3.8). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$836,212.23	Yes
3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Provide parent and teacher home visits. Student Suspension Rate (Metric 3.1), Chronic Absenteeism (Metric 3.2), Student Connectedness Perception (Metrics 3.6 and 3.9), and Family Connectedness Perception (Metric 3.8) are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback	$1,034,730.10	Yes

Action #	Title	Description	Total Funds	Contributing
		received from the following educational partner(s): LCAP Parent Advisory Committee. PTHV participating schools include: Albert Einstein, AM Winn, Bowling Green-Chacon, California, Camellia, Capital City Independent Study, Cesar Chavez, Earl Warren, Edward Kemble, Elder Creek, Ethel Phillips, Father Keith B Kenney, Fern Bacon, Golden Empire, HW Harkness, Health Professions, Hiram Johnson, Hollywood Park, Isador Cohen, John Cabrillo, John Sloat, Joseph Bonnheim, Leataata Floyd, Luther Burbank, Martin Luther King, McClatchy, Nicholas, Oak Ridge, Pacific, Parkway, Rosemont, Tahoe, The MET, Washington, Will C Wood, Woodbine, Abraham Lincoln, Bowling Green-McCoy, Caroline Wenzel, and School of Engineering and Sciences.		
3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, providing direct response and intervention for bullying incidents, and collaborating with constituent services and the Student Hearing and Placement Department. Bullying Prevention staff works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts. Suspension Rate (Metric Metric 3.1), Chronic Absenteeism (Metric 3.2), and Student Safety Perception (Metric 3.5) are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$653,120.00	Yes
3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Provide students with disabilities access to trained mental health professionals (School Social Workers) that can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, and consultation with teachers, parents, and administrators. The student Suspension Rate (Metric 3.1) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English	$2,460,291.00	No

Action #	Title	Description	Total Funds	Contributing
		Learner Advisory Committee, American Indian Education Program Parent Committee.		
3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Building upon past learnings from Phase I for the effort to re-image school safety by using data to identify safety-based behavior concerns, continue providing safety evidence-based services that positively impact students, staff, and school campus safety and culture. Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the "school to prison pipeline" disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety. The student Suspension Rate (Metric 3.1) is one of the intended impacted areas of this action. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to also improve the Expulsion Rate (Metric 3.4), Family Safety Perception (Metric 3.7), student dropout rates (Metrics 3.11 and 3.13), and Staff Safety Perception (Metric 3.10). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$3,661,349.00	Yes
3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Maintain a competitive salary and benefits package for certificated staff in order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] Teacher Turnover: Why It Matters and What We Can Do About It). With a competitive salary and benefit package, the district	$6,575,108.76	Yes

Action #	Title	Description	Total Funds	Contributing
		expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in improving the academic outcomes of the unduplicated students who are the majority of our district. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to improve Staff Connectedness Perception (Metric 2.16) and Staff Safety Perception (Metric 3.10).		
3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success. Family Connectedness Perception (Metric 3.8) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$25,000.00	No
3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	School Site Council-determined, SPSA-based actions to improve school culture and climate. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 3 include staffing for Student Support Centers, programs and materials to incentivize positive attendance, enrichment experiences, Social Emotional Learning (SEL) programs, Positive Behavioral Interventions and Supports (PBIS) efforts, and professional development, family/community events, Parent Resource Center supports, and time/staff to engage in school-home outreach. Reduce students' rates of chronic absenteeism (Metric 3.2), increase students' rates of attendance (Metric 3.3), and reduce the percent of students suspended (Metric 3.1).	$4,865,583.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities. The percent of sites with a good facility rating (Metric 3.12) is one of the intended impacted areas of this action.	$44,779,082.69	No
3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Culture & Climate Priorities: Anti-Bias, Anti-Racist, Trauma-Informed Principles & Practices. Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation. Staff Safety Perception (Metric 3.10) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board.	$870,102.00	Yes
3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Increase arts K-8 staffing in dance, music, theater and visual arts, and high school CTE courses, including developing arts leads at all district schools. Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement by developing and expanding partnerships	$5,454,814.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with professional and community organizations and inviting and engaging parents and families to actively participate in school site and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events and with parents/guardians and families about available arts opportunities throughout the district. Student Suspension Rate (Metric 3.1), Chronic Absenteeism (Metric 3.2), Student Connectedness Perception (Metrics 3.6 and 3.9), and Family Connectedness Perception (Metric 3.8) are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board, American Indian Education Program Parent Committee.		
3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	Provide equitable and consistent access to arts opportunities for all students during the school day and through Expanded Learning. Develop standards-based curriculum, methodology, and instruction in music, visual arts, dance, theater arts, and media arts (collectively known as VAPA) in TK-12, and develop an integrated arts curriculum in TK-6. Provide arts teachers with high-quality and relevant professional learning opportunities, time for cross-district collaboration, incentives for advancement, and support for teachers in accessing professional conferences and workshops in their field. Student Suspension Rate (Metrics 3.1), Chronic Absenteeism (Metrics 3.2), and Student Connectedness Perception (Metrics 3.6 and 3.9) are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee.	$1,000,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027 at American Legion for each Very Low performing student group on the 2023 California School Dashboard, the • Graduation rate will improve by 5 percentage points, • College and Career Prepared rate will improve by 5 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, • SBAC Math Distance From Met will improve by 10 scale score points, and • Suspension rate will improve by 5 percent. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Rate of students making progress toward English proficiency on the ELPAC will increase by 6 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at American Legion, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner (EL), and Hispanic students
- Academic Indicator English Learner Progress Indicator: EL students and Long-Term EL students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 59.1 Socioeconomically Disadvantaged (SED): 58.5 Hispanic (H): 63.0 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	2023-24 Graduation Rate ALL: 66.2 SED: 66.2 H: 63.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25		2025-26 Graduation Rate ALL: 69.1 SED: 63.5 H: 68.0 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	Year 1 Growth ALL: 7.1 SED: 7.7 H: 0.4
4.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 0.0 Socioeconomically Disadvantaged (SED): 0.0 Hispanic (H): 0.0 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 2.8 SED: 2.9 H: 1.7 Source: College/Career Indicator in California School Dashboard Released in 2024-25		2025-26 College/Career Prepared Rate ALL: 5.0 SED: 5.0 H: 5.0 Source: College/Career Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: 2.8 SED: 2.9 H: 1.7
4.3	Academic Indicator ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met	2023-24 ELA Distance From Met		2025-26 ELA Distance From Met	Year 1 Growth ALL: 95.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: -235.6 Socioeconomically Disadvantaged (SED): -240.2 Source: Academic Indicator in California School Dashboard Released in 2023-24	ALL: -139.7 SED: -125.4 Source: Academic Indicator in California School Dashboard Released in 2024-25		ALL: -225.6 SED: -230.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	SED: 114.8
4.4	Academic Indicator Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -248.7 Socioeconomically Disadvantaged (SED): -248.7 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 Math Distance From Met ALL: -232.8 SED: -224.3 Source: Academic Indicator in California School Dashboard Released in 2024-25		2025-26 Math Distance From Met ALL: -238.7 SED: -238.7 Source: Academic Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: 15.9 SED: 24.4
4.5	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 18.9 African American (AA): 26.6 Students With Disabilities (SWD): 28.6 Socioeconomically Disadvantaged (SED): 20.2 English Learner (EL): 12.5 Hispanic (H): 16.1	2023-24 Suspension Rate ALL: 13.7 AA: 21.3 SWD: 20.6 SED: 14.1 EL: 9.6 H: 12.6 Source: Suspension Indicator in California School		2025-26 Suspension Rate ALL: 13.9 AA: 21.6 SWD: 23.6 SED: 15.2 EL: 7.5 H: 11.1 Source: Suspension Indicator in California School	Year 1 Growth ALL: -5.2 AA: -5.3 SWD: -8.0 SED: -6.1 EL: -2.9 H: -3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Suspension Indicator in California School Dashboard Released in 2023-24	Dashboard Released in 2024-25		Dashboard Released in 2026-27	
4.6	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 30.6 % of Long Term ELs are making progress towards proficiency: 30.6 Source: English Learner Progress Indicator in California School Dashboard	Outcome not available. New metric added 2025-26.		2025-26 English Learner Progress % of ELs are making progress towards proficiency: 36.6 % of Long Term ELs are making progress towards proficiency: 36.6 Source: English Learner Progress Indicator in California School Dashboard	Outcome not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

4.1 Resource Specialist: Services were substantially implemented as planned.
4.2 Additional Section of English: Services were substantially implemented as planned.

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

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

4.1 Resource Specialist: Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred.
4.2 Additional Section of English: Expenditures were less than budgeted due to the estimated salaries and benefits being lower expected.

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

The actions in this goal were effective at contributing to the following results:

At least 115 students have worked with the Resource Specialist (over 400 visits) for academic assistance. During the first semester of the 2024-25 school year, 14 American Legion students completed their graduation requirements. This is a 100% increase when compared to the 2023-24 school year when 7 students completed their graduation requirements in the first semester.

The addition of this section allowed more access to English courses to American Legion students. It also lowered the average number of students in other English sections offered on the American Legion campus.

A review of Term 4 English grades also revealed a 13.5 percentage point year-over-year increase (52.6% to 66.1%) in the percent of grades awarded in English that are C or higher.

It is anticipated that these formative results will translate to the Dashboard to be released in November 2025 that covers the period of implementation for the above actions.

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

Action 4.3 Additional Social Worker Services: Beginning with the 2025-26 school year, this action will be implemented to improve student outcomes.

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
English Learner Progress Indicator: English Learners.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	Resource Specialist	Continue funding a Resource Specialist to help accelerate the academic performance and progress of students who have fallen behind in their course work for 2024-25 and 2025-26 school years, and assist with professional learning for those teachers who do not yet have a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 61.5 percent of teachers have a full and clear credential. (Metrics 4.1 thru 4.6)	$202,359.00	No
4.2	Additional Section of English	Continue funding an Additional Section of English to the master schedule to assist students in recovering missing English credits towards graduation for the 2024-25 and 2025-26 school years. (Metrics 4.1 - 4.4, 4.6)	$34,717.00	No
4.3	Additional Social Worker Services (New 2025-26)	Hire additional social worker-provided mental health services. These services will help to address the mental health and basic needs of students will lead to a higher level of academic success, and improved graduation rates and preparedness for college or careers. (Metrics 4.1 - 4.6)	$106,497.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027 at Bret Harte for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 14 percent, • Percent of students improving their SBAC Math Distance From Met will increase by 28 percent, and • Suspension rate will improve by 5 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school is not eligible for Equity Multiplier funding in 2025-26. However, the school is continuing to implement the related goal.

In consultation with the educational partners at Bret Harte, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Academic Indicators Math SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, Hispanic, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM Students With Disabilities (SWD): 58.3 Socioeconomically Disadvantaged (SED): 66.1 Source: 20230717 2022-23 SBAC Results- May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM SWD: 57.1 SED: 53.2 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)		2025-26 Percent of Students Improving ELA DFM SWD: 72.3 SED: 80.1	Year 1 Growth SWD: -1.2 SED: -12.9
5.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM Students With Disabilities (SWD): 50.0 Socioeconomically Disadvantaged (SED): 52.4 Source: 20230717 2022-23 SBAC Results- May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM SWD: 28.6 SED: 44.7 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)		2025-26 Percent of Students Improving Math DFM SWD: 78.0 SED: 80.4	Year 1 Growth SWD: -21.4 SED: -7.7
5.3	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 7.9 African American (AA): 12.2	2023-24 Suspension Rate ALL: 5.0 AA: 14.3 SWD: 5.0 SED: 8.6		2025-26 Suspension Rate ALL: 3.9 AA: 8.2 SWD: 3.0 SED: 4.6	Year 1 Growth ALL: -2.9 AA: 2.1 SWD: -2.0 SED: 0.0 H: -5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 7.0 Socioeconomically Disadvantaged (SED): 8.6 Hispanic (H): 6.2 White (W): 6.5 Source: Suspension Indicator in California School Dashboard Released in 2023-24	H: 1.1 W: 6.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25		H: 2.2 W: 2.5 Source: Suspension Indicator in California School Dashboard Released in 2026-27	W: 0.2

Goal Analysis [2024-25]

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.

5.1 Additional Clerk Hours: Services were substantially implemented as planned.
5.2 Academic Coaching Support Services: Services were not substantially implemented as planned. The school was able to secure a contact with SCOE for Math coaching services. However, there was no coaching availability for ELA. The school has met twice with its coach to begin the Plan-Do-Study-Act and discuss implementation walkthroughs on instructional practices.
5.3 Teacher Release Time: Services were substantially implemented as planned. The school held its first Academic Conference in November. Data were used to create 2nd trimester goals and student target grouping. Staff discussed how to best implement new strategies to raise student achievement. The second conference was held in March.
5.4 Whiteboards and Novel Studies to Support Instruction: Services were substantially implemented as planned.
5.5 Student Smart Tutors: Services were not substantially implemented as planned. The school could not secure vender for 2024-25 year.
5.6 Noon Duty: Services were substantially implemented as planned. However, the LCAP was not approved until September 2024 and the position was not filled until November 2024.
5.7 Field Trips and Reverse Field Trips: Services were substantially implemented as planned.

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

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

5.1 Additional Clerk Hours: Expenditures were less than budgeted due to the amount set aside for the clerk's extended her hours were less than expected.
5.2 Academic Coaching Support Services: Expenditures were less than budgeted due to the contract costs being less than expected.
5.3 Teacher Release Time: Expenditures were less than budgeted due to having Teacher Release Time covered under LCFF LI and LCFF EL in 2024-2025 budget.
5.4 Whiteboards and Novel Studies to Support Instruction: Expenditures were less than budgeted due to estimation of total cost and shipping.
5.5 Student Smart Tutors: Expenditures were less than budgeted due to approval complications for the service and the school did not enter into a contract.
5.6 Noon Duty: Expenditures were less than budgeted due to new employee costs being lower than expected.
5.7 Field Trips and Reverse Field Trips: Expenditures were less than budgeted due to not all teacher having used their allotted funding for field trips.

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

All the actions implemented in goal 5 effectively contributed to the following outcomes:

The recent efforts aimed at analyzing the school's current strategies and practices have been effective in identifying the school's instructional needs. Collaboration with the school's academic coach has led to the development of a multi-year plan designed to enhance both academic and behavior outcomes. We are pleased to report that the school's instructional team and educational partners are encouraged by the progress made on the implemented elements of this plan. Furthermore, as part of our ongoing efforts to improve literacy, an intervention specialist will be joining the team to provide additional support.

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

5.4 Whiteboards and Novel Studies to Support Instruction: This action is discontinued as of June 2025 as the supplies were completely purchased and received in 2024-25, and the materials are reusable.
5.5 Student Smart Tutors: This action is discontinued as of June 2025 due to the inability to secure a contract for the service.
5.8 Resource Specialist Intervention Support: Beginning with the 2025-26 school year, this new actions will be implemented to improve student academic outcomes.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	Additional Clerk Hours	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap. (Metrics 5.1 and 5.2)	$30,000.00	No
5.2	Academic Coaching Support Services	Purchase Academic Coaching Support Services from the CORE in support of ELA and Math. Coaching and professional development supports will be focused on High Quality Instruction (HQI) practices, unpacking essential standards at each grade level, and improving teacher clarity in relation to instructional practices. This coaching will support each teacher, especially those teachers who do not yet have a full and clear credential, discussing student data to make informed decisions about best practices and which essential standards to focus on with each student group. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 84.9 percent of teachers have a full and clear credential. (Metrics 5.1 and 5.2)	$15,000.00	No
5.3	Teacher Release Time	Teacher Release Time for three academic conference and teacher collaboration meetings to analyze student data and create academic goals for student achievement. (Metrics 5.1 and 5.2)	$30,000.00	No
5.4	Whiteboards and Novel Studies to Support Instruction (Discontinued June 2025)	Whiteboards and Novel Studies to Support Instruction. The whiteboards are a 3x2 fixed on trifold boards for storage. Students work in pairs on a problem presented by the teacher and students show their work on how they solved the problem. This is a high engaging activity learned through research based PD offered by SCOE. (Metrics 5.1 and 5.2)	$0.00	No
5.5	Student Smart Tutors (Discontinued June 2025)	Secure a contract with Study Smart Tutors to provide Intervention and Extended Day opportunity to students. Tutors will provide support with learning goals and to close the achievement gap for students. Tutoring services are 5 days a week with 10 hours of tutoring each day. Students	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		may be supported in class, pulled out from class in small group, or seen during after school. (Metrics 5.1 and 5.2)		
5.6	Noon Duty	Noon Duty to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate. (Metric 5.3)	$30,000.00	No
5.7	Field Trips and Reverse Field Trips	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning. (Metric 5.3)	$23,000.00	No
5.8	Resource Specialist Intervention Support (New 2025-26)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-side intervention program coach. (Metrics 5.1 and 5.2)	$68,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By 2027 at Capital City for each Very Low performing student group on the 2023 California School Dashboard, the • Graduation rate will improve by 5 percentage points, • College and Career Prepared rate will improve by 5 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, and • SBAC Math Distance From Met will improve by 10 scale score points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Capital City, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: Asian students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, Asian, Hispanic, and White students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Chronic Absenteeism Indicator: Asian students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 59.5 Socioeconomically Disadvantaged (SED): 56.9 Hispanic (H): 63.5 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	2023-24 Graduation Rate ALL: 60.8 SED: 57.1 H: 69.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25		2025-26 Graduation Rate ALL: 64.5 SED: 61.9 H: 68.5 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	Year 1 Growth ALL: 1.3 SED: 0.2 H: 6.2
6.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 2.6 Socioeconomically Disadvantaged (SED): 2.9 Hispanic (H): 2.0 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 1.4 SED: 1.6 H: 0.0 Source: College/Career Indicator in California School Dashboard Released in 2024-25		2025-26 College/Career Prepared Rate ALL: 7.6 SED: 7.9 H: 7.0 Source: College/Career Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -1.2 SED: -1.3 H: -2.0
6.3	Academic Indicator ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met Asian (A): -77.6	2023-24 ELA Distance From Met A: -74.9		2025-26 ELA Distance From Met A: -67.6	Year 1 Growth A: 2.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Academic Indicator in California School Dashboard Released in 2023-24	Source: Academic Indicator in California School Dashboard Released in 2024-25		Source: Academic Indicator in California School Dashboard Released in 2026-27	
6.4	Academic Indicator Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -152.3 English Learner (EL): -146.2 Asian (A): -127.3 Hispanic (H): -167.2 White (W): -133.9 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 Math Distance From Met ALL: -154.2 EL: -151.4 A: -138.7 H: -149.7 W: -155.4 Source: Academic Indicator in California School Dashboard Released in 2024-25		2025-26 Math Distance From Met ALL: -142.3 EL: -136.2 A: -117.3 H: -157.2 W: -123.9 Source: Academic Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -1.9 EL: -5.2 A: -11.4 H: 17.5 W: -21.5
6.5	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate A: 28.1 Source: California School Dashboard Released in 2024-25	Outcome not available. New metric added 2025-26.		2025-26 Chronic Absenteeism Rate A: 23.1 Source: California School Dashboard	Outcome not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

6.1 Implement Schools PLP: Services were substantially implemented as planned.
6.2 Response to Interventions (RtI) Materials: Services were substantially implemented as planned. The site created SIPPs groups in K-6 and created small SIPPs groups at the 7-12 grade level intervention groups in January 2025.
6.3 ELA Resource Specialist: Services was not substantially implemented as planned. The site has posted the ELA Resource Specialist vacancy several times. Unfortunately, the candidates that were offered the position declined.
6.4 Math Resource Specialist: Services was not substantially implemented as planned. The site has posted the Math Resource Specialist vacancy several times. Unfortunately, the candidates that were offered the position declined. The vacancy was posted and eventually filled in the spring of 2025.

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.

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

6.1 Implement Schools PLP: Expenditures were less than budgeted as the cost of the 350 licenses and professional learning was less than expected.
6.2 Response to Interventions (RtI) Materials: Expenditures were less than budgeted due to other school funding being used to purchase supplies at the beginning of the year while awaiting approval of the plan.
6.3 ELA Resource Specialist: Expenditures were less than budgeted due to a vacancy resulting from recruitment challenges.
6.4 Math Resource Specialist: Expenditures were less than budgeted due to a half-year vacancy resulting from recruitment challenges.

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

All the actions implemented in goal 6 effectively contributed to the following outcomes:

In the few months that the Math Resource Specialist position has been filled, the groundwork for improvement in Math outcomes has been laid. Areas of needed (measurement and data, geometry, Algebra and Algebraic Thinking, grades 4-12) highlights the focus on providing targeted instruction and intervention. Through persistent effort and commitment to innovation, the services are helping the school to create a trajectory of improvement that enables every student to achieve success across its academic domains. As a result of this work, interventions are already in the process of being designed and implemented, including: a Math comprehensive assessment, targeted small group instruction, collaboration with classroom teachers regarding Math, regular meeting with the Math team and to frontload lessons in lab, continual progress monitoring, and the creation of a positive and supportive learning environment.

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.

6.2 Response to Interventions (RtI) Materials: This action is discontinued as of June 2025 as the materials were completely purchased and received in 2024-25, and the materials are reusable.

Beginning with the 2025-26 school year, these new actions will be implemented to improve student outcomes:
6.5 Lexia Core5/Power Up Online Platform
6.6 i-Ready
6.7 Field Trips
6.8 Supplemental Curriculum
6.9 Site Instructional Coordinator
6.10 Flexible Seating
6.11 Teacher Per Diems for Targeted Interventions
6.12 Teacher Per Diems for SAT/ACT Prep

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Chronic Absenteeism Rate: Asian.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	Implement Schools PLP	Purchase and Implement Schools PLP, an Independent Learning Technology-based K-12 curriculum uniquely designed for independent study. This curriculum includes related professional learning. (Metrics 6.1 and 6.4)	$79,200.00	No
6.2	Response to Interventions (RtI) Materials	Purchase Response to Interventions (RtI) materials to assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. This action includes SIPPs and planners/bullet journals to aid	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued June 2025)	students in maintaining their goals and outcomes and to schedule weekly tasks to develop core life skills and exhibit good study/work habits as part of meeting the Student Learning Goals. (Metrics 6.1 and 6.4)		
6.3	ELA Resource Specialist	Hire a 1.0 FTE ELA Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students eligible to graduate. The Resource Specialist will engage in literacy professional learning, especially for those teachers who do not yet have a full and clear credential, and strategies to support students needing additional literacy strategies to be successful. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 63.7 percent of teachers have full and clear credential. (Metrics 6.1 and 6.4)	$174,700.00	No
6.4	Math Resource Specialist	Hire a 1.0 FTE Math Resource Specialist provide intervention support to identified students with learning and improving math number sense. The Resource Specialist will engage in math professional learning and strategies to support students needing additional assistance and understanding of the standards for mathematical practices (SMPs) for students' success. (Metrics 6.1, 6.2, and 6.4)	$174,700.00	No
6.5	Lexia Core5/Power Up Online Platform (New 2025-26)	Purchasing the Lexia Core5/Power Up K-12 online platform provides supplemental curriculum and support for students achieving below grade level standards in ELA and/or Math K-12. The use of this platform will provide targeted support for the identified students not achieving at grade level standards and will support increasing ELA scores. (Metrics 6.1 and 6.4)	$43,200.00	No
6.6	i-Ready (New 2025-26)	Purchasing i-Ready ELA and i-Ready Math K-8 subscription for the online platform which provides supplemental curriculum and support for students achieving below grade level standards in ELA and/or Math K-12. The use of this platform will provide targeted support for the identified students not	$32,400.00	No

Action #	Title	Description	Total Funds	Contributing
		achieving at grade level standards and will support increasing Math and/or ELA scores. (Metrics 6.1 and 6.4)		
6.7	Field Trips (New 2025-26)	Allocate funds for academic field trips aligned with the California State Standards including Science, Math, Reading and Social Science. Teachers will be required to submit a Field Trip request form with prior approval. Trips may include but are not exclusive to Effie Yeaw coming to the site to present content to specific grade segments, River Cats Game awarding students with attendance, behavior and academic success as measured in Infinite Campus. (Metric 6.5)	$4,812.00	No
6.8	Supplemental Curriculum (New 2025-26)	Allocate funds to each grade level/content teacher to supplement the core curriculum. (Metrics 6.1 and 6.4)	$4,812.00	No
6.9	Site Instructional Coordinator (New 2025-26)	Hire a Site Instructional Coordinator to serve as a resource to design, plan, implement, monitor, and evaluate instructional programs to include the regular monitoring of classroom instruction, analyze and report student achievement data, identify priorities, and plan for focused and targeted instruction. Engage as a team member of the Tier System to identify target students, define an assistance plan, and coordinate assessment and review of student progress. In addition, to provide support for the alignment of standards with curriculum, instruction, and assessment; identify best instructional practices, coordinate appropriate staff development training, and provide follow-up support. This action will address chronic absenteeism & graduation rates. ((Metrics 6.1 and 6.4)	$225,000.00	No
6.10	Flexible Seating (New 2025-26)	Purchase seating and flexible seating for 7th - 12 graders which will increase engagement in on campus learning allowing students to improve their focus and be more productive in completing assigned work. (Metric 6.5)	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.11	Teacher Per Diems for Targeted Interventions (New 2025-26)	Per Diems for Teacher(s) to provide intervention for targeted and identified students struggling with the curriculum before/ after regular school hours (i.e.: zero or 7th period for secondary.) Intervention will provide students with additional targeted support in the areas of math and English Language Arts to improve their knowledge and mastery of the grade level curriculum. (Metrics 6.1 and 6.4)	$6,000.00	No
6.12	Teacher Per Diems for SAT/ACT Prep (New 2025-26)	SAT/ACT Prep teacher targeting 6th - 11th grade students in preparation for the SAT and College & Career. Approximately 10 of our students apply to Out-State-Colleges and In-State private schools that require the SAT/ACT each school year. A designated certificated staff member will support our school and improve college and career readiness. (Metrics 6.1 and 6.4)	$10,157.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By 2027 at Caroline Wenzel for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, and • Suspension rate will improve by 2 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Caroline Wenzel, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: All, African American, Hispanic, and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: African American students
- Suspension Indicator: All, African American, English Learner, Hispanic, and Socioeconomically Disadvantaged, and Students With Disabilities
- Chronic Absenteeism Indicator: Students With Disabilities

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 Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM African American (AA): 41.7 Socioeconomically Disadvantaged (SED): 41.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving ELA DFM ALL: 50.8 H: 57.1 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM AA: 35.3 SED: 49.1 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis) ALL and H Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving SBAC ELA Result (July 2026) AA: 71.7 SED: 71.5 ALL: 70.8 H: 77.1	Year 1 Growth AA: -6.4 SED: 7.6 ALL and H Outcomes not available. New metric added 2025-26.
7.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM African American (AA): 37.5 Source: 20230717 2022-23 SBAC Results-	2023-24 Percent of Students Improving Math DFM AA: 47.1 Source: 20240614 2023-24 SBAC		2025-26 Percent of Students Improving Math DFM AA: 67.5	Year 1 Growth AA: 9.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		May15th (Internal Analysis)	Results- May15th (Internal Analysis)			
7.3	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate African American (AA): 6.1 Socioeconomically Disadvantaged (SED): 6.4 Source: Suspension Indicator in California School Dashboard Released in 2023-24 2023-24 Suspension Rate ALL: 13.5 EL: 7.7 H: 17.8 SWD: 9.8 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2023-24 Suspension Rate AA: 12.3 SED: 15.1 ALL, EL, H, and SWD Outcomes not available. New metric added 2025-26.		2025-26 Suspension Rate (December 2026) AA: 4.1 SED: 4.4 ALL: 11.5 EL: 5.7 H: 15.8 SWD: 7.8 Source: California School Dashboard Released in 2026-27	Year 1 Growth AA: 6.2 SED: 8.7 ALL, EL, H, and SWD Outcomes not available. New metric added 2025-26.
7.4	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate SWD: 46.2	SWD Outcomes not available. New metric added 2025-26.		2025-26 Chronic Absenteeism Rate SWD: 36.2 Source: California School Dashboard	SWD Outcomes not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard Released in 2024-25			Released in 2026-27	

Goal Analysis [2024-25]

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.

7.1 Resource Specialist (Intervention Lead): Services were not substantially implemented as planned as the school was unable to hire a teacher to provide these services until the spring.
7.2 Resource Specialist (Intervention Support): Services were not substantially implemented as planned.
7.3 FTE Instructional Aides: Services were not substantially implemented as planned.

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

7.1 Resource Specialist (Intervention Lead): Expenditures were less than budgeted due to a vacancy resulting from recruitment challenges.
7.2 Resource Specialist (Intervention Support): Expenditures were less than budgeted due to a vacancy resulting from recruitment challenges.
7.3 FTE Instructional Aides: Expenditures were less than budgeted due to a vacancy resulting from recruitment challenges.

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

All the actions implemented in goal 7 effectively contributed to the following outcomes:

The school was able to implement Intervention Math Mondays, and these have had a positive impact on student outcomes. At the beginning of the year 4% of students were performing at the Green level (On Grade Level) on i-Ready Math. A total of 8% are now performing at this level. Additionally, the percent of students performing at the Yellow level (One Grade Level Below) has increased from 41% at the beginning of the year to 44%. Both of these increases were because the percent of student who were performing at the Red level (Two or More Levels Below Grade Level) reduced from 55% to 52%. The school has seen student growth in Math in all of the achievement categories. The implementation of Instructional Aides in two of our primary classrooms to support SIPPS has positively impacted student reading levels and achievements. At the end of Trimester 2, 95% of the students participating in SIPPS instruction had made growth. A total of 27 of 100 students are now in the top group for reading comprehension instruction. This is an increase from the 17 students at the beginning of the year who were in the top group of reading instruction for SIPPS.

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.

7.1 Resource Specialist (Intervention Lead): This action is discontinued as of June 2025 as the district will be providing reading intervention teacher services across the district.
7.2 Resource Specialist (Intervention Support): This action is discontinued as of June 2025 as the district will be providing reading intervention teacher services across the district.

7.3 Instructional Aides - This action will be modified as part of the school's efforts to improve the retention of teachers by providing additional instructional aide support.

Beginning with the 2025-26 school year, these new actions will be implemented to improve student outcomes:
7.4 Campus Monitor
7.5 Social Worker
7.6 Library Media Tech
7.7 Yard Duty
7.8 Play Works

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: ALL and Hispanic
Suspension Rate: ALL, English Learner, Hispanic, and Students with Disabilities
Chronic Absenteeism Rate: Students with Disabilities

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	Resource Specialist (Intervention Lead) (Discontinued June 2025)	Hire 1.0 FTE Resource Specialist (Intervention Lead) who will facilitate and implement a targeted and systematic school-wide intervention program for the 2024-25 school year. Resource Specialist will provide small group pull-out and lead staff, especially those who do not yet have a full and clear	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		credential, in professional learning. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 71.4 percent of teachers have full and clear credential. (Metrics 7.1 and 7.2)		
7.2	Resource Specialist (Intervention Support) (Discontinued June 2025)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach for the 2024-25 school year. The Resource Specialist will support targeted small group instruction in ELA and Math.	$0.00	No
7.3	Instructional Aides (Modified 2025-26)	Hire three 0.375 FTE Instructional Aides to Support Primary Classes with academic content and target students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 83.6 percent of teachers have a full and clear credential. This support will be provided for both 2024-25 and 2025-26 school years. (Metrics 7.1 and 7.2)	$100,000.00	No
7.4	Campus Monitor (New 2025-26)	Hire a Campus Monitor to reduce suspension rate. Additional staff will assist in securing the campus between recesses and ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with recess and lunch yard duty to reduce the amount of student conflict and as a result, will reduce the school suspension rate. (Metric 7.3)	$80,000.00	No
7.5	Social Worker (New 2025-26)	Hire additional School Social Worker services to support students with their Social Emotional Learning to reduce Suspension Rate. Additional staff will provide additional support for students to work through their emotions and solve problems with other students without resorting to physicality. (Metrics 7.3 and 7.4)	$100,000.00	No
7.6	Library Media Tech (New 2025-26)	Hire a Library Media Tech to support student learning and increase achievement in ELA. The Library Media Tech will provide students with	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the opportunity to utilize the library and access the books for reading and research on different topics. (Metrics 7.1)		
7.7	Yard Duty (New 2025-26)	Hire a Noon Duty to reduce Suspension Rate. Additional staff will assist in securing play yard during recess and lunches to reduce the amount of student conflict and as a result, will result in reducing the school suspension rate. (Metrics 7.3)	$15,000.00	No
7.8	Play Works (New 2025-26)	Fund and implement Play Works to reduce suspension rate. This program will train our yard duty and campus monitor to effectively de-escalate student situations and lead to students participating in peaceful play during recess and lunch times. (Metric 7.3)	$75,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By 2027 at Isador Cohen for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 16 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 24 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 10 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Isador Cohen, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, and Hispanic students
- English Learner Progress Indicator: ALL
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, Asian, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 62.1 Students With Disabilities (SWD): 60.0 Socioeconomically Disadvantaged (SED): 61.2 Hispanic (H): 64.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 51.2 SWD: 62.5 SED: 51.9 H: 52.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)		2025-26 Percent of Students Improving ELA DFM ALL: 78.1 SWD: 76.0 SED: 77.2 H: 80.5	Year 1 Growth ALL: -10.9 SWD: 2.5 SED: -9.3 H: -12.5
8.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 48.5 Students With Disabilities (SWD): 35.0 Socioeconomically Disadvantaged (SED): 47.1 English Learner (EL): 39.3 Hispanic (H): 56.3 Source: 20230717 2022-23 SBAC Results-	2023-24 Percent of Students Improving Math DFM ALL: 56.1 SWD: 50.0 SED: 54.5 EL: 54.2 H: 60.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)		2025-26 Percent of Students Improving Math DFM ALL: 72.5 SWD: 59.0 SED: 71.1 EL: 63.3 H: 80.3	Year 1 Growth ALL: 7.6 SWD: 15.0 SED: 7.3 EL: 14.9 H: 3.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		May15th (Internal Analysis)				
8.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 23.6 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 34.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25		2025-26 English Learner Progress % of ELs are making progress towards proficiency: 28.6 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	Year 1 Growth % of ELs are making progress towards proficiency: 10.9
8.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 4.5 African American (AA): 11.7 Socioeconomically Disadvantaged (SED): 5.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 2.9 AA: 8.3 SED: 3.2 Source: Suspension Indicator in California School Dashboard Released in 2024-25		2025-26 Suspension Rate ALL: 2.5 AA: 9.7 SED: 3.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -1.6 AA: -3.4 SED: -1.8
8.5	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate	2023-24 Chronic Absenteeism Rate		2025-26 Chronic Absenteeism Rate	Year 1 Growth SWD: -15.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 36.7 Socioeconomically Disadvantaged (SED): 36.8 English Learner (EL): 28.2 Asian (A): 20.8 White (W): 36.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24 2023-24 Chronic Absenteeism Rate AA: 48.4 Source: California School Dashboard Released in 2024-25	SWD: 21.7 SED: 28.8 EL: 17.2 A: 11.4 W: 25.5 AA Outcome not available. New metric added 2025-26.		SWD: 26.7 SED: 26.8 EL: 18.2 A: 10.8 W: 26.8 AA: 38.4 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	SED: -8.0 EL: -11.0 A: -9.4 W: -11.3 AA Outcome not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

8.1 Resource Specialist: This action was substantially implemented. The school was able to hire general education resource teacher before school started. All students in grades 1-6 were given the SIPPS placement test by mid-September. Students were placed in SIPPS groups by teacher and intervention began on or about October 1st.

8.2 Instructional Aide: This action was not implemented due to the actual cost of the resource specialist in Action 8.1 significantly exceeding the average costs of the position included in the budget. Additional EM funds are being allocated to implement this action to provide support with core reading or math content and target students who need additional support for the 2025-26, 2026-27, and 2027-28 school years.

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.

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

8.1 Resource Specialist: Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred.

8.2 Instructional Aide: Expenditures were less than budgeted due to recruitment challenges.

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

All the actions implemented in goal 8 effectively contributed to the following outcomes:

The percentage of K-6 Trimester 2 ELA grades earned by ALL students that were a 3 or higher improved by 1.6 points to 15.7% for Students With Disabilities. Additionally, the percentage of K-6 Trimester 2 Math grades earned by ALL students that were a 3 or higher improved by 5.0 points to 32.4%. English Learners (4.6), Socioeconomically Disadvantaged (4.4), and Hispanic (0.2) all demonstrated improvement.

Internal preliminary suspension data are showing a reduction in the suspension rate for ALL students by 1.4 percentage points. African American (1.3) and Socioeconomically Disadvantaged (1.2) are all showing improvement.

Additionally, internal preliminary chronic absenteeism data are showing a reduction in the chronic absenteeism rate for White (16.8), English Learners (13.9), Socioeconomically Disadvantaged (9.2), Asian (5.3), and Students With Disabilities (0.6).

The school anticipates that these preliminary results will be reflected in the Dashboard released in November 2025 for the 2024-25 school 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.

8.1 Resource Specialist: Beginning with the 2025-26 school year, this action is being discontinued as the district will be ensuring that reading specialist positions are provided at all schools across the district to improve literacy.

8.3 Instructional Aide: Beginning with the 2025-26 school year, this new action is added to provide 0.5 FTE social worker-provided mental health services.

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Chronic Absenteeism Rate: African American

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Resource Specialist (Discontinued June 2025)	Hire a 1.0 FTE Resource Specialist to Support Identified Students' Improvement in learning to read and in using reading skills to access the core curriculum. The intervention support will include the coach assisting teachers and instructional aides in the grouping of students for intervention. The coach will also assist teachers, especially those who do not yet have a full and clear credential, and other instructional aides with the implementation of reading assessments, like DIBELS, SIPPs and i-Ready. The coach will provide support to staff with literacy professional learning and strategies to support students needing additional literacy strategies to be successful. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 82.6 percent of teachers have full and clear credential. (Metrics 8.1 - 8.3)	$0.00	No
8.2	Instructional Aide	Hire three (3) 0.375 FTE Instructional Aides to provide support with core reading or math content and target students who need additional support. (Metrics 8.1 - 8.3)	$331,773.00	No
8.3	Social Worker (New 2025-26)	Hire a 0.5 FTE Social Worker to Support Identified Students' Improvement in social emotional and academic outcomes. The improved school climate and culture resulting from this additional mental health support will also assist teachers, especially those who do not yet have a full and clear	$303,000.00	No

Action #	Title	Description	Total Funds	Contributing
		credential, and other staff with the implementation of the academic program. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 71.5 percent of teachers have a full and clear credential. (Actions 8.1 - 8.5)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By 2027 at John Morse for each Very Low performing student group on the 2023 California School Dashboard, the • Suspension rate will improve by 5 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points. Although the school received additional Equity Multiplier funds for the 2025-26 school year, the site will continue implementing its original goals as the school did not receive any 2024 California School Dashboard color ratings due to its enrollment size.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at John Morse, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Suspension Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 39.4 Students With Disabilities (SWD): 39.4	2023-24 Suspension Rate ALL: 15.4 SWD: 16.0 SED: 19.0		2025-26 Suspension Rate ALL: 34.4 SWD: 34.4 SED: 35.0	2023-24 Suspension Rate ALL: -24.0 SWD: -23.4 SED: -21.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 40.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24	Source: Suspension Indicator in California School Dashboard Released in 2024-25		Source: Suspension Indicator in California School Dashboard Released in 2026-27	
9.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 62.5 Students With Disabilities (SWD): 62.5 Socioeconomically Disadvantaged (SED): 63.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	2023-24 Chronic Absenteeism Rate ALL: 52.0 SWD: 52.0 SED: 50.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25		2025-26 Chronic Absenteeism Rate ALL: 57.5 SWD: 57.5 SED: 58.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	2023-24 Chronic Absenteeism Rate ALL: -10.5 SWD: -10.5 SED: -13.3

Goal Analysis [2024-25]

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.

9.1 Develop a School-wide Behavior Management Plan (SBMP): Services were not implemented as planned. There was a change in administration at the school and key resource provider at the school.
9.2 Teacher Per-Diem - Curriculum Development: Services are being substantially implemented as planned. There was a change in administration at the school, and this action is being carried over as part of curriculum development work over the summer.

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.

9.1 Develop a School-wide Behavior Management Plan (SBMP): Expenditures were less than budgeted due to vacancies and changes in key positions at the school.
9.2 Teacher Per-Diem - Curriculum Development: Expenditures were less than budgeted due to the activity not being implemented until late fall.

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

All the actions implemented in goal 9 effectively contributed to the following outcomes:

The school transitioned from a punitive level system to a LiveSchool (Cognitive Behavior Therapy) approach. This transition is part of our school-wide wellness program based out of our new wellness room. Due to this transition, our suspension rate is under 15% even with our entire population of students who have extreme emotional/physical trauma and anxiety.

Additionally, the school's preliminary attendance data are 91.6% as the average student at the school is no longer chronically absent. The school's attendance ranking is currently 44th in the district, an improvement of 26 spaces from the 70th rank in 2023-24. For five months of the school-year, the school has been the most improved school in the district for percent attendance.

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.

Beginning with the 2025-26 school year, these new actions will be implemented to improve student outcomes:

9.3 School-wide Behavior Management Plan (SBMP) Implementation & Training
9.4 Restorative Justice & Trauma-Informed Practices Training
9.5 Trauma-Safe/Wellness Room Implementation
9.6 Crisis Communication and Relationship Building Between Staff and Students

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	Develop a School-wide Behavior Management Plan (SBMP)	Develop a School-wide Behavior Management Plan (SBMP), including Multi-tiered Systems of Support (MTSS) like Positive Behavior Intervention Strategies (PBIS), to specifically target students showing lagging skill development, disabilities, trauma, or any combination of the three, causing severe behavior and/or emotional concerns that manifest in absenteeism and disciplinary concerns. This action includes teacher per-diem for SBMP development, PBIS training for all staff (especially for teachers who have not yet received their full credential), Restorative Justice Training and Trauma Informed Practices Training, Trauma-Safe/Wellness Room. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes Report, 83.4% of teachers have a full and clear credential. (Metrics 9.1 and 9.2)	$28,000.00	No
9.2	Teacher Per-Diem - Curriculum Development	Provide teacher per-diem for curriculum and development and start-up implementation. Develop a comprehensive short-term independent study program that increases student access to coursework while absent from school and decreases chronic absenteeism by counting those days as ADA-generating independent study days when the absent student completes the work. (Metrics 9.1 and 9.2)	$6,300.00	No
9.3	School-wide Behavior Management Plan (SBMP) Implementation & Training (New 2025-26)	Implement a School-wide Behavior Management Plan (SBMP) grounded in Multi-Tiered Systems of Support (MTSS), including Positive Behavior Intervention Strategies (PBIS), to specifically address the needs of students exhibiting lagging skill development, disabilities, trauma, or a combination of these factors. This action will include: per-diem compensation for certificated and classified staff for SBMP development and PBIS training for all staff, with a priority focus on teachers who have not yet received their full credential (Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes Report, 83.4% of teachers have a full and clear credential). (Metrics 9.1 and 9.2)	$12,633.00	No
9.4	Restorative Justice & Trauma-Informed Practices Training (New 2025-26)	Provide comprehensive training for all staff in Restorative Justice Practices and Trauma-Informed Approaches to foster a safe, inclusive, and supportive school culture. This action includes Restorative Justice training to equip staff with non-punitive strategies for conflict resolution and relationship-building. Related activities include Trauma-Informed Practices	$15,550.00	No

Action #	Title	Description	Total Funds	Contributing
		training to support students struggling with the effects of chronic stress, trauma, and emotional dysregulation and ongoing coaching and support to ensure fidelity of implementation across all classrooms and school settings. (Metrics 9.1 and 9.2)		
9.5	Trauma-Safe/Wellness Room Implementation (New 2025-26)	Create and maintain a Trauma-Safe/Wellness Room as a regulated, therapeutic space where students can de-escalate, process emotions, and receive targeted interventions to reduce the impact of trauma and emotional distress on their academic success. This action will integrate the Trauma-Safe/Wellness Room into the broader PBIS framework to ensure alignment with school-wide behavioral expectations and interventions. Costs for staffing the space with trained professionals to provide immediate support and crisis intervention and for the implementation of structured wellness activities, mindfulness exercises, sensory supports, and de-escalation techniques, and related activities are included in this action. (Metrics 9.1 and 9.2)	$5,902.00	No
9.6	Crisis Communication and Relationship Building Between Staff and Students (New 2025-26)	To continue reducing the suspension rate and increasing attendance, we will implement trauma-informed communication strategies aligned with the schools' other Equity Multiplier funded actions. This includes ongoing professional development for staff on active listening, de-escalation, and restorative conversations to foster trust and reduce re-traumatization. Clear, predictable communication practices will create a sense of safety, while a strength-based approach will affirm student resilience. Encouraging student voice through multiple avenues and collaborating with families through resources and workshops will further support emotional and academic needs. Lastly, we will use data-driven feedback to continuously refine our strategies. (Metrics 9.1 and 9.2)	$16,450.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By 2027 at Martin Luther King, Jr. for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, and • Suspension rate will improve by 2 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school is not eligible for Equity Multiplier funding in 2025-26. However, the school is continuing to implement the related goal.

In consultation with the educational partners at Martin Luther King, Jr., this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: African American students and Students With Disabilities
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM African American (AA): 36.0	2023-24 Percent of Students Improving ELA DFM AA: 50.0 SWD: 56.3		2025-26 Percent of Students Improving ELA DFM AA: 66.0 SWD: 77.8	Year 1 Growth AA: 14.0 SWD: 8.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 47.8 Source: 20230717 2022-23 SBAC Results- May15th (Internal Analysis)	Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)			
10.2	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 5.1 African American (AA): 10.9 Socioeconomically Disadvantaged (SED): 6.2 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 2.5 AA: 6.1 SED: 3.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25		2025-26 Suspension Rate ALL: 3.1 AA: 8.9 SED: 4.2 Source: Suspension Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -2.6 AA: -4.8 SED: -3.1

Goal Analysis [2024-25]

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.

10.1 Resource Specialist: Services were substantially implemented as planned.
10.2 Teacher Release Time: Services were substantially implemented as planned.
10.3 i-Ready: Services were substantially implemented as planned.
10.4 Positive Behavior and Intervention Support (PBIS) Professional Learning: Services were not substantially implemented as planned as the school was not able register for the PBIS conference before the seats were full. Staff are still planning to attend the conference in the upcoming year.
10.5 California Association for Bilingual Education (CABE) Professional Learning: Services are being substantially implemented as planned as staff are attending the CABE conference in March 2025.

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.

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

10.1 Resource Specialist: Expenditures were less than budgeted due to recruitment challenges for the current year.
10.2 Teacher Release Time: Expenditures were less than budgeted due to the teachers using less than the number of days budgeted.
10.3 i-Ready: Expenditures were less than budgeted due the district funding this service in 2024-25.
10.4 Positive Behavior and Intervention Support (PBIS) Professional Learning: Expenditures were less than budgeted due to the conference was full and the team was unable to attend this year.
10.5 California Association for Bilingual Education (CABE) Professional Learning: Expenditures were less than budgeted due to the conference fees being less than expected.

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

All the actions implemented in goal 10 effectively contributed to the following outcomes:

The services provided with the Equity Multiplier funds helped strengthen the school's What Everyone Needs (WEN) program for primary and secondary students. Students were able to participate in two intervention programs and receive assistance in all subjects, but especially reading and math. Intermediate students who are not yet readers are also received small group instruction and making notable improvements. Additionally, students are demonstrating progress as all primary have tested out of the beginning levels of SIPPS. Additionally, with the enhanced focus on school culture and climate, the school has seen a reduction in referrals resulting in student suspensions.

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.

10.1 Resource Specialist: Beginning with the 2025-26 school year, this action is being discontinued as the district will be ensuring that reading specialist positions are provided at all schools across the district to improve literacy.

10.2 Teacher Release Time: This action will be modified as part of the school's efforts to improve the retention of teachers by providing release time for professional learning. The approximate release time will be 90 days during 2025-26 and 60 days during 2026-27.

10.5 California Association for Bilingual Education (CABE) Professional Learning: Beginning with the 2025-26 school year, this action is being discontinued as the staff attended the conference during the 2024-25 school year.

10.6 Provide Additional Social Worker Services: Beginning with the 2025-26 school year, this new action will be implemented to improve student outcomes.
10.7 Curriculum and Materials: Beginning with the 2025-26 school year, this new action will be implemented to improve student outcomes.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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
10.1	Resource Specialist (Discontinue June 2025)	Hire a 1.0 FTE Resource Specialist to facilitate and implement a targeted and systematic school-wide intervention program approach to ELA, including providing small group pull-out and serve as a lead in professional learning in 2024-25 and 2025-26. There is a current tenured and fully credentialed veteran teacher interested in the position. All teachers on staff are fully credentialed. If a position arises that we must hire a new teacher, support will be provided for the staff in clearing his/her credential if needed with on-site Induction Support Provider. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have full and clear credential. (Metric 10.1)	$0.00	No
10.2	Teacher Release Time (Modified 2025-26)	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes will take classes while teachers/specialist pull students for assessments and assist with small group interventions. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have a full and clear credential. The approximate release time will be 90 days during 2025-26 and 60 days during 2026-27. (Metric 10.1)	$53,250.00	No
10.3	i-Ready	Purchase i-Ready for ELA and Math to monitor student progress and assist in targeted intervention. (Metric 10.1)	$10,600.00	No

Action #	Title	Description	Total Funds	Contributing
10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating and environment of inclusion, safety, and connectedness to reduce student suspensions in 2024-25 and 2025-26. (Metric 10.2)	$3,050.00	No
10.5	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress in 2024-25. (Metric 10.1)	$0.00	No
10.6	Provide Additional Social Worker Services (New 2025-26)	Provide 50% of the funding for a 1.0 FTE Social Worker to assist with facilitating and implementing social emotional supports through small groups, conflict mediation, individual counseling and monitoring and assisting with the site's PBIS program. The social worker also is a community liaison and assists with providing MLK families with food, clothes and other resources as needed. This position will support student mentoring, social skills groups, family support programs, mental health services, and to address chronic absenteeism and suspensions. (Metric 10.2)	$97,500.00	No
10.7	Curriculum and Materials (New 2025-26)	Allocate funds to purchase instructional materials and intervention curriculum during 2025-06. (Metric 10.1)	$12,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By 2027 at Success Academy for each Very Low performing student group on the 2023 California School Dashboard, the • Suspension rate will improve by 5 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 35 percentage points. As a small school with 3.5 FTE, the school continues to look for innovative solutions to address its staffing challenges.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Success Academy, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Suspension Indicator: ALL and Socioeconomically Disadvantaged students
- Chronic Absenteeism: Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 54.2	2023-24 Suspension Rate ALL: 51.6 SED: 52.8		2025-26 Suspension Rate ALL: 49.2 SED: 56.1	Year 1 Growth ALL: -2.6 SED: -8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 61.1 Source: Suspension Indicator in California School Dashboard Released in 2023-24	Source: Suspension Indicator in California School Dashboard Released in 2024-25		Source: Suspension Indicator in California School Dashboard Released in 2026-27	
11.2	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate SED: 83.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	SED Outcome not available. New metric added 2025-26.		2025-26 Chronic Absenteeism Rate SED: 48.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	Year 1 Growth SED Outcome not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

11.1 Instructional Aide: Services were substantially implemented as planned. Instructional Aide support around attendance, behavior, and course performance data has helped to improve data literacy at the site.
11.2 Teacher Collaboration: Services were substantially implemented as planned.
11.3 Student and Family Assemblies: Services were substantially implemented as planned. Student survey data indicates that there is growth in their self-rating in the areas mentioned in the action item. We will continue to provide assembly opportunities but will be doing this without relying on outside providers.

11.4 Professional Development - Release Time: Services were substantially implemented as planned. Current SWIS and site Behavior Management System data indicates that some teachers and staff have difficulty redirecting certain students. It is hypothesized from the data that continued professional development is needed in the indicated areas to foster growth within staff. The team concluded that ongoing professional development and collaborative time related to these topics has contributed to more alignment this school year.
11.5 Positive Behavior Intervention and Support (PBIS) Materials and Incentives: Services were somewhat implemented as planned. Staff determined that although not all materials were able to be purchased in 2024-25, the use of common materials and literature will have a positive impact on the development of common language within the school's community.

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

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

11.2 Teacher Collaboration: Expenditures were less than budgeted due to the district allowing for one of the pre-service days to be site specific this year.
11.3 Student & Family Assemblies: Expenditures are less than budgeted because there are still encumbered funds that are waiting to be paid out. Additionally, the school paused these assemblies because of difficulties with the associate contract.
11.4 Professional Development – Release Time: Expenditures are less than budgeted because the amount of the service contract was less than the amount allocated.
11.5 PBIS Materials and Incentives: Expenditures were less than budgeted due to allowability of items intended for purchase and demand related to enrollment size.

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

All the actions implemented in goal 11 effectively contributed to the following outcomes:

Data collection has dramatically improved the school's data review process. Through the improved data collection and literacy, the school was able to implement a more efficient school-wide data collection and retrieval system. This system is helping school staff more easily access more targeted and specific information around student behavior. This improvement has allowed us to improve our behavioral responses and interventions, as well as our incentive system for positive behavior. Additionally, the two release days this year has allowed staff to collaborate on the implementation of social and emotional literacy activities such as lesson planning, alignment, explicit teaching of coping skills, and adult modeling. The team also collaborated and became more aligned on classroom management and school wide behavioral responses. This has had a positive impact on our overall school culture and climate, which is evidenced by student survey data. It also has provided an opportunity for shared leadership amongst staff.

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.

11.1 Instructional Aide: Beginning with the 2025-26 school year, this action will be modified to reflect a reduction in resources available for this service.

11.6 School Intervention Staff Assistant: Beginning with the 2025-26 school year, this new action will be implemented to improve student outcomes.

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Chronic Absenteeism Rate: Socioeconomically Disadvantaged

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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
11.1	Instructional Aide (Modified 2025-26)	Hire 0.14 FTE Instructional Aide to Support Data Literacy around ABC data collection and behavior plan implementation. Beginning with the 2025-26 school year, this number of hours of FTE support is flexible based on funds available. (Metric 11.1)	$18,827.75	No
11.2	Teacher Collaboration	Provide additional teacher pay (per diem) for additional time worked for 30 extra minutes of teacher collaboration every 3rd Thursday to allow for sufficient time for behavior data analysis and planning, as well as professional development for staff focused on trauma informed practices, SEL, restorative practices, and PBIS with a focus on teachers who do not yet have a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 33.2 percent of teachers have full and clear credential. (Metrics 11.1 and 11.2)	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
11.3	Student and Family Assemblies	Implement five (5) student and family engagement assemblies throughout the year to focus on effective communication, growth mindset, self-efficacy, and student voice. (Metrics 11.1 and 11.2)	$2,112.25	No
11.4	Professional Development - Release Time	Provide 6 hours of pre-service professional development, especially for those teachers who do not yet have a full and clear credential, focused on school-wide restorative practices, trauma informed practice and anti-bias/anti-racism. Provide 5 substitution days for staff to use for collaboration or for visiting other community day school programs to improve our practice and systems. (Metrics 11.1 amd 11.2)	$3,000.00	No
11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	Purchase books/materials for staff professional development. Purchase positive behavior intervention and support (PBIS) incentives. (Metrics 11.1 and 11.2)	$2,070.00	No
11.6	School Intervention Staff Assistant (New 2025-26)	Hire part-time (approximately 6.5 hour) FTE School Intervention Staff Assistant position to provide behavioral support and implementation of restorative practices and PBIS. (Metrics 11.1 and 11.2)	$66,090.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By 2027 at Woodbine for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, • English Learner Progress rate will improve by 5 percentage points, and • Suspension rate will improve by 4 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 4 percentage points, and • Chronic Absenteeism rate will improve by 20 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Woodbine, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, English Learner, Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: ALL, African American, English Learner, Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: ALL

- Suspension Indicator: ALL, African American, Students With Disabilities, and Socioeconomically Disadvantaged students
- Chronic Absenteeism: African American

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 39.4 English Learner (EL): 41.4 Hispanic (H): 39.5 Socioeconomically Disadvantaged (SED): 39.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving ELA DFM Asian (A): 50.0 SWD: 50.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 50.5 EL: 50.0 H: 45.9 SED: 51.1 A and SWD Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving ELA DFM ALL: 69.4 EL: 71.4 H: 69.5 SED: 69.3 A: 70.0 SWD: 70.0	Year 1 Growth ALL: 11.1 EL: 8.6 H: 6.4 SED: 11.8 A and SWD Outcomes not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 34.0 Hispanic (H): 27.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving Math DFM EL: 30.0 SWD: 26.5 SED: 40.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM ALL: 39.8 H: 43.2 EL, SWD, and SED Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving Math DFM ALL: 64.0 H: 57.5 EL: 50.0 SWD: 46.5 SED: 60.0	Year 1 Growth ALL: 5.8 H: 15.7 EL, SWD, and SED Outcomes not available. New metric added 2025-26.
12.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 35.2 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 21.1 Source: English Learner Progress Indicator in California School		2025-26 English Learner Progress % of ELs are making progress towards proficiency: 40.2 Source: English Learner Progress Indicator in California School	Year 1 Growth % of ELs are making progress towards proficiency: -14.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Released in 2024-25		Dashboard Released in 2026-27	
12.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 7.2 African American (AA): 16.4 Students With Disabilities (SWD): 9.1 Socioeconomically Disadvantaged (SED): 7.8 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 5.6 AA: 13.9 SWD: 8.3 SED: 6.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25		2025-26 Suspension Rate ALL: 3.0 AA: 12.4 SWD: 5.1 SED: 3.8 Source: Suspension Indicator in California School Dashboard Released in 2026-27	Year 1 Growth ALL: -1.6 AA: -2.5 SWD: -0.8 SED: -1.7
12.5	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate AA: 53.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	AA Outcome not available. New metric added 2025-26.		2025-26 Chronic Absenteeism Rate AA: 33.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	AA Outcome not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

12.1 Resource Specialist: Services were substantially implemented as planned.
12.2 Supplemental Intervention Materials: Services were substantially implemented as planned.

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

The following actions had material differences between budgeted and estimated actual expenditures for the following reasons:

12.1 Resource Specialist: Expenditures were less than budgeted due to salary expectations, due to hiring a teacher that was lower on the salary schedule.
12.2 Supplemental Intervention Materials: Expenditures were less than budgeted due to written and digital materials being provided by the district.

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

All the actions implemented in goal 12 effectively contributed to the following outcomes:

Despite ongoing challenges, the implementation of resource specialist services has laid the groundwork for potential improvement in literacy outcomes at Woodbine Elementary. The low percentage of students reading at or above grade level highlights the urgent need to enhance these services further. Through persistent effort and commitment to innovation, the services are helping the school to create a trajectory of improvement that enables every student to achieve success across its academic domains. Strategies that are being implemented as a result of these services include: comprehensive assessment and identification, targeted small group instruction, collaboration with classroom teachers, continual progress monitoring, and the creation of a positive and supportive learning environment.

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.

12.1 - Resource Specialist: This action is modified. Beginning with the 2025-26 school year, Resource Specialist-provided services will primarily focus on improving literacy in both Math and ELA.

12.2 - Supplemental Intervention Materials: This action is discontinued as of June 2025 as the materials purchased are reusable.

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: Asian and Students with Disabilities
Percent of Students Improving Math DFM: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged
Chronic Absenteeism Rate: African American

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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
12.1	Resource Specialist (Modified 2025-26)	Hire a Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students to be at grade level in reading and lead in professional learning efforts for those teachers without a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 85.5 percent of teachers have full and clear credential. The Resource Specialist will provide support to students that prepares and/or organizes appropriate individualized instructional resources and materials for children's learning needs and strategies to support students needing additional literacy strategies to be successful. Beginning with the 2025-26 school year, Resource Specialist-provided services will primarily focus on improving literacy in both Math and ELA. (Metrics 12.1 - 12.3)	$475,000.00	No
12.2	Supplemental Intervention Materials (Discontinued June 2025)	Purchase SIPPs materials assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. (Metrics 12.1 - 12.3)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
13	By 2027 at Fr Keith B Kenny for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 4 percentage points. • Chronic Absenteeism rate will improve by 10 percentage points.	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.

In consultation with the educational partners at Fr Keith B Kenny, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, African American, English Learner, and Students With Disabilities
- Suspension Indicator: Students With Disabilities
- Chronic Absenteeism: English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2023-24 Percent of Students Improving ELA DFM ALL: 53.8 AA: 47.4 EL: 47.4 SED: 53.3	ALL, AA, EL, and SED Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving ELA DFM ALL: 73.8 AA: 67.4	ALL, AA, EL, and SED Outcomes not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)			EL: 67.4 SED: 73.3	
13.2	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate SWD: 7.9 Source: Suspension Indicator in California School Dashboard Released in 2024-25	SWD Outcomes not available. New metric added 2025-26.		2025-26 Suspension Rate SWD: 3.9 Source: Suspension Indicator in California School Dashboard Released in 2026-27	SWD Outcomes not available. New metric added 2025-26.
13.3	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate EL: 26.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	EL Outcomes not available. New metric added 2025-26.		2025-26 Chronic Absenteeism Rate EL: 16.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	EL Outcomes not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

N/A

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.

N/A

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

N/A

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.

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:

13.1 Professional Development - Coaching and Literacy Consulting
13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy
13.3 Teacher Release Time
13.4 Library Books
13.5 Classroom Novel Sets
13.6 Attendance Incentives
13.7 Field Trips and Reverse Field Trips

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: ALL, African American, English Learners, and Socioeconomically Disadvantaged
Suspension Rate: Students With Disabilities
Chronic Absenteeism Rate: English Learners

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
13.1	Professional Development - Coaching and Literacy Consulting (New 2025-26)	Provide 21 full days of coaching support and literacy consulting throughout the year. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 91.5 percent of teachers have a full and clear credential. (Metrics 13.1 and 13.2)	$90,300.00	No
13.2	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (New 2025-26)	Provide 7 days of professional learning for an Elementary Reading Academy. This academy also includes, our Teaching Reading Sourcebook and our Assessing Reading: Multiple Measures. (Metrics 13.1 and 13.2)	$30,100.00	No
13.3	Teacher Release Time (New 2025-26)	Provide Teacher Release Time and substitutes for coaching and literacy professional development. (Metrics 13.1 and 13.2)	$88,000.00	No
13.4	Library Books (New 2025-26)	Purchase culturally relevant, high interest, informational and narrative books for the library in order to engage students with reading. (Metric 13.1)	$15,000.00	No
13.5	Classroom Novel Sets (New 2025-26)	Purchase high-interest, culturally relevant classroom novel sets for novel studies that will increase student engagement with reading. (Metric 13.1)	$15,000.00	No
13.6	Attendance Incentives (New 2025-26)	Studies show that the best incentives for attendance are frequent and involve parents as well as students, particularly in low income neighborhoods. In addition to competition for the monthly attendance trophy, as well as charts measuring improvement, the school will include the following incentives that have been shown to support improvement: Monthly student incentives, such as Bragtags; Monthly parent incentives, such as $100 monthly grocery gift cards, bus passes, gift cards, etc.; and end-of-year prizes, such as 6 bikes for each trimester. (Metric 13.3)	$15,754.00	No

Action #	Title	Description	Total Funds	Contributing
13.7	Field Trips and Reverse Field Trips (New 2025-26)	Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning and reduce suspensions. (Metric 13.3)	$26,623.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
14	By 2027 at Nicholas for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points, • English Learner Progress rate will improve by 10 percentage points, and • Suspension rate will improve by 5 percentage points.	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.

In consultation with the educational partners at Nicholas, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, English Learner, and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: ALL
- Suspension Indicator: Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.1	Academic Indicator SBAC ELA Distance From Met (Dashboard)	2023-24 Percent of Students Improving ELA DFM ALL: 55.4	ALL, EL, SED Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving ELA DFM	ALL, EL, SED Outcomes not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 53.3 SED: 56.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)			ALL: 75.4 EL: 73.3 SED: 76.4	
14.2	Academic Indicator SBAC Math Distance From Met (Dashboard)	2023-24 Percent of Students Improving Math DFM ALL: 39.0 EL: 43.3 SED: 38.2 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	ALL, EL, and SED Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving Math DFM ALL: 59.0 EL: 63.3 SED: 58.2	ALL, EL, and SED Outcomes not available. New metric added 2025-26.
14.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 25.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25	Outcome not available. New metric added 2025-26.		2025-26 English Learner Progress % of ELs are making progress towards proficiency: 35.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	Outcome not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.4	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate ALL: 6.2 AA: 20.7 HY: 10.8 SED: 6.9 SWD: 8.9 TOM: 8.3 Source: Suspension Indicator in California School Dashboard Released in 2024-25	ALL, AA, HY, SED, SWD, TOM Outcomes not available. New metric added 2025-26.		2025-26 Suspension Rate ALL: 1.2 AA: 15.7 HY: 5.8 SED: 1.9 SWD: 3.9 TOM: 3.3 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL, AA, HY, SED, SWD, TOM Outcomes not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

N/A

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.

N/A

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

N/A

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.

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:

14.1 Resource Specialist
14.2 Leveled Library
14.3 Teacher Release Time
14.4 Professional Learning
14.5 Teacher Intervention
14.6 Recess Organized Student Activities
14.7 Field Trips
14.8 Supplemental Materials and Supplies
14.9 Supplemental Technology
14.10 ELD Curriculum
14.11 Fingerprinting Costs
14.12 PBIS

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: ALL, English Learners, and Socioeconomically Disadvantaged
Percent of Students Improving Math DFM: ALL, English Learners, and Socioeconomically Disadvantaged
English Learner Progress: English Learners
Suspension Rate: ALL, African American, Homeless Youth, Socioeconomically Disadvantaged, Students With Disabilities, Two or More
Chronic Absenteeism Rate: English Learners

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
14.1	Resource Specialist (New 2025-26)	Hire 1.0 FTE Resource Specialist who will facilitate and implement a targeted and systematic school-wide support for English Language Learners and newcomers. Resource Specialist will provide small group instruction for ELL students needing support in ELA/Math to improve scores in ELA, Math, and ELPAC reclassification. This should improve the retention of teachers and help increase the percentage of fully credentialed	$340,000.00	No

Action #	Title	Description	Total Funds	Contributing
		staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 93.6 percent of teachers have a full and clear credential. This position will be for 2025-26 and 2026-27. (Metrics 14.1 - 14.3)		
14.2	Leveled Library (New 2025-26)	Purchase books to provide teachers the ability to differentiate instruction based on a student's reading level and allows teachers to target specific reading strategies at each level. The library will also increase student engagement because the books will be at students' independent reading level that will motivate a student to read and improve their fluency and comprehension. (Metric 14.1)	$25,000.00	No
14.3	Teacher Release Time (New 2025-26)	Hire substitute teachers to provide Teacher Release Time for planning small group instruction and assessments. Teachers will collaborate to strategically plan and review data to inform instruction. (Metrics 14.1 - 14.3)	$10,000.00	No
14.4	Professional Learning (New 2025-26)	Professional Learning at conferences to continue growing a robust PBIS system and restorative practices to create an environment of inclusion, safety, and connectedness to reduce student suspensions. Academic training to support Language Arts, ELD and Math instruction. (Metric 14.4)	$20,000.00	No
14.5	Teacher Intervention (New 2025-26)	Teachers will provide Intervention and Extended Day opportunities for students that need extra support in Math and ELA. Tutors will provide support with learning goals and to close the achievement gap in ELA, ELD and Math for students. Tutoring services are 2-4 days a week. (Metrics 14.1 - 14.3)	$10,000.00	No
14.6	Recess Organized Student Activities (New 2025-26)	Hire Organization and purchase equipment to support students during recess time. Students will learn how to play organized activities and have leadership roles Additional staff will assist in securing playground and yard during recess and lunches will reduce the amount of student conflict as a result will lower the school suspension rate. (Metric 14.4)	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
14.7	Field Trips (New 2025-26)	Teachers will be provided funding to have field trips and on-site field trips during the school year to provide their students with a connection to learning, increase students' background knowledge related to a unit of study, and reduce student suspensions. (Metric 14.4)	$18,370.00	No
14.8	Supplemental Materials and Supplies (New 2025-26)	Purchase additional materials and school supplies to support students academically in all subject areas. Purchase supplemental curriculum to support ELA and ELD including, but not limited to UFLI, Heggerty Phonemic Awareness, Reading A to Z, Step up to writing and Learning without Tears. (Metrics 14.1 and 14.3)	$20,000.00	No
14.9	Supplemental Technology (New 2025-26)	Purchase additional materials like headphones, Chromebooks, and laptops to support students and teachers in order to provide interventions to improve academic performance in English Language Arts, ELD and Math. (Metrics 14.1 - 14.3)	$30,000.00	No
14.10	ELD Curriculum (New 2025-26)	Provide teachers with a curriculum that targets the needs of English Learners in the areas of listening, speaking, reading, and writing to enable English Language Learners to develop the skills necessary for academic achievement. (Metric 14.3)	$10,000.00	No
14.11	14.10 Fingerprinting Costs (New 2025-26)	Pay for parent fingerprinting fees to increase parental engagement by having parents volunteer in the classrooms/field trips. Parent volunteers can improve the school climate to help reduce student suspensions. (Metric 14.4)	$1,000.00	No
14.12	PBIS (New 2025-26)	School uniforms to provide to students to help foster a sense of community, reduce distractions, and reduce feelings of exclusion, bullying incidents and peer pressure. Assist families with clothing when experiencing hardships. Purchase incentives and recognition items to	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		foster a positive school culture to reduce the number of incidents that lead to suspensions. (Metric 14.4)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
15	By 2027 at Pacific for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 10 percentage points, and • Chronic Absenteeism rate will improve by 15 percentage points.	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.

In consultation with the educational partners at Pacific, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, English Learner, and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, and Socioeconomically Disadvantaged students
- Suspension Indicator: African American
- Chronic Absenteeism Indicator: African American, Asian, and Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2023-24 Percent of Students Improving ELA DFM ALL: 47.2	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving ELA DFM	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian (A): 46.4 EL: 50.8 SED: 47.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)			ALL: 67.2 A: 66.4 EL: 70.8 SED: 67.4	
15.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	2023-24 Percent of Students Improving Math DFM ALL: 45.3 A: 49.3 EL: 43.8 SED: 45.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.		2025-26 Percent of Students Improving Math DFM ALL: 65.3 A: 69.3 EL: 63.8 SED: 65.4	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.
15.3	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate AA: 22.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25	AA Outcomes not available. New metric added 2025-26.		2025-26 Suspension Rate AA: 12.7 Source: Suspension Indicator in California School Dashboard Released in 2026-27	AA Outcomes not available. New metric added 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15.4	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate AA: 60.7 A: 20.5 SWD: 36.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25	AA, A, and SWD Outcomes not available. New metric added 2025-26.		2025-26 Chronic Absenteeism Rate AA: 45.7 A: 5.5 SWD: 21.7 Source: Suspension Indicator in California School Dashboard Released in 2026-27	AA, A, and SWD Outcomes not available. New metric added 2025-26.

Goal Analysis [2024-25]

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.

N/A

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.

N/A

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

N/A

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.

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:

15.1 Site Instructional Coordinator (Intervention Lead)
15.2 PlayWorks Intervention
15.3 Additional Nursing Services
15.4 Instructional Aides
15.5 Teacher Release Time
15.6 Positive Behavior and Intervention Support (PBIS) Professional Learning
15.7 California Association for Bilingual Education (CABE) Professional Learning
15.8 Additional Clerk Hours
15.9 Yard Monitor
15.10 Field Trips and Reverse Field Trips

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: ALL, Asian, English Learners, and Socioeconomically Disadvantaged
Percent of Students Improving Math DFM: ALL, Asian, English Learners, and Socioeconomically Disadvantaged
Suspension Rate: African American
Chronic Absenteeism Rate: African American, Asian, Students With Disabilities

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
15.1	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	Hire 0.5 FTE Site Instructional Coordinator (Intervention Lead) to strengthen academic program and work with site leadership, instructional staff, and other support personnel to improve student outcomes in ELA and Math. This position will assist in the interpretation of data, development of instructional strategies, and evaluation of effective practices. This position will also lead ELA and Math improvement efforts through Step Up Academy/Data works intervention program. This action will be implemented over the 2025-26 and 2026-27 school years. (Metrics 15.1 and 15.2)	$189,875.43	No

Action #	Title	Description	Total Funds	Contributing
15.2	PlayWorks Intervention (New 2025-26)	Implement PlayWorks to support a targeted school-wide intervention for suspension rate and chronic absenteeism. Suspension data and student surveys show that 42% of suspend-able incidents happen before school and at recesses. PlayWorks teaches staff and students on conflict resolution and increases positive engagement at recesses which leads to more participation and attendance in the classroom. (Metrics 15.3 and 15.4)	$36,342.00	No
15.3	Additional Nursing Services (New 2025-26)	Provide one (1) day of additional nursing to improve student attendance and reduce chronic absenteeism by supporting student needs related to health related issues. This action will be implemented over the 2025-26 and 2026-27 school years. (Metric 15.4)	$126,734.00	No
15.4	Instructional Aides (New 2025-26)	Hire three 0.375 FTE Instructional Aides to Support Primary Classes with Math and ELA content and target students who need additional support. This support will be provided for both 2025-26 and 2026-27 school years. (Metrics 15.1 and 15.2)	$171,215.94	No
15.5	Teacher Release Time (New 2025-26)	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes would take classes while teachers/specialist pulled students for assessments, assist with small group interventions, and assist with professional learning for teachers who do not have a full and clear credential. Release time would be 30 days in 2025-26 and 30 days in 2026-27. (Metric 15.1)	$32,600.00	No
15.6	Positive Behavior and Intervention Support (PBIS) Professional	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating and environment of inclusion, safety, and connectedness to reduce student suspensions in 2025-26 and 2026-27. This should improve the retention of teachers and help maintain the	$22,938.78	No

Action #	Title	Description	Total Funds	Contributing
	Learning (New 2025-26)	percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 100 percent of teachers have a full and clear credential. (Metric 15.3)		
15.7	California Association for Bilingual Education (CABE) Professional Learning (New 2025-26)	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress and academic subjects. (Metric 15.1 and 15.2)	$7,692.79	No
15.8	Additional Clerk Hours (New 2025-26)	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap. (Metric 15.4)	$50,000.00	No
15.9	Yard Monitor (New 2025-26)	Hire Yard Monitors (two 0.375 FTEs) to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate. (Metric 15.3)	$73,496.06	No
15.10	Field Trips and Reverse Field Trips (New 2025-26)	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students with a connection to learning and reduce suspensions. (Metric 15.3)	$20,627.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$89403239	$8,292,998

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
22.958%	0.000%	$0.00	22.958%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs **Need:** Ensure that a greater number of students graduate with Career and Technical Education (CTE) skills. The district's baseline data	Provide CTE pathways and programs with rigorous coursework to prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation integrated projects aligned to cross-curricular standards within CTE pathways.	CTE Completer %, College/Career Prepared Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council. **Scope:** LEA-wide		
1.2	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling **Need:** On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	Provide college and career exploration, inclusive of all college segments (Community College, CSU, UC, and Private universities) and utilizing the California College Guidance Initiative (CCGI) lessons. Staff are continuing to collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. Youth Development College Mentors are specifically targeting efforts for at-risk student populations and providing supplemental supports with the college application and financial aid (e.g. FAFSA) application processes.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports **Need:** On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee. **Scope:** LEA-wide	Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate
1.4	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling **Need:** Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African	Coordinate districtwide master scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, support with building the infrastructure to provide in-classroom academic interventions, and maximize overall scheduling efficiency. Coordinate professional learning related to master scheduling policies and procedures for site instructional leaders and counselors.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	American Advisory Board, Community Advisory Committee. **Scope:** LEA-wide		
1.5	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery **Need:** Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council. **Scope:** LEA-wide	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	On-Track Graduation Status, On-Track A-G Status, Graduation Rate, A-G Rate
1.7	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program **Need:**	Provide support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a requirement of the IB Program) at the three IB sites (Umoja International Academy,	AP Pass Rate, IB Pass Rate, On-Track A-G Status, A-G Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increase the percent of students who pass college preparation exams and graduate college and career ready. **Scope:** LEA-wide	Luther Burbank High School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Eliminate financial barrier for college pathway exam participation, including providing students access to Advanced Placement AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.	
1.8	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways **Need:** Increase the percent of students who graduate college and career ready. **Scope:** LEA-wide	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.	Graduation Rate, College/Career Prepared Rate
2.9	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results **Need:** Increase the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for	School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results, especially the performance of Socioeconomically Disadvantaged, English Learner and Foster Youth. Specific actions are identified in each school's SPSA and approved by each school site council.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance

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
	this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council. **Scope:** LEA-wide		From Met, Reclassification Rate, English Learner Progress
2.10	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making **Need:** Increase the percent of students making progress in ELA and Math secondary coursework. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board. **Scope:** LEA-wide	Use student data to provide interventions for struggling students as indicated on the site-specific California School Dashboard in order to maintain on-track status for graduation and a-g course completion, especially for student groups indicated in the "Red" benchmark. Funding provide stipends to department heads at district high schools to support their leadership of data use.	7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, Reclassification Rate
2.11	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include review of student data,	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Increase the percent of students making progress in ELA and Math. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups as measured by student grades.	12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.13	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention **Need:** Increase the percent of students making progress in ELA and Math, and increase the percent of students progressing in English Language Development. **Scope:** LEA-wide	Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.14	**Action:** HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26) **Need:**	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. This action also provide additionals staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Funds are used to maintain higher staffing levels for these schools to	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready

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
	Improve percent of teachers with full credentials and literacy results across the district **Scope:** LEA-wide	ensure lower class sizes and increase academic engagement and targeted intervention services. Additionally, provide Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites.	Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met,
2.16	**Action:** CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26) **Need:** Increase State Standards Survey Results and the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. This action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content and Practice Standards.	State Standards Survey Results, TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.19	**Action:** CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services **Need:**	Administer the Cognitive Abilities Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing professional learning for elementary teachers providing GATE services in grades 2-	Percent of Students Passing CoGAT

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The CoGAT pass rate for Age Percentile Rank for grade 1 and 3 students is one of the intended impacted areas of this action. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide		
2.22	**Action:** LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26) **Need:** TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Scale Scores, i-Ready Math Spring Scale Scores, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate.The district's academic baseline data indicates achievement gaps across the district, which indicates the need for this supporting action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, District English Learner Advisory Committee. **Scope:** LEA-wide	District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress

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
3.2	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services **Need:** Improve students' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee, Community Advisory Committee. **Scope:** LEA-wide	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic needs that can impact student outcomes through site-base Student Support Centers and the centralized Connect Center. Students and families served through the Connect Center are provided a centralized access point for support services that include, but are not limited to, counseling referrals, mental health/behavioral consultations, and basic needs referrals.	Student Connectedness Perception
3.4	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic **Need:** Reduce students' rates of chronic absenteeism and increase students' rates of attendance. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:**	Provide nursing services as a key component of the district’s wrap-around health services to respond to the immediate health needs of individual students and to proactively identify physical and mental health needs, provide or connect students and families to the appropriate services and resources, and provide important health information and education to students and families.	Chronic Absenteeism, Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.11	**Action:** ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board. **Scope:** LEA-wide	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, attendance and engagement, translation, family services, early learning care, credit recovery, and referrals to support families in transition.	Family Connectedness Perception
3.12	**Action:** ATTENDANCE - Attendance and Engagement Strategies **Need:** Attendance **Scope:** LEA-wide	Support school sites in focused efforts to reduce chronic absenteeism, including promoting best practices (e.g. regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network). Providing expanded supports to include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events.	Chronic Absenteeism

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
3.14	**Action:** STATE AND FEDERAL - Family and Community Empowerment (FACE) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** LEA-wide	Provide a range of capacity-building opportunities to families and guardians, including District Parent Resource Center, Parent Empowerment Pathway (PEP) Program, and Parent Information Exchange (PIE). The PEP engages parents/caregivers in a full schedule of workshops offered over the course of 10 weeks. Parents and guardians build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district levels. Other capacity-building topics include Infinite Campus-Parent Portal, ELPAC Parent Workshops, and School Site Council training and support, and constituent services. The PIE is a monthly meeting that brings together key representatives from school parent groups, district staff, community organizations, city and county agencies, and business partners to discuss their programs and services for families.	Family Connectedness Perception
3.15	**Action:** STATE AND FEDERAL - Parent Teacher Home Visits **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. PTHV services have expanded and will continue to include access to online visits implemented during the COVID pandemic in addition to in-person home visits.	Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, Family Connectedness Perception

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.16	**Action:** STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response **Need:** Suspension, Chronic Absenteeism, and Student Safety Perception are some of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	Bullying Prevention staff works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.	Suspension Rate, Chronic Absenteeism Rate, Student Safety Perception
3.18	**Action:** SAFETY - Re-imagine School Safety (Modified 2025-26) **Need:** The student Suspension Rate is one of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory	Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the “school to prison pipeline” disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety.	Suspension Rate, Expulsion Rate, Middle School Dropout Rate, High School Dropout Rate, Family Safety Perception

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
	Committee, District English Learner Advisory Committee. **Scope:** LEA-wide		
3.19	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26) **Need:** Improve teacher recruitment and retention. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	Staff Connectedness Perception and Staff Safety Perception
3.21	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions **Need:** Reduce students' rates of chronic absenteeism, increase students' rates of attendance, and reduce the percent of students suspended. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The	Supplemental and Concentration Grant funding allocated to school sites based on their number of low-income students and English Learners to implement actions/strategies in their School Plan for Student Achievement (SPSA) to improve student group low performance (Red and Orange ratings) in Chronic Absenteeism and Suspensions as indicated on the California Dashboard.	Chronic Absenteeism, Attendance Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide		
3.23	**Action:** CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26) **Need:** Staff Safety Perception is one of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board. **Scope:** LEA-wide	Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation.	Staff Safety Perception
3.24	**Action:** CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan **Need:**	Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships,	Suspension Rate, Chronic Absenteeism Rate, Student Connectedness Perception, and Family Connectedness Perception

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
	Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, and Family Connectedness Perception are some of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board, American Indian Education Program Parent Committee. **Scope:** LEA-wide	Collaborations, and Parent and Family Engagement by developing and expanding partnerships with professional and community organizations and inviting and engaging parents and families to actively participate in school site and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events and with parents/guardians and families about available arts opportunities throughout the district.	

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
2.3	**Action:** MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26) **Need:** Increase the percent of English Learner students progressing in English Language Development. The activities in this action are	Build-out the ELD training specialist structure to support implementation of (1) Dual Language Immersion (DLI) program expansion (per the DLI proposal), (2) implement and align DLI teacher network vertically, (3) implement cycles of improvement to support professional learning and implementation of best practices for newcomer pathways (K-12), and (4) continue work to increase reclassification and graduation rates.	English Learner Progress Indicator, Family Connectedness Perception, District English Learner Advisory Council Participation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council. **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26) **Need:** Increase the percent of English Learner students progressing in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)	Professional learning to support English Language Development services, included: (1) implementation of English Language Development (Designated and Integrated ELD), (2) foundational skills training, (3) alignment of work with cycles of improvement to support coaching, (4) implementation of academic conferences, and (5) evaluation of EL services.	English Learner Progress Indicator, Reclassification Rate
2.5	**Action:** MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26) **Need:** Increase the percent of English Learner students progressing in English Language Development and improve the English Learner Reclassification Rate. The activities in this	This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement.	English Learner Progress, English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council. **Scope:** Limited to Unduplicated Student Group(s)		
2.7	**Action:** SPECIAL EDUCATION - School Psychologists **Need:** Increase the amount of time students receiving Special Education services are in a least restrictive environment. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee. **Scope:** Limited to Unduplicated Student Group(s)	Provide school psychological services for conducting special education assessments and Student Success Team (SST) meetings to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.	Least Restrictive Environment
2.12	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26) **Need:** Increase the percent of students making progress in English Language Development. The activities in this action are consistent with recommendations and feedback received from	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Specific actions are identified in each school's SPSA and approved by each school site council.	English Learner Progress Indicator, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)		
3.1	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth **Need:** Improve student perception regarding their belongingness and connectedness to their school community **Scope:** Limited to Unduplicated Student Group(s)	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	Student Connectedness Perception

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

N/A

Additional Concentration Grant Funding

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

In SCUSD, 14 schools have an Unduplicated Pupil Percentage (UPP) equal to or below 55%, and 54 schools have an Unduplicated Pupil Percentage (UPP) above 55% as of spring 2025, excluding charter schools. The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). The funds will primarily be used to provide Reading Intervention Teachers across the district to improve literacy results, additional certificated staffing (salaries/benefits),

including maintenance of positions and additional staffing support as needs are identified. These funds have been aligned to LCAP Action 2.14 and are reflected in the projected expenditures for that action.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 58.8	1 to 38.2
Staff-to-student ratio of certificated staff providing direct services to students	1 to 20.1	1 to 16.7

2025-26 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	389425922	89403239	22.958%	0.000%	22.958%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$405,936,533.59	$69,580,181.77	$1,930,929.00	$31,759,963.60	$509,207,607.96	$446,096,470.27	$63,111,137.69

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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	Ongoing	$4,412,029.00	$1,109,106.00	$3,714,403.00	$1,277,448.00		$529,284.00	$5,521,135.00	
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$9,114,466.00	$0.00	$7,974,001.00			$1,140,465.00	$9,114,466.00	
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$498,777.00	$1,691,738.00	$310,515.00	$880,000.00		$1,000,000.00	$2,190,515.00	
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$238,869.00	$0.00	$238,869.00				$238,869.00	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$2,010,563.00	$432,000.00	$2,243,812.00			$198,751.00	$2,442,563.00	
1	1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	All English Learner	No			All Schools Grades 7-12	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Umoja International	Ongoing	$366,071.00	$0.00	$366,071.00				$366,071.00	

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
		Baccalaureate (IB) Program					Academy, Luther Burbank High School, and Caleb Greenwood Elementary Grades 7-12									
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$0.00	$406,581.00	$406,581.00				$406,581.00	
2	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	All	No			All Schools Preschool	Ongoing	$12,293,002.38	$7,590,223.71	$5,168.67	$11,087,370.72	$84,000.00	$8,706,686.70	$19,883,226.09	
2	2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility	All	No			All Schools Preschool	Ongoing	$11,206,779.87	$0.00	$11,206,779.87				$11,206,779.87	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$463,066.00	$138,408.00	$135,881.00			$465,593.00	$601,474.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$968,606.00	$278,000.00	$371,248.00			$875,358.00	$1,246,606.00	
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(	English Learners Foster Youth Low Income	All Schools	Ongoing	$394,885.00	$26,368.00	$180,249.00			$241,004.00	$421,253.00	

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
					s)											
2	**2.6**	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2025-26)	All English Learner	No			All Schools	Ongoing	$57,536.00	$30,000.00				$87,536.00	$87,536.00	
2	**2.7**	SPECIAL EDUCATION - School Psychologists	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$2,648,330.17	$0.00	$1,149,050.12	$1,106,987.05	$229,842.00	$162,451.00	$2,648,330.17	
2	**2.8**	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$8,462,513.00	$0.00	$6,814,845.00			$1,647,668.00	$8,462,513.00	
2	**2.9**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,464,331.00	$2,737,253.00	$5,201,584.00				$5,201,584.00	
2	**2.10**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$745,328.93	$0.00	$745,328.93				$745,328.93	
2	**2.11**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$172,946.67	$0.00	$172,946.67				$172,946.67	
2	**2.12**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,046,615.00	$270,529.00	$1,317,144.00				$1,317,144.00	
2	**2.13**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools Receiving Title 1 Funds	Ongoing	$3,571,680.00	$1,884,498.00	$730,249.00			$4,725,929.00	$5,456,178.00	

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	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$248,000,330.00	$12,000.00	$248,012,330.00				$248,012,330.00	
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	All	No			All Schools	Ongoing	$6,340,738.00	$2,959,577.72	$7,252,323.72	$2,047,992.00			$9,300,315.72	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,972,312.00	$853,797.00	$2,220,910.00	$1,361,040.00		$1,244,159.00	$4,826,109.00	
2	2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	All	No			All Schools	Ongoing	$596,970.00	$0.00	$500,000.00			$96,970.00	$596,970.00	
2	2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	All	No			All Schools	Ongoing	$0.00	$260,000.00		$260,000.00			$260,000.00	
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1 and 3	Ongoing	$519,665.00	$605,942.00	$605,942.00	$326,508.00		$193,157.00	$1,125,607.00	
2	2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	All	No			All Schools	Ongoing	$560,027.00	$534,294.00		$1,094,321.00			$1,094,321.00	
2	2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	All	No			All Schools	Ongoing	$647,961.00	$3,625,142.00	$607,311.00	$3,565,000.00		$100,792.00	$4,273,103.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,588,026.00	$79,050.36	$1,667,076.36				$1,667,076.36	
2	2.23	IAS - Eight (8) Additional School Days - LREBG (New 2025-26)	All	No			All Schools	Ongoing	$17,356,594.37	$0.00	$12,278,020.37	$5,078,574.00			$17,356,594.37	
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(	Foster Youth	All Schools	Ongoing	$1,058,959.00	$557,455.00	$462,146.00	$399,070.00		$755,198.00	$1,616,414.00	

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
					s)											
3	**3.2**	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,634,924.00	$395,772.00	$7,046,149.00		$925,873.00	$1,058,674.00	$9,030,696.00	
3	**3.3**	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth (Modified 2025-26)	All Homeless Youth	No			All Schools	Ongoing	$617,013.00	$349,060.00				$966,073.00	$966,073.00	
3	**3.4**	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,891,600.00	$1,313,109.00	$14,437,831.00	$75,664.00	$691,214.00		$15,204,709.00	
3	**3.5**	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	All	No			All Schools	Ongoing	$8,346,931.00	$17,324,154.00		$21,720,123.00		$3,950,962.00	$25,671,085.00	
3	**3.6**	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	All American Indian and Alaska Native students	No			All Schools	Ongoing	$9,144.00	$25,856.00				$35,000.00	$35,000.00	
3	**3.7**	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA)	All African American, Socioeconomically Disadvantaged	No			All Schools Grades 7-12	Ongoing	$0.00	$175,000.00	$0.00	$175,000.00			$175,000.00	
3	**3.8**	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	All	No			Grades 9-12	Ongoing	$652,115.00	$0.00		$652,115.00			$652,115.00	
3	**3.9**	CURRICULUM AND INSTRUCTION - Implement State Seal of Civic Engagement (Modified 2025-26)	All	No			Grades 9-12	Ongoing	$652,115.00	$0.00				$652,115.00	$652,115.00	
3	**3.10**	SUMMER SCHOOL - Summer Programming	All	No			All Schools	Ongoing	$5,000,000.00	$2,397,651.00		$7,330,932.00		$66,719.00	$7,397,651.00	
3	**3.11**	ENROLLMENT CENTER - Centralized	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,897,366.00	$157,500.00	$3,054,866.00				$3,054,866.00	

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
		Enrollment Services (Modified 2025-26)	Low Income			Low Income										
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,339,729.00	$66,805.00	$313,580.00	$593,264.00		$499,690.00	$1,406,534.00	
3	3.13	ATTENDANCE - Family Communication Tools	All	No			All Schools	Ongoing	$0.00	$141,500.00	$141,500.00				$141,500.00	
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$662,051.00	$174,161.23	$570,020.00			$266,192.23	$836,212.23	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	Ongoing	$530,671.00	$504,059.10	$271,065.43			$763,664.67	$1,034,730.10	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$653,120.00	$0.00	$653,120.00				$653,120.00	
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Students with Disabilities	No			All Schools	Ongoing	$2,460,291.00	$0.00	$2,460,291.00				$2,460,291.00	
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,380,318.00	$281,031.00	$3,661,349.00				$3,661,349.00	
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,575,108.76	$0.00	$6,575,108.76				$6,575,108.76	
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	All	No			Specific Schools: Schools Receiving Federal Title 1 Funds	Ongoing	$0.00	$25,000.00				$25,000.00	$25,000.00	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,300,908.00	$2,564,675.00	$4,865,583.00				$4,865,583.00	

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
		Determined, SPSA-Based School Climate Actions				Low Income										
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	All	No			All Schools	Ongoing	$36,715,415.69	$8,063,667.00	$44,779,082.69				$44,779,082.69	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$822,595.00	$47,507.00	$160,545.00			$709,557.00	$870,102.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,322,340.00	$1,132,474.00	$47,657.00	$5,311,842.00		$95,315.00	$5,454,814.00	
3	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	All	No			All Schools	Ongoing	$0.00	$1,000,000.00		$500,000.00		$500,000.00	$1,000,000.00	
4	4.1	Resource Specialist	All	No			Specific Schools: American Legion	Ongoing	$202,359.00	$0.00		$202,359.00			$202,359.00	
4	4.2	Additional Section of English	All	No			Specific Schools: American Legion	Ongoing	$34,717.00	$0.00		$34,717.00			$34,717.00	
4	4.3	Additional Social Worker Services (New 2025-26)	All	No			Specific Schools: American Legion	Ongoing	$106,497.00	$0.00		$106,497.00			$106,497.00	
5	5.1	Additional Clerk Hours	All	No			Specific Schools: Bret Harte	Ongoing	$30,000.00	$0.00		$30,000.00			$30,000.00	
5	5.2	Academic Coaching Support Services	All	No			Specific Schools: Bret Harte	Ongoing	$15,000.00	$0.00		$15,000.00			$15,000.00	
5	5.3	Teacher Release Time	All	No			Specific Schools: Bret	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	

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
							Harte									
5	**5.4**	Whiteboards and Novel Studies to Support Instruction (Discontinued June 2025)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.5**	Student Smart Tutors (Discontinued June 2025)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.6**	Noon Duty	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
5	**5.7**	Field Trips and Reverse Field Trips	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$23,000.00		$23,000.00			$23,000.00	
5	**5.8**	Resource Specialist Intervention Support (New 2025-26)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$68,000.00		$68,000.00			$68,000.00	
6	**6.1**	Implement Schools PLP	All	No			Specific Schools: Capital City	Ongoing	$79,200.00	$0.00		$79,200.00			$79,200.00	
6	**6.2**	Response to Interventions (RtI) Materials (Discontinued June 2025)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.3**	ELA Resource Specialist	All	No			Specific Schools: Capital City	Ongoing	$174,700.00	$0.00		$174,700.00			$174,700.00	
6	**6.4**	Math Resource Specialist	All	No			Specific Schools: Capital City	Ongoing	$174,700.00	$0.00		$174,700.00			$174,700.00	
6	**6.5**	Lexia Core5/Power Up Online Platform (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$43,200.00		$43,200.00			$43,200.00	
6	**6.6**	i-Ready (New 2025-26)	All	No			Specific Schools: Capital	Ongoing	$0.00	$32,400.00		$32,400.00			$32,400.00	

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
							City									
6	**6.7**	Field Trips (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$4,812.00		$4,812.00			$4,812.00	
6	**6.8**	Supplemental Curriculum (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$4,812.00		$4,812.00			$4,812.00	
6	**6.9**	Site Instructional Coordinator (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$225,000.00	$0.00		$225,000.00			$225,000.00	
6	**6.10**	Flexible Seating (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
6	**6.11**	Teacher Per Diems for Targeted Interventions (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$6,000.00	$0.00		$6,000.00			$6,000.00	
6	**6.12**	Teacher Per Diems for SAT/ACT Prep (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$10,157.00	$0.00		$10,157.00			$10,157.00	
7	**7.1**	Resource Specialist (Intervention Lead) (Discontinued June 2025)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$0.00	$0.00		$0.00			$0.00	
7	**7.2**	Resource Specialist (Intervention Support) (Discontinued June 2025)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$0.00	$0.00		$0.00			$0.00	
7	**7.3**	Instructional Aides (Modified 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$100,000.00	$0.00		$100,000.00			$100,000.00	
7	**7.4**	Campus Monitor (New 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	
7	**7.5**	Social Worker (New 2025-26)	All	No			Specific Schools: Caroline	Ongoing	$100,000.00	$0.00		$100,000.00			$100,000.00	

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
							Wenzel									
7	**7.6**	Library Media Tech (New 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.00	
7	**7.7**	Yard Duty (New 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$15,000.00	$0.00		$15,000.00			$15,000.00	
7	**7.8**	Play Works (New 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$0.00	$75,000.00		$75,000.00			$75,000.00	
8	**8.1**	Resource Specialist (Discontinued June 2025)	All	No			Specific Schools: Isador Cohen	Ongoing	$0.00	$0.00		$0.00			$0.00	
8	**8.2**	Instructional Aide	All	No			Specific Schools: Isador Cohen	Ongoing	$331,773.00	$0.00		$331,773.00			$331,773.00	
8	**8.3**	Social Worker (New 2025-26)	All	No			Specific Schools: Isador Cohen	Ongoing	$303,000.00	$0.00		$303,000.00			$303,000.00	
9	**9.1**	Develop a School-wide Behavior Management Plan (SBMP)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$28,000.00	$0.00		$28,000.00			$28,000.00	
9	**9.2**	Teacher Per-Diem - Curriculum Development	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$6,300.00	$0.00		$6,300.00			$6,300.00	
9	**9.3**	School-wide Behavior Management Plan (SBMP) Implementation & Training (New 2025-26)	All	No			Specific Schools: John Morse	Ongoing	$12,633.00	$0.00		$12,633.00			$12,633.00	
9	**9.4**	Restorative Justice & Trauma-Informed Practices Training (New 2025-26)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$15,550.00		$15,550.00			$15,550.00	
9	**9.5**	Trauma-Safe/Wellness Room Implementation (New 2025-26)	Students with Disabilities	No			Specific Schools: John	Ongoing	$0.00	$5,902.00		$5,902.00			$5,902.00	

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
							Morse									
9	**9.6**	Crisis Communication and Relationship Building Between Staff and Students (New 2025-26)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$16,450.00		$16,450.00			$16,450.00	
10	**10.1**	Resource Specialist (Discontinue June 2025)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing	$0.00	$0.00		$0.00			$0.00	
10	**10.2**	Teacher Release Time (Modified 2025-26)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing	$53,250.00	$0.00		$53,250.00			$53,250.00	
10	**10.3**	i-Ready	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing	$0.00	$10,600.00		$10,600.00			$10,600.00	
10	**10.4**	Positive Behavior and Intervention Support (PBIS) Professional Learning	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing	$0.00	$3,050.00		$3,050.00			$3,050.00	
10	**10.5**	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing	$0.00	$0.00		$0.00			$0.00	
10	**10.6**	Provide Additional Social Worker Services (New 2025-26)	All	No			Specific Schools: Martin Luther King	Ongoing	$97,500.00	$0.00		$97,500.00			$97,500.00	
10	**10.7**	Curriculum and Materials (New 2025-26)	All	No			Specific Schools: Martin Luther King	Ongoing	$0.00	$12,600.00		$12,600.00			$12,600.00	
11	**11.1**	Instructional Aide (Modified 2025-26)	All	No			Specific Schools: Success Academy	Ongoing	$18,827.75	$0.00		$18,827.75			$18,827.75	

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
11	**11.2**	Teacher Collaboration	All	No			Specific Schools: Success Academy	Ongoing	$2,000.00	$0.00		$2,000.00			$2,000.00	
11	**11.3**	Student and Family Assemblies	All	No			Specific Schools: Success Academy	Ongoing	$2,112.25	$0.00		$2,112.25			$2,112.25	
11	**11.4**	Professional Development - Release Time	All	No			Specific Schools: Success Academy	Ongoing	$3,000.00	$0.00		$3,000.00			$3,000.00	
11	**11.5**	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$2,070.00		$2,070.00			$2,070.00	
11	**11.6**	School Intervention Staff Assistant (New 2025-26)	All	No			Specific Schools: Success Academy	Ongoing	$66,090.00	$0.00		$66,090.00			$66,090.00	
12	**12.1**	Resource Specialist (Modified 2025-26)	All	No			Specific Schools: Woodbine	Ongoing	$475,000.00	$0.00		$475,000.00			$475,000.00	
12	**12.2**	Supplemental Intervention Materials (Discontinued June 2025)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$0.00		$0.00			$0.00	
13	**13.1**	Professional Development - Coaching and Literacy Consulting (New 2025-26)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$90,300.00		$90,300.00			$90,300.00	
13	**13.2**	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (New 2025-26)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$30,100.00		$30,100.00			$30,100.00	
13	**13.3**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$88,000.00	$0.00		$88,000.00			$88,000.00	
13	**13.4**	Library Books (New 2025-26)	All	No			Specific Schools: Fr. Keith	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	

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
							B Kenny									
13	**13.5**	Classroom Novel Sets (New 2025-26)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
13	**13.6**	Attendance Incentives (New 2025-26)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$15,754.00		$15,754.00			$15,754.00	
13	**13.7**	Field Trips and Reverse Field Trips (New 2025-26)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$26,623.00		$26,623.00			$26,623.00	
14	**14.1**	Resource Specialist (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$340,000.00	$0.00		$340,000.00			$340,000.00	
14	**14.2**	Leveled Library (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
14	**14.3**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.4**	Professional Learning (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.5**	Teacher Intervention (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$10,000.00	$0.00		$10,000.00			$10,000.00	
14	**14.6**	Recess Organized Student Activities (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
14	**14.7**	Field Trips (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$18,370.00		$18,370.00			$18,370.00	
14	**14.8**	Supplemental Materials and Supplies (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.9**	Supplemental Technology (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	

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
14	**14.10**	ELD Curriculum (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.11**	14.10 Fingerprinting Costs (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	
14	**14.12**	PBIS (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
15	**15.1**	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$189,875.43	$0.00		$189,875.43			$189,875.43	
15	**15.2**	PlayWorks Intervention (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$36,342.00		$36,342.00			$36,342.00	
15	**15.3**	Additional Nursing Services (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$126,734.00	$0.00		$126,734.00			$126,734.00	
15	**15.4**	Instructional Aides (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$171,215.94	$0.00		$171,215.94			$171,215.94	
15	**15.5**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$32,600.00	$0.00		$32,600.00			$32,600.00	
15	**15.6**	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$22,938.78		$22,938.78			$22,938.78	
15	**15.7**	California Association for Bilingual Education (CABE) Professional Learning (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$7,692.79		$7,692.79			$7,692.79	
15	**15.8**	Additional Clerk Hours (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$50,000.00	$0.00		$50,000.00			$50,000.00	
15	**15.9**	Yard Monitor (New 2025-26)	All	No			Specific Schools: (New 2025-26)	Ongoing	$73,496.06	$0.00		$73,496.06			$73,496.06	
15	**15.10**	Field Trips and Reverse Field Trips (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$20,627.00		$20,627.00			$20,627.00	

2025-26 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
389425922	89403239	22.958%	0.000%	22.958%	$319,883,211.27	0.000%	82.142 %	**Total:**	$319,883,211.27
								LEA-wide Total:	$316,267,493.15
								Limited Total:	$3,615,718.12
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	$3,714,403.00	
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$7,974,001.00	
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$310,515.00	
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$238,869.00	

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 (%)
		Support for Aligned Master Scheduling						
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$2,243,812.00	
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary Grades 7-12	$366,071.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$406,581.00	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$135,881.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$371,248.00	
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$180,249.00	
2	2.7	SPECIAL EDUCATION - School Psychologists	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,149,050.12	

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	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,201,584.00	
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$745,328.93	
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,946.67	
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,317,144.00	
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools Receiving Title 1 Funds	$730,249.00	
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$248,012,330.00	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,220,910.00	

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	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1 and 3	$605,942.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,667,076.36	
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$462,146.00	
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,046,149.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,437,831.00	
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,054,866.00	
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$313,580.00	
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$570,020.00	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	$271,065.43	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$653,120.00	

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	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,661,349.00	
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,575,108.76	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,865,583.00	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,545.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,657.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$504,860,393.23	$499,478,103.74

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**	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	$4,339,824.29	6268220.29
1	**1.2**	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	$4,684,561.77	8436460.78
1	**1.3**	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	$586,065.00	541,374.11
1	**1.4**	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	$233,022.66	246,125.06
1	**1.5**	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	$372,798.75	582,264.06
1	**1.6**	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy	No	$1,500.00	8,492
1	**1.7**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	$434,313.00	437592.72
1	**1.8**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	$86,200.00	44,408

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	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	No	$19,431,390.23	$16,453,776.62
2	2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility	No	$8,380,529.90	8,011,304.07
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners	Yes	$876,136.00	697,613.17
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners	Yes	$667,169.00	496,641.12
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan	Yes	$667,169.00	496,641.12
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners	No	$140,000.00	124,100
2	2.7	SPECIAL EDUCATION - School Psychologists	Yes	$10,838,113.00	10,845,610.81
2	2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	No	$4,372,920.00	11,652,071.30
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	$6,187,650.00	5,238,562.82
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	$506,347.00	400,879.37
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	$94,208.00	$94,208

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	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development	Yes	$1,349,302.00	1,102,750.82
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	$9,000,148.00	7,258,040.14
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum	Yes	$252,513,374.00	248028802
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	No	$874,642.00	1,275,800.49
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy	Yes	$7,442,068.00	5,342,480
2	2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	No	$683,800.00	296,380
2	2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	No	$277,000.00	260,819
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	$1,154,457.00	1,142,802
2	2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	No	$875,325.00	559,114
2	2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	No	$7,115,834.00	4,957,928
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support	Yes	$2,262,423.00	2,355,406.95

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	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	$851,817.00	860,260.78
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	$11,897,580.00	11,366,812.39
3	3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth	No	$691,087.00	724,086.33
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	$10,678,807.00	10817095.43
3	3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	No	$26,214,409.00	29,341,873
3	3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	No	$31,911.00	25,243
3	3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA)	No	$443,087.00	443,087
3	3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	No	$250,000.00	165,620
3	3.9	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement	No	$200,000.00	135,507
3	3.10	SUMMER SCHOOL - Summer Programming	No	$9,880,077.00	6,949,645
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services	Yes	$2,825,152.00	3,193,578.54
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	No	$1,134,972.68	1,361,368.06

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	3.13	ATTENDANCE - Family Communication Tools	No	$181,110.00	181,947.55
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	$799,988.70	683,742.77
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	$1,593,473.74	833,156.80
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	$663,047.00	509,832.44
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	No	$2,376,738.00	2,473,306.25
3	3.18	SAFETY - Re-imagine School Safety	Yes	$4,300,805.51	4,939,695.28
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule	Yes	$14,334,890.00	14365586.65
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	No	$25,000.00	3,948
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	$2,688,375.00	2,945,185.83
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	No	$52,630,125.00	54,722,143
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices	Yes	$1,991,132.00	1,475,971
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	$7,569,635.00	5,281,652

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	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	No	$1,098,415.00	991,312
4	4.1	Resource Specialist	No	$271,800.00	202,359.70
4	4.2	Additional Section of English	No	$29,247.00	3,859.79
5	5.1	Additional Clerk Hours	No	$50,000.00	29,896.77
5	5.2	Academic Coaching Support Services	No	$25,000.00	9,900
5	5.3	Teacher Release Time	No	$50,000.00	0
5	5.4	Whiteboards and Novel Studies to Support Instruction	No	$5,000.00	5,220
5	5.5	Student Smart Tutors	No	$68,000.00	0
5	5.6	Noon Duty	No	$36,000.00	6,160.83
5	5.7	Field Trips and Reverse Field Trips	No	$18,627.00	2,812.96
6	6.1	Implement Schools PLP	No	$161,000.00	81,700
6	6.2	Response to Interventions (RtI) Materials	No	$78,982.00	0
6	6.3	ELA Resource Specialist	No	$340,000.00	0
6	6.4	Math Resource Specialist	No	$340,000.00	73,300.52

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)
7	7.1	Resource Specialist (Intervention Lead)	No	$170,000.00	31,647.35
7	7.2	Resource Specialist (Intervention Support)	No	$36,363.00	0
7	7.3	FTE Instructional Aides	No	$81,000.00	0
8	8.1	Resource Specialist	No	$340,000.00	202,359.68
8	8.2	Instructional Aide	No	$76,834.00	0
9	9.1	Develop a School-wide Behavior Management Plan (SBMP)	No	$42,500.00	0
9	9.2	Teacher Per-Diem - Curriculum Development	No	$7,500.00	4,402.06
10	10.1	Resource Specialist	No	$340,000.00	211,376.18
10	10.2	Teacher Release Time	No	$42,600.00	22,637.93
10	10.3	i-Ready	No	$10,600.00	0
10	10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning	No	$14,440.00	6,101.38
10	10.5	California Association for Bilingual Education (CABE) Professional Learning	No	$9,194.00	0
11	11.1	Instructional Aide	No	$17,500.00	17,907.20

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)
11	**11.2**	Teacher Collaboration	No	$6,900.00	0
11	**11.3**	Student and Family Assemblies	No	$16,540.00	978.75
11	**11.4**	Professional Development - Release Time	No	$6,316.00	2,390.75
11	**11.5**	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	No	$3,269.00	0
12	**12.1**	Resource Specialist	No	$340,000.00	114,443.97
12	**12.2**	Supplemental Intervention Materials	No	$25,256.00	323.00

2024-25 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)
90292715	$319,722,910.21	$326,640,769.08	($6,917,858.87)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	$3,516,976.96	4,104,425		
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	$3,698,691.33	6,994,651.32		
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	$426,065.00	398,624.11		
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	$233,022.66	246,125.06		
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	$372,798.75	582,264.06		
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	$434,313.00	437592.72		

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	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	$86,200.00	44408		
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners	Yes	$341,852.00	336,976.59		
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners	Yes	$245,701.00	240756.28		
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan	Yes	$245,701.00	240756.28		
2	2.7	SPECIAL EDUCATION - School Psychologists	Yes	$5,596,917.00	5511557.85		
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	$6,011,043.00	5,238,562.82		
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	$506,347.00	400879.37		
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	$94,208.00	94208		
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development	Yes	$1,349,302.00	1,102,750.82		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	$125,241.00	133974.24		
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum	Yes	$252,513,374.00	259518782.88		
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy	Yes	$2,783,687.00	2,172,150		
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	$961,657.00	962,879		
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support	Yes	$2,262,423.00	2,137,729.71		
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	$462,146.00	347,296.64		
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	$2,190,406.00	1,932,087.96		
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	$7,029,143.00	6,600,474.59		
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services	Yes	$2,825,152.00	2,649,340.29		
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	$554,205.00	555,481		
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	$854,809.00	280,735.86		
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying	Yes	$663,047.00	509,832.44		

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)
		Prevention Training, Intervention, and Response					
3	**3.18**	SAFETY - Re-imagine School Safety	Yes	$4,300,805.51	4,838,958.09		
3	**3.19**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule	Yes	$14,334,890.00	14334890		
3	**3.21**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	$2,688,375.00	2,446,694.10		
3	**3.23**	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices	Yes	$906,612.00	335,398		
3	**3.24**	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	$1,107,799.00	909526		

2024-25 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)
388764544	90292715	0	23.226%	$326,640,769.08	0.000%	84.020%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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