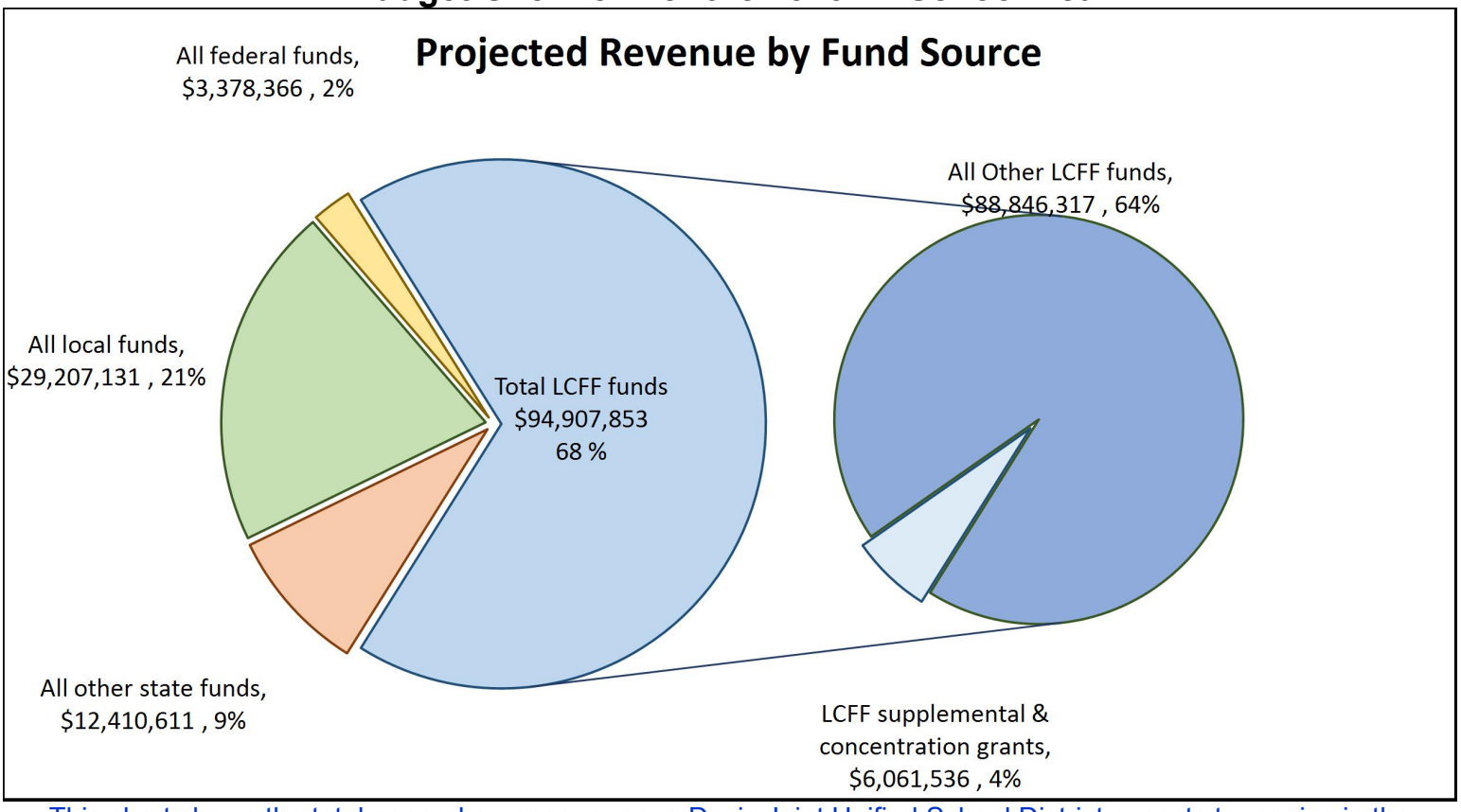
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Davis Joint Unified School District
CDS Code: 72678
School Year: 2026-27
LEA contact information:
Troy Allen
Associate Superintendent
tallen@djusd.net
530-757-5300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

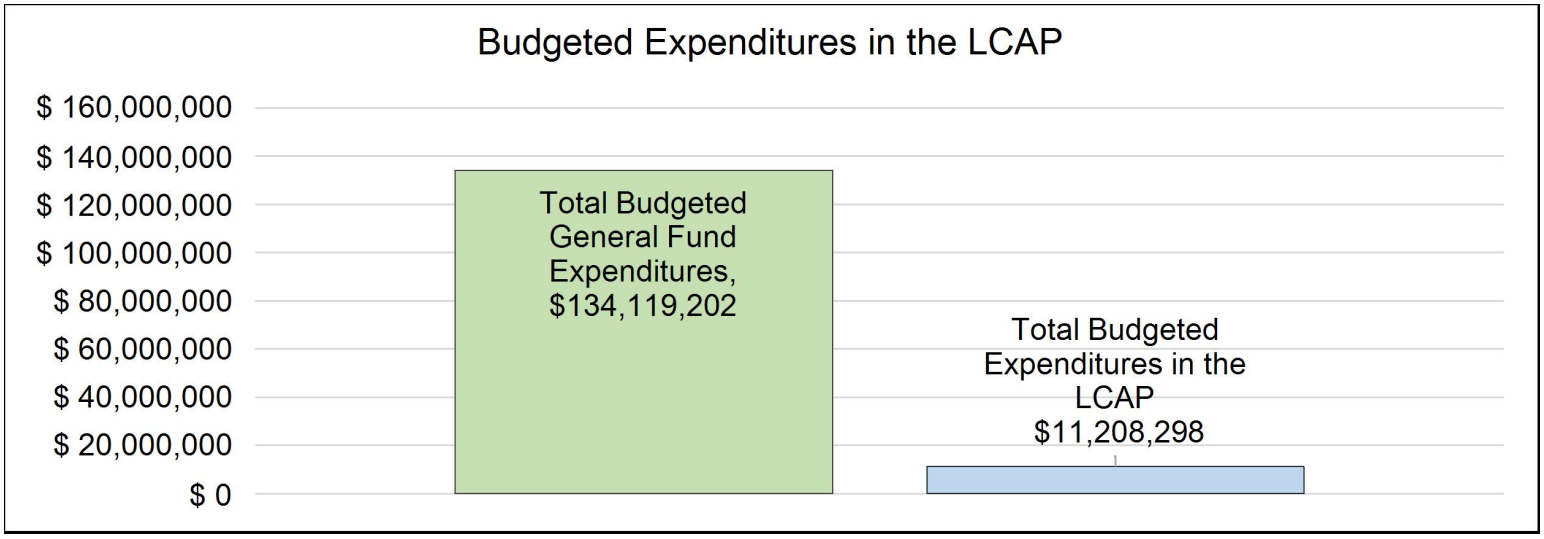


This chart shows the total general purpose revenue Davis Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Davis Joint Unified School District is $139,903,960.94, of which $94,907,853 is Local Control Funding Formula (LCFF), $12,410,611.22 is other state funds, $29,207,130.72 is local funds, and $3,378,366 is federal funds. Of the $94,907,853 in LCFF Funds, $6,061,536 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 Davis Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Davis Joint Unified School District plans to spend $134,119,202.33 for the 2026-27 school year. Of that amount, $11,208,298 is tied to actions/services in the LCAP and $122,910,904.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

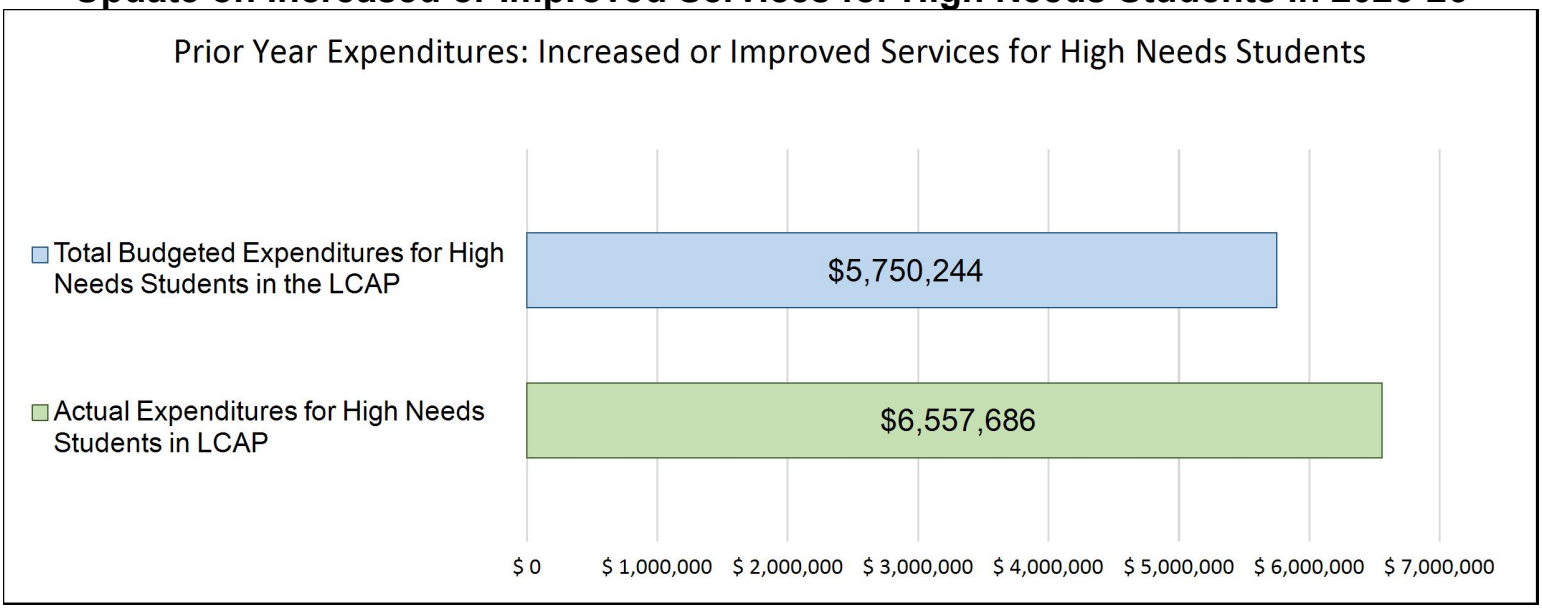
Expenditures not included in the LCAP are the district's general operating costs such as general education teachers, administrative and support salaries, utilities, facility grounds and maintenance, and special education.

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

In 2026-27, Davis Joint Unified School District is projecting it will receive $6,061,536 based on the enrollment of foster youth, English learner, and low-income students. Davis Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Davis Joint Unified School District plans to spend $6,278,369 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Davis Joint 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 Davis Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Davis Joint Unified School District's LCAP budgeted $5,750,244 for planned actions to increase or improve services for high needs students. Davis Joint Unified School District actually spent $6,557,686 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Davis Joint Unified School District	Troy Allen Associate Superintendent	tallen@djusd.net 530-757-5300

Plan Summary [2026-27]

General Information

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

The Davis Joint Unified School District covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. The District includes eight K-6 elementary schools, one small rural K-3 elementary school, three junior high schools (grades 7-9), one comprehensive high school (grades 10-12), one continuation high school, a dependent charter (grades 7-12) and Davis Adult School for Community Education (DACE, formerly Davis Adult School) serves approximately 1,500 students on average in a broad range of courses, including coursework for earning a high school diploma. The District also operates the Early Learning Center (formerly Children's Center) with state and for-fee preschool programs and a special education preschool. Before and after school childcare is available on elementary school campuses. DJUSD also offers Universal TK, and this year,2025-26, an expanded to all day Kinder.

The LCAP is based on a Local Control Funding Formula which is an equity-based model, meaning that CA districts receive proportional funding depending on their unduplicated count that includes our population of students experiencing homelessness, foster youth, English Learners, and socio-economically disadvantaged students. The funding for unduplicated students is called supplemental funding and is a proportion of our general fund. The DJUSD LCAP outlines how we allocate that money to principally increase or improve outcomes for our unduplicated students using those supplemental funds. The plan must address State Priority areas (the same priorities reflected in the California Dashboard).

Student Demographic Data (pulled from Ed Data)

Census day data for the 2024-25 school year reflects a total enrollment in Davis Joint Unified School District was 8,246 students. Enrollment by ethnicity and race was: White, 44.3 %; Hispanic, 25.1%; Asian, 17.6%; two or more races 8.8%; African American 3.4%; Filipino, 0.9%; and American Indian or Alaska Native, .5%. The percent of District students considered socioeconomically disadvantaged was 34% and 8% of enrolled students were receiving English Learner services.

DJUSD projects ongoing declining enrollment based on annual demographic analyses and consistent with historical trends of decline over the last decade. The district continues to work with the education and community partners to plan and prepare for the effects of District enrollment changes.

Educational Program

The Davis Joint Unified School District offers a comprehensive education program based on the California Common Core standards. The program provides sequentially developed course work on English/language arts, visual and performing arts, world language, history and other social sciences to include Ethnic Studies, mathematics, music, physical and life sciences, physical education, and more. Davis Senior High School offers Advanced Placement (AP) courses in approximately twenty academic subject areas and a diversified Career Technical Education (CTE) program. Davis Joint Unified School District (DJUSD) offers CTE pathways, within five Industry Sectors, including: 1) Agriculture & Natural Resources (Animal Science, Ag Mechanics, Agriscience), 2) Information and Communication Technologies (Software and Systems Development/Robotics, & Network & Cyber Security), 3) Arts, Media & Entertainment (Film, Photography, Design, Multimedia Journalism), 4) Health Science & Medical Technology (Patient Care), and 5) Transportation (Systems Diagnostics, Service & Repair, Electric Vehicle Technology). Through the general fund DJUSD invests over $1 million annually to support CTE-credentialed teachers, high-quality sequenced CTE pathway courses, CTE counseling services, and other student engagement activities such as work-based learning. DJUSD continues to see strong enrollment in CTE programming and steady progress towards proportionality in CTE enrollment, meaning that overall CTE enrollment demographics match district-wide demographics. Additionally, the relevant learning in CTE courses continues to be an essential strategy and source of progress in Goal 4 of the Strategic Plan: creating confident graduates who are prepared for life.

The district's quality educational programs are supported by K-12 counseling, library and extracurricular programs, including a robust interscholastic athletic program. The district also applies resources to address student health and wellness, especially in the area of social-emotional learning. DJUSD has prioritized equitable access to curriculum, instruction, and sense of belonging in all classrooms and communities. As an integral part of the DJUSD vision the Educational Program will be aligned to our four Strategic Plan goals. These goals are:

Goal 1: Student Well-being & Belonging: Every student will experience a positive and inclusive school community, characterized by a climate of belonging that nurtures agency and social-emotional, physical and mental well-being.

Goal 2: Equitable Access & Opportunity. Every student will have equitable access to inclusive, proactive, and flexible systems of support, experiences, and resources necessary to close opportunity gaps and attain academic and personal milestones.

Goal 3: Student Engagement & Continuous Academic Growth. Every student will identify educational goals, acquire foundational skills, and demonstrate continuous growth towards relaxing their academic potential.

Goal 4: Confident Graduates, Prepared for Life. Every graduate will transition confidently to post-secondary life. Prepared by diverse learning experiences and their acquisition of the competencies in DJUSD's Graduate Profile.

The 2025-26 professional development launch continued our focus on Universal Design for Learning (UDL) and mitigating bias. This focus continues as it is cross cutting in its attention to the strategic plans' goals and key actions. UDL is a strategy that believes all students can learn, that challenges exist in the design, not the students. The full-scale implementation of UDL and attention to bias will take time and we believe it will impact academic, behavioral, social emotional, and climate outcomes for our students. DJUSD is tracking data points like participation in training, feedback at the end of each principal-led monthly workshop, student perception through California Collaborative for Educational Excellence (CCEE), but also through Youth Truth. DJUSD used survey indicator language from Novak Education (novakeducation.com/resources).

Since the 2021-22 school year, DJUSD has partnered with Sacramento City College as part of their Hispanic Serving Institute (HSI) grant to offer high school students a variety of elective courses in subjects such as Health Occupations, Administration of Justice, and American Sign Language (ASL). This Dual Enrollment partnership has impacted many students with a particular emphasis on underrepresented college going student groups. Students have internal and external support from registration and orientation through enrollment as true college students upon their graduation. This partnership enables DJUSD students to earn both college and high school credit simultaneously. DJUSD's Dual Enrollment participation has increased from 40 students in the Fall of 2022 to almost 200 students for Spring 2026. Work is ongoing to allow for more course options, with emphasis on career preparation and more workforce/career options for King and DSHS.

Reflections: Annual Performance

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

Areas of Growth

DJUSD has reviewed all available data from the California Department of Education to include available dashboard data and metrics available through Ed-data.org and Dataquest. Additionally, staff reviews local data in an assessment of ongoing successes and areas for improvement. District data indicates that for academic indicators to include English Language Arts, Math, Science, English Learner Progress, and College/Career students perform in the green (dropping from blue in some indicators). In suspension and graduation rate performance was in the yellow. And, in chronic absenteeism, DJUSD is in the orange.

DJUSD reviewed local data to analyze success and progress for the 2024-25 school year based on dashboard information comparing from 2023-2024 and found areas of growth and successes. In English/Language Arts (ELA), DJUSD Students together performed 39.6 points above standard, which is a significant increase from the prior year. English Learners, Students with Disabilities, Black & African American students, and Hispanic or Latino Students improved, though are in the "Low" level. Foster Youth students' scores increased significantly, but still at a very low level. And long-term English learners and students experiencing homelessness declined from 2023-24 by 12.6%.

Additionally, DJUSD's Graduation rate declined by 4.7%. While English Learners and Long-term English Learners (LTEL) increased percentages; SED, Hispanic/Latino, Homeless, and White students saw declines. We know this is, in part, a result of change in reporting of

students with disabilities; those who earned a Certificate of Completion were not considered graduates and DJUSD hosted a larger number of 5th year seniors in 2025-26.

The Youth Truth survey is administered each fall to all students in grades 3 through 12. This year there were over 5,600 student responses [5,605], an 85% response rate overall. We also survey families and staff. The intent of the survey is to capture data around Student Perceptions, Measure of Social-Emotional Well-being, Engagement, Relationships, Culture, and Belonging. Compared with other YouthTruth schools, DJUSD Grades 10-12 rank higher in Belonging and Peer Collaboration as well as overall Culture. DJUSD ranks similarly in Engagement and Academic Challenge although lower in Relationships and College and Career Readiness.

DJUSD staff continue to prioritize social-emotional learning in all classrooms to mitigate the mental health challenges faced by some of our students.

Areas of Focus

DJUSD has reviewed all available data from the California Department of Education to include available dashboard data and metrics available through Calpads. Additionally, staff reviews local data in an assessment of ongoing successes and areas for improvement.

When comparing from the 2023-24 school year to the current dashboard data, in ELA, homeless students declined 5.7% and LTELs declined 9.8% (although DJUSD as a whole saw an increase). In Math, students with Disabilities and Hispanic/Latino and Homeless students maintained their scores, while English Learners declined 7.9% and LTELs declined significantly (63.1%).

A high level of chronic absenteeism remains (12.3%); previously explained by Covid infection rates and prolonged absences to interrupt transmission, students missing significant amounts of school and the return to normalcy following the pandemic was seen in prior years. However, DJUSD saw this number stabilize in 2024-25 with an increase of .5%. Additionally, DJUSD's Graduation rate declined by 4.7%. While EL and LTELs increased percentages, SED, Hispanic/Latino, Homeless, and White students saw declines.

When disaggregated by site, areas of concern (identified as red in the dashboard) as listed below by site and student group.

North Davis
*None

Willett
*None

Korematsu
*Chronic Absenteeism: African American, EL, Hispanic, LTEL, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), White

Pioneer
*EL Progress

Patwin
*Suspension Rate: Hispanic

Monarca
*None

Fairfield
*NA; low cohorts number

Birch Lane
*None

Montgomery
*None

DSIS
*None

Holmes JHS
*None

Harper JHS
*None

Emerson JHS
*Chronic Absenteeism: SED, SWD

King High
*Graduation Rate: SED
*Additionally, some categories NA; low cohort number

Davis High
*None

When DJUSD data for 2024-25 was disaggregated, areas of concern (identified as red in the dashboard) as listed below. As a result of these student performance indicators, DJUSD is in Differentiated Assistance.

*ELA: homeless, LTEL
*Math: homeless, LTEL

*Chronic Absenteeism: African American, Hispanic, LTEL
Graduation Rate: Homeless, SWD

Low performance on state indicators for homeless students as well as students in foster care, specifically ELA, Math, and Graduation Rate as well as declines for LTELs in ELA, Math and Chronic Absenteeism qualified DJUSD for Differentiated Assistance. The California Department of Education establishes criteria for assistance and DJUSD works closely with Yolo County Office of Education to more effectively address these outcomes for DJUSD students. In addition to exploring grading strategies that disproportionally impact students in the unduplicated population in partnership with other Yolo County School Districts and the YCOE support, DJUSD is working directly with Sacramento City College on dual enrollment opportunities.

While reviewing our local data we reviewed i-Ready results. i-Ready is given to all students across the district in grades K-6 multiple times throughout the school year to assess Reading and Math.

i-Ready Diagnostic results from Fall 2024 to Spring of 2025 indicate the following in Reading:
*For all students, with a participation rate of 90%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 18%.
*For Socio-Economically Disadvantaged Students, with a participation rate of 71%, reading levels in “Early on Grade Level” and “Mid or Above Grade Level” increased by 19%.
*For English Language Learners, with a participation rate of 86%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 27%.
*For students receiving Special Education services with a participation rate of 89%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 17%.

i-Ready Diagnostic results from Fall 2024 to Spring 2025 indicate the following in Math:
*For all students, with a participation rate of 90%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 28%.
*For Socio-Economically Disadvantaged Students, with a participation rate of 88%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 24%.
*For English Language Learners, with a participation rate of 88%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 31%.
*For students receiving Special Education services, with a participation rate of 88%, reading levels in “Early On Grade Level” and “Mid or Above Grade Level” increased by 18%.

DJUSD analysis also demonstrates that parent education continues to be a strong predictor of student outcomes. There is a gap in student performance in CAASPP ELA and Math based on parent education. Specifically, students we see a discrepancy as follows:

ELA: Students who have parents who report up to some college with performance of 26% Meeting or Exceeding standards where those with parents who report College graduate and above with a performance of 75% Meeting or Exceeding.

Math: Students who have parents who report up to some college with performance of 20% Meeting or Exceeding standards where those with parents who report College graduate and above with a performance of 73% Meeting or Exceeding.

DJUSD has worked with every site, elementary, junior high, and high school in order to actively revise scheduling processes. Principals have been working with teams to create an anchor schedule that, by design, promotes student-centeredness and privileges our students furthest from opportunity (Special Education, Socio Economically Disadvantaged (SED), English Learners, students in foster care, students experiencing homelessness, etc.). This looks different depending upon developmental level but does include things like an elementary differentiation or intervention block, identifying conflicts within the master schedule for unduplicated students and students with disabilities first, and high priority of scheduling of classes to optimize para educator support.

DJUSD worked to increase the digital resources and, DJUSD offers Advancement Via Individual Determination (AVID) in our secondary schools and English Learner Specialists across DJUSD sites to increase or maintain services. The additional English Learner (EL) Specialists FTE provides additional support services to EL and migrant students in the form of small group interventions and case management support and wrap-around services. El Specialists are deployed at each site to support EL and students who are migratory. The primary role is to provide designated English Language Development (ELD) services to small groups, case management, family engagement and wrap-around services. DJUSD continues to provide hot spots and laptops were purchased to enhance access to technology and overcome the digital divide, and staff used shared collaboration time to design instruction through a Universal Design lens. DJUSD continues to support the work to develop the Language Justice Working Group as well as explicit development of staff to serve as interpreters and translators and to work on family outreach to strengthen partnerships between schools and families. This work is intended to promote parent partnership and access to school staff, resources and interventions.

DJUSD has an ongoing investment in programs such as the Sobrato Early Academic Language (SEAL) program and implementation of the ELD) Standards will produce those strategies and continue to increase student success. Use of a Multi-Tiered System of Supports (MTSS), where emphasis and organization include best first instruction and clear understanding of “just in time” intervention, will further our ability to provide instruction in class and in the most timely and responsive way. Furthermore, DJUSD implementation of an MTSS will allow staff to identify barriers to attendance and address root causes to behavior challenges. This work, in addition to supporting Positive Behavior Interventions and Supports (PBIS), will help reduce district-wide suspension rates. DJUSD leaders focus on a standardization of MTSS structures and processes as we continue to develop our capacity for systems or support, intervention and use of data in decision making.

DJUSD began 2023-24 with the first cohort of the 9th grade, semester long, Ethnic Studies courses. An Ethnic Studies coordinator was hired to align and further develop the course; this role is also working to train staff district-wide on the pedagogy and curriculum that characterize Ethnic Studies and in developing a strong relationship with community. Data and surrounding Ethnic Studies as a discipline indicates the content and pedagogy as impactful on students' academic outcomes as well as sense of belonging. This program is now in its 3rd full year.

DJUSD offers credit recovery opportunities in the form of summer programming. A revised credit recovery program run by Davis School for Independent Study (DSIS) and offered onsite at Davis Senior High, our Sacramento City Dual Enrollment partnership, and our continuation high school are also options for recovery. As we look to ensure not only higher overall graduation rates, but higher A-G and CSU/UC eligibility graduation rates, we are investigating additional methods of credit recovery including virtual option through Edgenuity and our Virtual Academy as well as additional Dual Enrollment opportunities in person at the Sacramento City College campus in Davis.

Finally, DJUSD continuously revises Career Technical Education (CTE) programming and implementation of Work-based Learning in order to increase engagement and pathway enrollment. Overall student enrollment and the number of CTE courses increased from the 2024-25 school year. Persistence data from National Student Clearinghouse demonstrates high college persistence rates for CTE student graduates. Enrollment in CTE pathway courses has increased year-over-year for the past four years and CTE completers have more than doubled since 2022-23. The CCI indicator on the CA School Dashboard has gone from 'yellow' in 2019 to 'high' in 2023 (different indicators but an indicator of progress). As of 2025, the CCI indicator 'maintained' in the Green or High level, but several student groups are in the Orange level, indicating a need for targeted supports for certain students. Initiatives in development for 2024-25 place a priority on promoting equity through outreach to student groups that are under-represented in CTE courses when compared to district demographics. Examples include 9th Grade Pathways Tours and targeted aspects of the existing CTE Roadshow. Overall, data suggests that DJUSD students will continue to benefit from career-oriented learning opportunities, internships, and skills-based programs.

DJUSD expended all initial Learning Recovery Emergency Block Grant (LREBG) funding as of June 30, 2025. Spending of additional LREBG allocated this year address needs of research based, intensive reading intervention. DJUSD students, inclusive of students with disabilities, have demonstrated on CAASPP and DJUSD assessments a need for structured literacy intervention and the cost of Tier III intensive supports have been supported by a portion of LREBG funding.

As we reflect on student outcome data we see students with disabilities and an intersectionality between those students, Hispanic students, and African American/Black students who are not performing to standard in academic indicators, are suspended at higher rates, and indicate needs of higher support when consulting with staff and families. Goal 2, Action 1 L was added to address Tier 3 supports. This includes highly skilled staff that work closely with students to increase time in general education settings as well as intensive instructional programming that is research based and designed to address significant barriers to accessing school.

Reflections: Technical Assistance

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

The Davis Joint Unified School District was identified as eligible for Differentiated Assistance in prior years based on outcomes for the following student groups: Homeless: For Career and College Indicator, and Suspension Rates; Socio-Economic: Chronic Absenteeism and Suspension Rates; Students with Disabilities: For Academics (ELA/Math), and Chronic Absenteeism.

DJUSD and YCOE are partners in the development, implementation and monitoring plan as reflected in the LCAP. YCOE staff have worked with the DJUSD MTSS team and staff to develop data-driven decision-making practices to progress monitor evidence-based behavioral interventions which has assisted in identifying inclusive behavioral practices to address identified areas of need.

YCOE and DJUSD engaged in ongoing professional learning to support continuous improvement such as: providing professional learning for DJUSD TOSAs and new administrators focused on CA English Learner Roadmap implementation in spring 2024; DJUSD instructional coaches are part of the Yolo County Instructional Coaches' Network, which provides coaching support and opportunities for idea-sharing and problem-solving with instructional coaches across the county; YCOE has collaborated with DJUSD staff to provide access to professional learning courses on Career Technical Education administration, funding, instructional practices and other related topics for administrators and teachers as well as hosted training for implementation of county-wide work based learning database and management platform. Use of

office discipline referral data, fidelity data (PBIS TFI), and qualitative measures to determine areas of growth to continue to sustain the implementation of Positive Behavior Intervention and Support (PBIS) in order to lower suspension rates, increase student attendance, and school engagement.

DJUSD leaders participate in Weekly Community of Practice Meetings held with Directors of Student Services, Ed Services leads, and ECE Directors, whereby chronic absenteeism, truancy protocols, alternatives to suspensions/expulsions, instructional practices, and social-emotional learning are discussed and best practices are shared across Yolo County. In addition, YCOE and DJUSD staff overseeing English Learners, Social-Emotional Learning, SELPA, Tobacco Use and Prevention, MTSS, Community School Support, and Career Technical Education also meet regularly to improve student outcomes. DJUSD has participated in a YCOE Community of Practice for SEL to implement the CalHOPE grant and support schools and districts with their SEL programming. This supports students to feel more connected to school, helps them regulate their emotions, and helps the district identify when greater support is needed.

Additionally, DJUSD has participated in a YCOE Community of Practice (CoP) for the Student Behavioral Health Incentive Program (SBHIP) to support anchor sites with establishing a wellness center/ program and creating a Closed Loop Referral System to streamline the referral process, keep all necessary staff in the loop, and improve equity and access for students needing mental health supports. YCOE has monthly training meetings with the Foster Youth/ Homeless Liaison from each district. These meetings include training on Trauma-informed practices, review of educational rights of Foster Youth and Homeless students, use of state and federal funding for these designated student groups and troubleshooting complex situations. YCOE provided a professional learning session on inclusive group work for DJUSD K-12 teachers during the district's spring professional development day.

The Yolo County SELPA, based on the input of special education program administrators, provides professional development to staff in Woodland Joint Unified. The professional development addresses best practices in terms of curriculum, legal compliance, effectively and positively addressing behavior issues, and increasing meaningful inclusion. Inclusion professional development for district inclusion teams is provided to increase equity and access for all students. The increase in equity and access will help increase students' academic performance, improve behavior and increase attendance. The YCOE SELPA program data analyst meets individually with the DJUSD's district's program data analyst to ensure that pupil and staff reports are accurate which ensures that district staff have accurate information to work with to accurately address the needs of students with disabilities.

Action 1.2, 1.5, and 1.8 assure a liaison for our homeless and foster students and additional resources, inclusive of Communicare health services to remove barriers, are intended to address outcomes to include attendance, suspension, graduation rates, and career readiness. Actions 2.3, Universal Design for Learning, has been designed to impact outcomes to include academics for Students with Disabilities (SWD). And lastly, 4.1, support for Dual Enrollment, is designed to impact outcomes for college and career readiness and engagement (attendance) for our students who are socioeconomically disadvantaged.

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.

Martin Luther King Jr. High School (Continuation)

Support for Identified Schools

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

DJUSD will support Martin Luther King Jr. High School in multiple ways that address curriculum and instruction, professional development, student and family engagement, school climate and culture, as well as data driven decision making. First, through the 2024-25 reorganization of leadership, we have refined the DJUSD Alternative Education continuum in DJUSD. The vision continues to be to create and nurture more flexibility for students to meet graduation and transition goals and share support amongst alternative education (independent study, Adult School, etc.). Additionally, Martin Luther King High School (King High) is working toward dual enrollment for all. This strategy has proven to be both engaging and accessible to students toward starting a community college transcript and experience but also earning credits toward graduation efficiently. In the 2023-24 school year, King High committed to developing attendance initiatives and partnering with other continuation high schools in the region and with our County Office of Education to identify and implement improved wrap-around services. This work is supported by boosting Counselor FTE from .8 to 1.0. Needs are assessed ongoing including data from CDE dashboard, internal data on dual enrollment, etc. and YouthTruth survey data. Emphasis for 2025-26 and beyond remains similarly focused with ongoing efforts to continue to increase attendance rates and maintain phone initiatives that have seen engagement increased. Data compiled from King's WASC review shows incremental increases in credit earning.

King High has created a part-time position for an outreach liaison. This person plays an important role in with a strong focus on improving attendance and engagement. They work directly with students who may be struggling with factors that often contribute to chronic absenteeism.

During the 2025–26 school year, DJUSD did not expend Equity Multiplier funds. The District used the year to further assess student needs, review implementation options, and develop a more targeted support structure aligned to the identified needs of students at King and those who may need King to graduate further in their tenure with DJUSD. Based on student data and site-level needs assessment, the District identified counseling, transition support, credit recovery coordination, and trauma-informed student support as priority areas for implementation beginning in 2026–27.

Equity Multiplier funds are planned for implementation in 2026–27 to expand counseling and case management services focused on:
-supporting students who are credit deficient,
-increasing college and career transition readiness,
-improving engagement and attendance,
-and strengthening supports for students who have experienced trauma or significant barriers to school success.

Because services were not implemented during 2025–26, the District does not yet have implementation outcome data connected to Equity Multiplier expenditures. Baseline data collected during 2025–26 will be used to monitor the impact of services beginning in 2026–27.

Monitoring and Evaluating Effectiveness

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

King High has successfully earned CSI and CCAP grants which have been allocated to hire an outreach liaison, increase counseling FTE and support paraeducator FTE particularly when it comes to increasing enrollment and achievement in our Sacramento City Dual Enrollment courses. In the 2025-26 school year, King High had nearly 50% of all students participate in a Dual Enrollment course with roughly the same percentage being successful in remaining in and passing the course. Monitoring and evaluating effectiveness to be measured through graduation rates (annually via the CDE Dashboard), attendance rates (quarterly), dual enrollment completion (twice a year) and YouthTruth data (annually). King High staff aims to see a .5% improvement in graduation rates annually and a 1% ADA improvement annually. Local data as pertains to ADA, credit earning, social-emotional student health etc is regularly gathered and reviewed to ensure needed actions are implemented.

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
Students	Each year our 3rd through 12th grade students take YouthTruth surveys. Throughout the month of February, staff held focus groups on campus with diverse students K-12. Additionally, DJUSD engages with students by discussing YouthTruth results with many of our student groups on campuses through clubs like BSU, Student Unions, etc. This year students joined Superintendent Best and Climate Coordinator Snow in an ongoing advisory, specifically addressing dehumanizing language in schools and informing policy, practices, and climate decisions for the future. A Student Perception Focus Group was added this year hosted by Administrator Kinder and Director Duffy which were held on November 18, January 13, and March 31.
Parents	Each site has a site council, PTA, and those parents populate parent representation at advisory meetings to include Superintendent Advisory Committee for Special Education and District English Language Advisory Committee. Our parents also take the YouthTruth survey, which informs staff reflection and work. Additionally, parents are present at School Governance Night annually and a group, Cafecito, works with our multilingual department.
Davis Teachers Association, Classified School Employee Association	Staff meets with DTA leadership twice monthly and lead negotiator meets and speaks with CSEA membership regularly about concerns and suggestions for improvement. In May of 2026 a draft of the full

Educational Partner(s)	Process for Engagement
	LCAP will be shared with bargaining leadership in both DTA and CSEA and staff will present an overview of the LCAP process, seek feedback, and collect suggestions. Classified staff, to include administrative assistants, reading para educators, etc. join the Superintendent's All Advisory to provide feedback. The Superintendent's Advisory was held throughout the year on 10/8/25, 11/12/25, 12/10/25, 1/14/26, 2/11/26, 3/11/26, 4/8/26, and 5/13/26. A full draft of the 2026-27 LCAP was shared with the advisory on May 13, 2026.
Special Education Local Plan Area, consult	DJUSD Special Education staff is now under Instruction in the organization, allowing us to consult weekly on data, outcomes and develop the LCAP. Additionally, DJUSD meets with YCOE Special Education leadership to review processes, outcomes and potential support. This year SELPA conversations were deliberately held in February and March to include program specialists, lead psychologist, and to reflect on feedback from a district wide empathy interview process as well as our Special Education Working Group feedback.
District English Language Advisory Committee and English Language Parent Advisory Committee	DJUSD DELAC and ELAC met on the following dates: 9/30/25, 11/18/25, 2/9/26, 3/10/26, and 5/12/26. Both committees discuss necessary resources, suggest ideas to reduce barriers, and staff shares data with them. Formally, the committees also receive ongoing drafts of the DJUSD LCAP as it develops to include a formal review of the draft LCAP on May 12, 2026.
Strategic Plan	Throughout the 2023/2024 school year, the District engaged in a comprehensive equity-driven Strategic Planning process in partnership with our communities. The strategic plan acts as a roadmap for our school District, and its primary aim is to align all our communities of interest on a shared vision, common goals, and unified direction for our District’s educational efforts. This plan was created out of collaboration with the following teams: Student Voice Team (two days) Core Planning Team (eight days) Instructional Focus Team (six days)

Educational Partner(s)	Process for Engagement
	Community Forum (two meetings) Board Review (two meetings) Alignment Team (three days) Principal Led Student Focus Groups Principals, Administration, and Cabinet (six meetings) Campus and Department Review of Draft (one week window) The Board of Education and public hear updates on progress through formal presentation and published report twice yearly.
Secondary Leadership	Secondary leadership, to include Principals and counselors met monthly, communicating nearly weekly between meetings, to address students in danger of not graduating. The context demonstrated a need for intense monitoring, counseling for transition, credit recovery, and work with families. These conversations informed our 2026-27 plans for Equity Multiplier funding.

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

DJUSD Strategic Planning was impactful on the planning for the 2024-27 LCAP as well as each site's School Plan for Student Achievement; all are intentionally aligned. The Strategic Plan resulted in four goals; those goals are the broad goals within the 2024-27 LCAP and each site plan. Additionally, the plan calls for specific actions, inclusive of equity actions, that are represented in the LCAP. The Strategic Plan Actions include items such as commit to systems that advance the foundational belief that students are general education students first, infuse culturally sustaining pedagogy and Ethnic Studies into all grades and subject areas, teach aligned and calibrated Graduate Profile competencies, implement an array of opportunities for students, families, and community to partner in student learning and well-being, provide research based system of professional growth that ensures students receive proactive, universally designed, standards based instruction, and create practices that allow in two-way dialog. These are translated into actions within the DJUSD LCAP to include MTSS (2.6), UDL (2.3), the Language Justice Coordinator positions (2.24), counseling (1.4) and nursing (1.9), Ethnic Studies Coordinator (1.6), liaison work for foster and homeless families (1.2), as well as investment in Career Technical Education (4.2 and 4.3). While all feedback was considered, not all requests can be implemented as requested.

Additionally, we heard that our staff desires more time for collaboration and application of their learning around UDL and mitigating bias (2.3) and for support in the implementation of structured literacy (3.2).

As we engaged with our partners, we were also mindful that DJUSD must plan to weather the projected downturns in K-12 Education funding in the coming years. Due to a conflation of factors that also includes lower student attendance post-pandemic and declining enrollment, DJUSD was required to cut an additional $1.5 million during the 2024-25 school year and $700,000 during the 2025-26 school year to address expected declines in state funding, improve employee compensation, and shift or reduce programs funded by one-time money, while maintaining fiscal solvency. As a result, staff engaged in intensive review of data, community interest, and LCAP outreach in decision

making that impacted the LCAP actions. It is also important to note that this year, DJUSD has engaged in iterative and wide-reaching community outreach about plans to address the budget and enrollment forecasts. This includes discussions around potential school closures, the imminent need to revise boundary areas, and making budgets and decision making more public and comprehensible for the purpose of building understanding and gathering input.

Student perception focus groups show several common themes across relationships, learning, and school culture. Students report that staff generally respect students and that teachers and programs vary but can be supportive, especially through challenging classes like AP and Honors and community-building activities such as rallies, clubs, and school events. There are concerns about how some students treat staff, misuse materials, waste class time, and engage in behaviors like vaping. Academically, students value engaging classes and real-world applications but want more practical skills such as finance and government, clearer explanations of why they are learning certain topics, more opportunities for revision, and additional support when they struggle. There is also interest in classes or workshops connected to specific career fields and better preparation through study skills and time management, especially in junior high. In terms of community and climate, people appreciate the existing events and inclusive programs but would like stronger relationships between students, staff, and different schools, as well as more shared activities, field trips, and recognition for students who work hard. Overall, the feedback highlights a desire for stronger relationships, more relevant learning experiences, better academic support, and a more positive and connected school environment.

Themes heard from students, staff, and families were that DJUSD would benefit from continuing to develop of a culture recognizing existing bias and understanding experiences of different identities, cultures, and histories, continuing to support Social Emotional Wellness and student behaviors, promoting more meaningful inclusion practices, staffing that support our English Learners and families, training on specific teaching methodology for engagement , literacy, and universal design, and creating conditions for collaborative learning spaces for both staff and students. In the DJUSD 2024-27 LCAP actions that include UDL training, English Learner support (inclusive of Language Justice Coordinators for interpretation and outreach), counseling and liaison work, AVID, Bridge Program support, and resources of socioeconomically disadvantaged students are present.

Themes from 2025-26 feedback remain consistent. Staff have expressed a strong desire for more support in working with students with disabilities and time for collaboration. Our parent communities continue to desire safety for their students; this includes physical safety as well as safety from bullying and dehumanizing language. Additionally, parents have expressed a need to visit policy and procedures around screen time (cell phone and computer use). We see this work being done through our existing structures and leadership to include our Prevention and Crisis staff funded through the LCAP, the Chief Technology and Operations leadership, and in deep collaboration with site leadership.

Secondary leadership, to include Principals and counselors met monthly, communicating nearly weekly between meetings, to address students in danger of not graduating. The context demonstrated a need for intense monitoring, counseling for transition, credit recovery, and work with families. These conversations informed our 2026-27 plans for Equity Multiplier funding. This funding supports counseling and liaison work primarily between King High School and Davis Senior High, as well as supports creating a monitoring and outreach structure.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student well being and belonging. Every student will experience a positive and inclusive school community, characterized by a climate of belonging that nurtures agency and social-emotional, physical, and mental well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School facilities are maintained in good repair as measured by School Accountability Report Cards	Maintained Average FIT score of "Exemplary" for all sites per Capital Operations Department, Fall of 2023.	Maintained Average FIT score of "Exemplary" for all sites per Capital Operations Department, fall 2024	50% of sites scored "Good", and 50% of sites scored "Exemplary" per Capital Operations Department	Maintained Average FIT score of "Exemplary" for all sites per Capital Operations Department	50% of sites rated as "g0od" not exemplary
1.2	Attendance Rates as measured by fiscal reporting (SIS)	2022-2023 Attendance Rate was 92.51%.	2023-2024 Attendance Rate was 93.89%.	94%	Attendance rate of 95%	Increase of 1.5% (positive gain)
1.3	Pupil Suspension rate as measured by the California School Dashboard	Per the CDE Dashboard, 2.8% of DJUSD students	Per the CDE Dashboard, 3.5% of DJUSD students suspended at least	3.7%	Suspension rate of 1.8%	Increase 0.9% (negative gain)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended at least one day in 2022-2023.	one day in 2023-24.			
1.4	Pupil Expulsion rate as measured in Data Quest (CDE)	0% Expulsion Rate for 2022-2023.	0% Expulsion Rate for 2023-24	0.01	Maintain 0% Expulsion Rate	NA
1.5	Chronic Absentee rate as measured by the California School Dashboard	Per the CDE Dashboard for 2022-2023, a "low" or orange rating with 16.7% of students in grades K - 8 chronically absent.	Per the CDE Dashboard for 2023-2024, a yellow rating with 11.7% of students in grades K - 8 chronically absent.	12.3	A "low" or orange rating of 15% of students in grades K-8 as chronically absent	Decrease of 4.4% (positive gain)
1.6	YouthTruth percent positive rate of Engagement, Culture, and Relationships (local indicator)	Percent Positives from YouthTruth Survey Fall of 2023: Engagement: Elementary 84%, Middle 46%, High School 52% Culture: Elementary 24%, Middle 37%, High school 42% Relationships: Elementary 77%, Middle 46%, High School 39%	Percent Positives from YouthTruth Survey Fall of 2024: Engagement: Elementary 84%, Middle 47%, High School 52% Culture: Elementary 21%, Middle 37%, High school 39% Relationships: Elementary 77%, Middle 46%, High School 37%	Percent positives from YouthTruth Survey, fall 2025: Engagement: Elementary 87%, Jr High 46%, High School 55% Culture: Elementary 24%, Jr High 38%, High School 45% Relationships: Elementary 75%, Jr High 47%, High School 43%	Percent positives from Youth Truth: Engagement: Elementary 86%, Middle 48%, High School 54% Culture: Elementary 26%, Middle 39%, High school 44% Relationships: Elementary 79%, Middle 48%, High School 41%	generally stable within 2%-3%

Goal Analysis [2025-26]

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

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

In our efforts to achieve success with Goal 1: Student Well-being & Belonging, DJUSD continues to strengthen systems to improve attendance and reduce chronic absenteeism. In 2024, we observed positive trends in our Average Daily Attendance (ADA) and a decrease in chronic absenteeism. While we continue to have a much lower rate than in 2022 and 2023 post-pandemic, in 2025, our chronic absenteeism increased slightly by 0.5%., We recognize that school attendance is intricately linked to a variety of factors, including school climate, student engagement, and, at times, disciplinary actions. Similarly, we have identified a 0.2% increase in the suspension rate across the district. This increase in suspensions for the past four years remains a critical area that requires our attention. As a district, it is essential that we not only focus on the overall improvement of attendance and a decrease in our suspensions, but also carefully examine the underlying causes that might be contributing to both chronic absenteeism and increased suspensions. DJUSD continued implementing interventions such as strengthened attendance monitoring, family outreach, and targeted student supports to improve attendance and reduce chronic absenteeism. These efforts likely contributed to the positive improvements seen in 2024 and helped maintain chronic absenteeism rates below post-pandemic levels from 2022–2023; however, the 0.5% increase in chronic absenteeism in 2025 suggests that current strategies have not fully addressed ongoing barriers for all students. Similarly, despite efforts to improve school climate and student support systems, suspension rates increased by 0.2%, indicating that current interventions have not yet resulted in the desired reduction in disciplinary outcomes and require further evaluation and refinement.

To address these challenges, we are committed to the following actions:

Data Analysis and Root Cause Identification: We will deepen our efforts in analyzing attendance and suspension data to identify trends and root causes behind students' absences and disciplinary issues. Understanding whether these issues are linked to specific student groups, school environments, or external factors will allow us to target interventions more effectively.

Engagement with Students and Families: By fostering stronger partnerships with families and guardians, we can ensure that students' needs are being met both in and out of school. This will involve proactive outreach and support, including regular check-ins with families of students experiencing chronic absenteeism or frequent disciplinary actions.

Enhanced School Climate and Safety Initiatives: It is essential that our schools remain environments where students feel welcomed, valued, and safe. We will continue to invest in school climate initiatives that promote inclusivity, respect, and a sense of belonging. Efforts will also include revisiting policies and practices related to suspensions to ensure they are not unnecessarily punitive and that they do not contribute to higher absenteeism rates.

Student Support Services: We will maintain support services for students facing academic, behavioral, or social-emotional challenges. This includes access to counselors, mentorship programs, and other interventions that can help address barriers to attendance and reduce the need for suspensions.

Monitoring and Adjusting Practices: As we implement these actions, we will continuously monitor their effectiveness and make necessary adjustments. Our goal is not only to reduce chronic absenteeism and suspensions but also to create an environment where students are motivated to attend school, feel a sense of belonging, and are engaged in their learning.

By addressing both attendance and suspension issues with a comprehensive, data-informed approach, we aim to create a school culture where all students feel safe, supported, and eager to attend. We believe that these efforts will ultimately contribute to improved academic outcomes and a positive school experience for every student in our district.

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.

In analysis of the goal, there was not a material difference between budget expenditures and actual spending. All actions were implemented and within range of expected spending.

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

Advancing Student Wellness, Safety, and Inclusive Education

Dedicating resources to student wellness and safety remains a top priority as we continue our commitment to fostering an inclusive, supportive, and equitable learning environment. Through targeted initiatives, we are enhancing mental health support, strengthening school safety protocols, and expanding access to social-emotional learning (SEL) resources. In parallel, our ongoing implementation of Universal Design for Learning (UDL) ensures that all students—regardless of background, learning style, or ability—have equitable access to education. By integrating flexible teaching methods, multiple means of engagement, and varied assessment strategies, we empower students to take ownership of their learning and succeed in diverse academic pathways. Furthermore, our emphasis on anti-bias education remains central to our mission. We are actively working to create a school culture that acknowledges and addresses systemic inequities, incorporates diverse perspectives into the curriculum, and equips students with the critical thinking skills needed to challenge bias and injustice. Professional development opportunities, curriculum revisions, and school-wide discussions reinforce our dedication to fostering a learning community where all students feel valued, heard, and supported.

During the three-year LCAP cycle, the district prioritized student well-being, safety, and inclusion as part of its foundational goal to ensure all students feel safe, connected, and supported. A range of targeted actions were implemented to enhance social-emotional learning, improve school climate, and address attendance and discipline challenges that intensified during and after the COVID-19 pandemic.

The data below illustrates both areas of success and ongoing need:

School Facilities (Metric 1.1) remained consistently rated “Exemplary” across all sites, reflecting sustained investment in clean, safe, and welcoming environments.

Attendance Rates (Metric 1.2) improved from 92.51% (2022–23) to 93.89% (2023–24). The attendance rate was 94% in 2024-2025 as of the first interim showing a slow progress toward the goal of 95%.

Suspension Rates (Metric 1.3) increased from 2.8% to 3.7% between 2023–2025, indicating a negative trend and the need for continued emphasis on restorative practices and Tier 1 behavior supports.

Expulsion Rates (Metric 1.4) remains stable at 0%
Chronic Absenteeism (Metric 1.5) saw a slight .5% increase to 12.3% (K–8), returning to an orange dashboard rating Overall, we are 4.4% lower than 2023 rates.

YouthTruth Survey Data (Metric 1.6) shows mixed results. Compared with last year
3rd through 6th grade our students' perception rose slightly for three measures, stayed steady for Academic Challenge and Instruction, and lowered slightly for Relationships (which has steadily dropped from a high of 87% positive in Feb 2021 to 75% this fall).
7th through 9th grade stayed steady in all measures. There has been very little variation in the last 4 years' surveys in these measures, but Academic Challenge has increased slightly each year since 2022.
10th - 12th summary measures all rose, albeit slightly, and College and Career Readiness–while still lower than other YT schools–continues its 4 year upward trend both in absolute percentages and relative to other YT schools: from a low of the 9th percentile to the current high of 42nd percentile
Also of note is that an increased percentage of 10th-12th grade students noted diversity of class materials and representation at school events (although there was not a corresponding increase reflected for junior high students)

Compared with other districts, students in DJUSD again in Fall 2025 rate Belonging and Culture higher than other students rate these in their districts, and as I mentioned continue to rate College & Career Readiness, Relationships lower than other districts.

A change from last year is that our students now reflect academic challenge higher than others, a steady increase over the last two years.

Effectiveness of Actions Taken

Key actions driving progress included:

Mental health counselors and wellness interns through Communicare which enabled increased access to Tier 2 services.

District-wide SEL curriculum implementation, supported by counseling teams and embedded use of check-ins through PBIS

Professional learning on UDL and culturally responsive teaching, helping staff better serve diverse student needs.

Continued attention on attendance through a district-wide Attendance Intervention Process, including proactive outreach, home visits - strategies that directly contributed to the reduction in chronic absenteeism from prior years.

However, increased suspension rates indicate that universal and Tier 2 behavioral supports require strengthening. The district plans to expand restorative practices, refine behavior expectations, and scale consistent Tier 1 strategies across all schools to improve outcomes by increasing school participation in PBIS.
Conclusion and Next Steps

Overall, the actions under Goal 1 were largely effective, as reflected in only a slight decline in attendance and chronic absenteeism and the maintenance of facility standards. With continued attention to school culture and behavior supports - especially at the middle and high school levels - the district is well-positioned to build on this progress in the next LCAP cycle.

Specifically, Action(s): 1.1 (Climate Coordinator), 1.2 (Case manager for students in foster care/experiencing homelessness), and 1.3 (resources and transportation).
Metric(s) 1.2, 1.3,1.5, 1.6, 2.1, 2.2:
94% overall attendance rate, showing slight increase of .11; Overall increase in suspension rate; needs further attention
Stable expulsion rate
0.5% increase in chronic absenteeism; needs further attention
Stable engagement rates as reported by Youth Truth
Increase in dashboard performance on ELA and Math (though dashboard indicates decrease, this reflects a penalization based on participation rate).

Actions 1.4 (Elementary Counseling), 1.5 (SED resources), 1.6 (Ethnic Studies Coordinator), 1.7 (Ethnic Studies teachers)
Metrics: 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 3.7
94% attendance rate, showing slight increase of .11 needs further attention
Overall increase in suspension rate; needs further attention
Stable expulsion rate
0.5% increase in chronic absenteeism
Stable engagement rates as reported by Youth Truth
Increase in dashboard performance on ELA and Math (though dashboard indicates decrease, this reflects a penalization based on participation rate).

Actions 1.8 (King Wellness Center), 1.9 (nursing and health care), and 1.10 (group services for mental health and relationships)
Metrics: 1.2, 1.3, 1.5, 1.6, 3.6
94% attendance rate, showing slight increase of .11; needs further attention
Overall increase in suspension rate; needs further attention
0.5% increase in chronic absenteeism' needs further attention
Stable engagement rates as reported by Youth Truth
Drop in dropout rate of 1.4%

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 King Wellness Center will be funded with CSI funds from the state as opposed to LCFF supplemental funds. DJUSD will also introduce Student Wellness Specialists who will offer Tier I and Tier II support for student social emotional and behavioral needs. This can include small groups facilitation, Check In- Check Out, SEL lessons, and other interventions focused on mental health, relationships, and supporting behavior. This also meets a need expressed by staff for more Tier II interventions.

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	1.a Student Services Leadership and Resources: Climate Coordinator	Climate Coordinator The Coordinator of School Climate assesses, analyzes, addresses and advises leadership in the data, frameworks and activities required to improve school climate. This position administers the climate surveys, YouthTruth and California Healthy Kids Survey (CHKS), that assess student perceptions of factors that affect school success (e.g. connectedness, engagement, mental health, school culture), for all unduplicated groups as well as other marginalized groups. The Coordinator oversees the Anti-bias Education Grant and the Native American Education and Title VI Program, co-leads the Language Justice Initiative, and is responsible for developing constituency-responsive professional development opportunities that reduce bias. Across sites disparate results for connection, relationships, and engagement depending upon race, ethnicity, gender, orientation, and socioeconomics. This addresses the need of student belonging metrics of our unduplicated students, students with disabilities, and English Learners. This action is implemented as part of our technical assistance plan. Impact will be measured using YouthTruth and CHKS results. Measured by LCAP metrics 1.6, 2.1 and 2.2.	$175,145.00	Yes
1.2	1.b Student Services Leadership and Resources: Foster and Homeless Case Manager	Foster and Homeless Case Manager The Foster/Homeless Liaison will provide individualized case management to students identified as McKinney-Vento or Foster Youth. This is aimed to increase engagement, graduation, reduce chronic absenteeism, and suspension rates that were in the red and orange on the California Dashboard LEA wide. This action is implemented as part of our technical assistance plan. Impact will be measured using chronic absenteeism, discipline data from the CDE dashboard, Youth Truth results (metrics 1.5, 1.2, 1.3 and 1.6 within our LCAP).	$145,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	1.c Student Services Leadership and Resources: Homeless/Foster Resources and Resourcing for Transportation	Home/Foster Resources and Resourcing for Transportation Funding provides targeted support to Foster/Homeless youth. Needs will be assessed and identified by the Foster/Homeless Liaison and/or the Coordinated Services Team (CST) of each site. Resources are available to remove barriers to attendance and academics. Support can include school supplies, items to meet basic needs (clothing, personal hygiene), or transportation support. This funding is designed to impact student outcomes for Foster/Homeless youth at all schools. This action is implemented as part of our technical assistance plan. Impact will be measured using chronic absenteeism, discipline data from the CDE dashboard, Youth Truth results (metrics 1.5, 1.2, 1.3 and 1.6 within our LCAP).	$10,000.00	Yes
1.4	1.d Student Services Leadership and Resources: Elementary Counseling	Elementary Counseling This .5 FTE per elementary site provides Tier 2 targeted social emotional and behavior support in individual and small group settings. This intervention will support students with social emotional learning (SEL) or behavior challenges, many of whom are in our unduplicated student populations. The counselor intervention programs are designed to teach and re-teach SEL skills and support students in being successful in their core academic, SEL, and behavior skills at school. This FTE is designed to impact student outcomes at all elementary sites. Impact will be measured by SWIS data, Coordinated Service Team referrals (metrics 1.3, 1.5, and 1.6).	$408,612.00	Yes
1.5	1.e Student Services Leadership and Resources: Resourcing for SED, crisis care, and address barriers to attendance, Community Resources and Networking Events	Resourcing for Socioeconomically Disadvantaged, crisis care, and address barriers to attendance, Community Resources and Networking Events This funding will be made available to all school sites by Student Support Services staff. It provides targeted support to Socioeconomically Disadvantaged (SED) students who are not already supported through Foster/McKinney-Vento services. Needs will be identified by the Coordinated Services team of each site and/or directly from an administrator/school counselor. Resources are available to remove financial barriers and provide access to activities which can include bicycles, bus passes for parents (students ride free) to transport their young children to school. This funding is designed to impact student	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes for SED at all schools. Impact will be measured using chronic absenteeism, discipline data from the CDE dashboard, YouthTruth results (metrics 1.5, 1.2, 1.3 and 1.6 within our LCAP).		
1.6	2.a Ethnic Studies: Ethnic Studies Coordinator	Ethnic Studies Coordinator The Ethnic Studies (ES) coordinator will support teacher development/training and oversee the expansion of the Ethnic Studies (ES) program to the high school level (9th grade) and district-wide professional development. The Ethnic Studies program supports our goals of promoting culturally responsive instruction and engaging students historically marginalized by traditional curriculum and instructional strategies. This coordination is and program is designed to impact student outcomes at DSIS, Emerson, Harper, Holmes, and Davis Senior High, specifically in ELA/Math/attendance/absenteeism/ suspension rates. Impact will be measured by metrics 2.3, 2.2, 1.6, 1.2, 1.4.	$154,707.00	Yes
1.7	2.b Ethnic Studies: Ethnic Studies Teachers	Teachers of Ethnic Studies Ethnic Studies (ES) teachers will continue to fulfill our ES graduation requirement by providing access to the semester course for all 9th grade students. The Ethnic Studies program supports our goals of promoting culturally responsive instruction and engaging students historically marginalized by traditional curriculum and instructional strategies. This program is designed to impact student outcomes at Emerson, Harper, Holmes, and Davis Senior High, specifically ELA/Math/attendance/absenteeism/ suspension rates. Impact will be measured by metrics 2.3, 2.2, 1.6, 1.2, 1.4.	$212,470.00	Yes
1.8	3.a Physical Health and Wellbeing: King Wellness Center	King Wellness Center King High's dashboard data has resulted in King being identified as a school targeted for differentiated assistance for high numbers of students identified as socio-economically disadvantaged and/or homeless/foster youth who are also in the red or orange for graduation, chronic absenteeism, and academic indicators. In an effort to support the well-being of students at King High that may not have adequate healthcare access, in contract with Communicare, King High will be provided regular	$24,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services (5 hours per week) from Communicare licensed staff including counseling and a Nurse Practitioner to offer health services to students include treatment and referrals. Research has shown that School-based health centers (SBHCs) are unique health care settings for school-aged children and adolescents that have been proven to improve access to care, improve health outcomes, and reduce health disparities. Academic benefits include improved school performance, grade promotion, and high school completion. This goal is to be monitored through school climate survey and YouthTruth survey (metric 3.6).		
1.9	3.b Physical Health Wellbeing: Nursing	Nursing, LVNs and Health Aides 5.7 Full Time Equivalent (FTE) is assigned to all school sites for School Nurses, 3.125 for LVNs, and 2.123 health aides to provide Tier 1 targeted/classroom lessons, universal health screening, and tier 3 support through IEP assessments and management of Health Care Plans for students with chronic health conditions. This intervention will support student academic, social emotional and behavioral success, many of whom are in our unduplicated student populations. This FTE is designed to impact student outcomes at all school sites. Impact will be measured using Coordinated Service Team referrals, chronic absenteeism, discipline data from the CDE dashboard, YouthTruth results (metrics 1.5, 1.2, 1.3 and 1.6 within our LCAP).	$625,995.00	Yes
1.10	3.c. Physical Health and Wellbeing: Tier 2 Small Group SEL Interventions	Tier 2, Small Group SEL Interventions Small group led by licensed clinicians will provide Tier 2 targeted social emotional and behavior support in individual and small group settings. This intervention will support students with social emotional learning (SEL) or behavior challenges, many of whom are in our unduplicated student populations. The intervention programs are designed to teach and re-teach SEL skills and support students in being successful in their core academic, SEL, and behavior skills at school. This FTE is designed to impact student outcomes at all elementary sites. Impact will be measured by SWIS data, Coordinated Service Team referrals (metrics 1.3, 1.5, and 1.6).	$50,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Equitable Access and Opportunity. Every student will have equitable access to inclusive, proactive, and flexible systems of support, experiences, and resources necessary to close opportunity gaps and attain academic and personal milestones.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student proficiency rate in English Language Arts (ELA) as measured by the California School Dashboard	Per the CDE 2022 - 2023 Dashboard, DJUSD students performed at the "High/Green" level with all students performing 33.5 points above standard on the summative ELA CAASPP.	Per the CDE 2023 - 2024 Dashboard, DJUSD students performed at the "High/Green" level with all students performing 27 points above standard on the summative ELA CAASPP.	Students maintained a “High/Green” performance level for ELA on the California School Dashboard	"High/Green" level with all students performing 35 points above standard on the summative ELA CAASPP.	NA
2.2	Student proficiency rate in Math as measured by	Per the CDE 2022 - 2023 Dashboard,	Per the CDE 2023 - 2024 Dashboard,	Students maintained a	"High/Green" level with all students	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the California School Dashboard	DJUSD students performed at the "High/Green" level with all students performing 17.4 points above standard on the summative math CAASPP	DJUSD students performed at the "High/Green" level with all students performing 15.7 points above standard on the summative math CAASPP	“High/Green” performance level on the California School Dashboard for Math, overall performance increased.	performing 20 points above standard on the summative math CAASPP	
2.3	Student achievement of Seal of Biliteracy rate as measured by the California School Dashboard	17.5% of graduates earned the Seal of Biliteracy in 2022-2023 (DataQuest)	24% of graduates earned the Seal of Biliteracy in 2023-2024	23% of graduates earned the Seal of Biliteracy in 2024-2025	20% of graduates earned the Seal of Biliteracy	Increase 5.5% (Positive gain)
2.4	Pupils in the school district have sufficient access to the standards-aligned instructional materials (Local Indicator)	"Standard Met" for Basics: Teachers, Instructional Materials, Facilities	"Standard Met" for Basics: Teachers, Instructional Materials, Facilities	"Standard Met" for Basics: Teachers, Instructional Materials, Facilities	"Standard Met" for Basics: Teachers, Instructional Materials, Facilities	NA
2.5	Implementation of state board adopted academic content and performance standards for all students (Local Indicator)	100% Compliance.	100% compliance	100% compliance	100% Compliance.	NA
2.6	English learners to access the California Common Core Standards (CCSS) and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language	Maintained ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.	Maintained ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.	Maintained ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.	Maintained ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency (Local Indicator)					
2.7	Student access to a broad course of study (Local Indicator)	"Standard Met" for Access to a Broad Course of Study.	"Standard Met" for Access to a Broad Course of Study.	"Standard Met" for Access to a Broad Course of Study.	"Standard Met" for Access to a Broad Course of Study.	NA
2.8	Parental participation in programs for low-income, English Learner, and foster youth (Local Indicator)	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment	NA
2.9	Promote parental participation in programs for students with disabilities	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment	NA

Goal Analysis [2025-26]

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

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

Overall, we believe we have made significant progress toward achieving Goal 2, ensuring equal access and opportunities for all students. Review of the California Schools Dashboard indicates that DJUSD experienced a decline in the percentage of students scoring in the high (green) range on the CAASPP assessments, with a 6.5% decrease in English Language Arts (ELA) and a 1.7% decrease in Math. This data is misleading as it represents a penalty as a result of participation rate. We do see, however, gaps between all students and predictable student groups, thus necessitating an ongoing need to strengthen our Multi-Tiered System of Supports (MTSS) and implement targeted interventions, particularly for English Learners. Enhancing instructional strategies, expanding academic support services, and leveraging data-driven approaches will remain key priorities as we work to improve student outcomes and close achievement gap.

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.

In analysis of the goal, there was not a material difference between budget expenditures and actual spending. All actions were implemented and within range of expected spending.

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

DJUSD has made progress toward Goal 2, which focuses on ensuring student proficiency in English Language Arts (ELA) and Math, increasing access to standards-aligned instruction, and promoting inclusive academic pathways. While many actions have been effective in implementation, student outcomes - especially in core proficiency metrics - suggest a need for deeper instructional refinement and continued investment in academic supports.

1. ELA and Math Proficiency (Metrics 2.1 & 2.2) – Partial Progress
Students maintained a “High/Green” performance level on the California School Dashboard for both ELA and Math, overall performance increased:

ELA scores increased from 27 points to 39.6 points above standard (Metric 2.1), a 12.6-point increase. This decrease, however, also includes a punitive subtractive score as a result of low student participation. Without the punitive subtractive score DJUSD students achieved at 43.9 distance from standard in ELA. Similarly in math achievement increased from 15.7 average distance from standard to 21.2. Without penalty for low student participation, DJUSD students performed at 28.7 average distance from standard.

2. Biliteracy and Language Access (Metrics 2.3 & 2.6) – Effective
The percentage of students earning the Seal of Biliteracy decreased slightly from 24% to 23%, exceeding the goal of 20% (Metric 2.3). This reflects successful efforts to support multilingual learners through sustained instruction, access to language pathways, and increased counselor support.

In addition, DJUSD maintained full implementation of ELD standards embedded in content instruction (Metric 2.6), showing continued alignment with California content standards and access to rigorous academic content for English Learners.

3. Instructional Infrastructure (Metrics 2.4 & 2.5) – Fully Effective
The district continues to meet the “Standard Met” rating for instructional materials, facilities, and teacher assignments (Metric 2.4).

DJUSD also reports 100% implementation of academic content standards across all grade levels (Metric 2.5).

These strong outcomes reflect consistent investment in curriculum adoption, instructional materials, and professional development aligned with state expectations.

4. Access to a Broad Course of Study (Metric 2.7) – Maintained
DJUSD continues to meet the standard for access to a broad course of study, with students having access to core academics as well as enrichment and elective courses (Metric 2.7). This breadth supports college and career readiness and fosters engagement, especially in upper grades.

5. Family Engagement (Metrics 2.8 & 2.9) – Maintained
The district met standards for parental participation in programs for low-income students, English Learners, foster youth, and students with disabilities (Metrics 2.8 & 2.9). DJUSD continues to offer multilingual communication, family workshops, and targeted engagement efforts.

However, opportunities remain to deepen engagement beyond compliance, particularly in decision-making and academic goal setting for underrepresented families.

Summary of Effectiveness
What's Working Well:

Continued "High/Green" academic performance levels

Increase in Seal of Biliteracy attainment

Full access to instructional materials and standards-based curriculum

Sustained implementation of ELD standards

Broad course offerings and baseline family engagement

Areas for Growth:

Slight declines in ELA and Math proficiency for some student groups suggest a need for greater instructional precision and differentiation, to be supported by structured literacy in the primary grades, embedding ELD strategies, and focus on the math framework.

Moving forward, DJUSD will focus on enhancing Tier 1 instruction, refining formative assessment practices, and strengthening professional development to ensure that all students, especially those historically underserved, demonstrate continuous academic growth. Additionally, DJUSD will continue calibrating MTSS structures and to codify Tier II supports. Staff participation in wide-reaching training, and piloting of materials for adoption, on the new math frameworks will also increase efficacy and Tier I instruction.

Specifically, Action(s): 2.1 (JH Intervention), 2.2 (Coordinator, Academic Center), 2.3 (UDL), 2.4 and 2.5 (tutors), 2.6 (MTSS Coordinator), 2.7 (TOSAs), 2.8 (new teacher UDL onboarding), and 2.9 (data dashboard

Metric(s) 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 3.3, 3.4, 3.7, 3.8, 4.1

.11 increase in attendance rate
.2% overall increase in suspension rate; needs further attention
Stable expulsion rate of 0
.5% increase in chronic absenteeism
Stable engagement, culture, and relationships rates as reported by Youth Truth
Increase in dashboard performance on ELA and Math (though dashboard indicates decrease, this reflects a penalization based on participation rate).
1% decrease in students earning of State Seal of Biliteracy
Maintained standards aligned materials and implementation of content standards

English Learner progress toward reclassification remained steady with a 0% change
English Learner CAASPP ELA performance increase of 10 points, while the Long-Term English Learner group declined 9.8 points.
English Learner CAASPP Math performance drop by 7.9 points, while the Long Term English Learner group declined 63.1 points - which means we need closer attention to those students
Graduation rate decrease of 4.7%
English Learner reclassification rate increased by 2.3%
UC/CSU eligibility increased from 79.9% to 80.2%

Actions 2.10 (outdoor education), 2.11 (Director of Multilingual Services), 2.12 and 2.13 (SEAL), 2.14 (Bridge), 2.15 (TOSAs), 2.16 (EL Specialists), 2.17 (curriculum), 2.18 (STEEL classes), 2.19 (music at Montgomery), 2.20 (EL paraeducators), 2.21 and 2.22 (migrant transportation services and transportation), 2.23 (support of parents, ELACs and DELAC), 2.24 and 2.25(interpretation services), 2.27 (EL Specialists)
Metric(s): 1.2, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.7, 3.8

1.38% increase in attendance rate
5% decrease in chronic absenteeism
Stable engagement, culture, and relationships rates as reported by Youth Truth
Increase in performance on ELA and Math (though dashboard indicates decrease, this reflects a penalization based on participation rate).
Maintained standards aligned materials and implementation of content standards
English Learner progress toward reclassification remained steady with a 0% change
English Learner reclassification rate increased by 2.3%

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

Changes to Goal #2 actions include a shift of the DSHS Academic Center from LCFF to categorical funding and the reduction of .50 Reading Specialist support at Marguerite Montgomery. This is a direct result of DJUSD budget reductions.

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	1.a Multi-Tiered System of Support (MTSS): Junior High School Intervention Courses	Junior High School Intervention Courses This .2 full time equivalent (FTE) per Junior site provides Tier 1/classroom based targeted reading and math support in targeted, small group settings. This intervention will support students achieving below grade level, many of who are in our unduplicated student populations. The intervention	$68,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs are designed to remediate skills and support students in being successful in their core academic coursework. This FTE is designed to impact student outcomes at Emerson, Harper, and Holmes Junior High Schools. Specifically ELA and Math achievement levels. Impact will be measured by LCAP metrics 2.4 and 2.5.		
2.2	1.b Multi-Tiered System of Support (MTSS): Davis Senior High Academic Center Coordinator	Davis Senior High Academic Center Coordinator The Academic Center at Davis Senior High School supports students with completing coursework and developing academic skills (including academic behaviors) to help students achieve in their core academic coursework. The Center targets students at-risk for not completing courses and/or not on track for graduation and/or A-G eligibility. Many of these students fall into our unduplicated student populations to include LTEL, EL, low SED, and students in foster care. This FTE is designed to impact student outcomes at Davis Senior High School and will be measured by academic indicators, student engagement, and attendance. Impact will be measured by metrics 1.5, 1.6, 2.1, 2.2, 2.4, 2.5.	$88,875.00	Yes
2.3	1.c Multi-Tiered System of Support (MTSS): Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction	Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction DJUSD teachers and paraeducators across all sites will be able to participate in professional development with a focus on Universal Design for Learning (UDL) as DJUSD continues to develop Tier I instruction. This (grant) funding supports the contracting of facilitation for one day optional staff development and staff compensation. While DJUSD funds the total amount using Educator Effectiveness dollars, a small contribution of supplemental dollars is included as UDL is in service of our unduplicated students to include LTEL, EL, low SED, and students in foster care. Universal Design is a district-wide expectation for all instruction and the professional development is open to all teachers and instructional paraeducators. DJUSD found the following general areas where growth is needed. ELA for English Learners Declined by 13.6 points, students with disabilities performance in math declined by 6.5 points. Students with disabilities declined in Graduation Rate by 6.2%. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic,	$300,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		socioeconomically disadvantaged, and students with disabilities. Research suggests UDL will impact student engagement, access, persistence, outcomes, and self-efficacy, The implementation of UDL and impact on student learning will be measured by student performance data in English Language Arts, English Learner Progress, Math, and graduation across student groups. Impact will be measured by metrics 2.1, 2.2, 3.3, 3.4, 3.7, 3.8, and 4.1.		
2.4	1.d Multi-Tiered System of Support (MTSS): Davis Senior High UCD work study tutors	Davis Senior High UCD work study tutors Davis Senior High School work study tutors work in the Academic Center at DSHS. The Academic Center at Davis Senior High School supports students with completing coursework and developing academic skills (including academic behaviors) to help students achieve in their core academic coursework. The Center targets students at-risk for not completing courses and/or not on track for graduation and/or A-G eligibility. Many of these students fall into our unduplicated student populations LTEL, EL, low SED, and students in foster care. This FTE is designed to impact student outcomes at Davis Senior High School and will be measured by academic indicators, student engagement, and attendance. Impact will be measured by metrics 1.5, 1.6, 2.1, 2.2, 2.4, 2.5.	$31,442.00	Yes
2.5	1.e Multi-Tiered Systems of Support (MTSS): Davis Senior High UCD non work study tutors	Davis Senior High UCD non work study tutors Davis Senior High School non work study tutors work in the Academic Center at DSHS. The Academic Center at Davis Senior High School supports students with completing coursework and developing academic skills (including academic behaviors) to help students achieve in their core academic coursework. The Center targets students at-risk for not completing courses and/or not on track for graduation and/or A-G eligibility. Many of these students fall into our unduplicated student populations. This FTE is designed to impact student outcomes at Davis Senior High School and will be measured by academic indicators, student engagement, and attendance. Impact will be measured by metrics 1.5, 1.6, 2.1, 2.2, 2.4, 2.5.	$20,000.00	Yes
2.6	1.f Multi-Tiered Systems of Support	Coordinator, Multi-Tiered Systems of Support (MTSS)	$137,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(MTSS): Coordinator, Multi-Tiered System of Support (MTSS)	DJUSD continues to build the structures and supports of a Multi-tiered System of Supports (MTSS). The MTSS coordinator oversees the implementation of the structures and provides professional development for staff. By continuing to build the structures of MTSS, the district strengthens Tier I, II, and III supports for students and the systems needed to ensure students are receiving the instruction and support they need. This position is designed to impact student outcomes at all DJUSD school sites in all grades. The implementation of MTSS and impact on student learning will be measured by student performance data in English Language Arts, English Learner Progress, Math, and graduation across student groups. Impact will be measured by metrics 2.1, 2.2, 3.3, 3.4, 3.7, 3.8, and 4.1. MTSS includes partnership with families and at both the site and district level, families will be consulted on the engagement of students and consultation on minimizing barriers to learning.		
2.7	1.g Multi-Tiered System of Support (MTSS): Teacher on Special Assignment (TOSA) for MTSS Implementation	Teachers on Special Assignment (TOSA) for MTSS Implementation Under the direction of the principal, Elementary TOSAs oversee the implementation of MTSS at each elementary school. They ensure programs and meetings are run per district guidelines and that instruction is universally designed and differentiated, and that interventions are targeted and data based. This FTE is designed to impact all grades on all elementary school campuses. Impact will be measured by metrics 2.1, 2.2, 3.3, 3.4, 3.7, 3.8, and 4.1.	$917,560.00	Yes
2.8	1.h Multi-Tiered System of Support (MTSS): District Support MTSS, onboarding for UDL training of new staff	District Support MTSS, onboarding for UDL training of new staff DJUSD will provide training and support to all staff as we continue to build and strengthen the structures and supports of MTSS. Schools will be provided with funds to support staff collaboration and compensation. New staff will be provided with training prior to the year starting, and all staff will participate in an onboarding day where we evaluate progress so far, calibrate practices, and set the vision for the coming school year. The audience will be PK-12 Instructional staff and the outcomes are intended to support all DJUSD students. Training includes specifics to include UDL, MTSS, mitigating bias, and meaningful inclusion of students with disabilities, LTEL, EL, low SED, and students in foster care.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	1.i Multi-Tiered System of Support (MTSS): Data Dashboard and Management System, Unified Insights	Data Dashboard and Management System, Unified Insights Implement and train staff on a data dashboard solution that pulls TK-12 comprehensive student academic, behavioral, attendance, and other data sources into one location. This will allow staff to monitor yearly trends for student groups from the CA Dashboard as well as pinpoint supports needed for individual students. The MTSS Management Program will facilitate site teams storing critical intervention plans and actions that is consistent across the district. Impact will be measured by metrics 2.1, 2.2, 3.3, 3.4, 3.7, 3.8, and 4.1.	$75,000.00	No Yes
2.10	1.j Multi-Tiered System of Support (MTSS): Director of Alternative & Adult Education	Director of Alternative & Adult Education This position serves all grade levels including adult education which serves a majority unduplicated population to create pathways for lifelong learning and personal growth for adult and non-traditional students through innovative and supportive educational programs. The department serves to plan, implement and maintain quality programs designed at supporting our students farthest from opportunity and in greatest danger of failing.	$228,169.00	Yes
2.11	1.k Multi-Tiered System of Support (MTSS): UDL/bias Collaboration Grant	UDL/bias Collaboration Grant DJUSD teachers and paraeducators across all sites will be able to participate in professional development with a focus on Universal Design for Learning (UDL) and mitigating bias as DJUSD continues to develop Tier I instruction. These grant dollars will be set aside to support staff in developing lessons of study, revision of curriculum, and reflection against data and classroom observation outside of the contract day. Staff have reflected a willingness to revise pedagogy and instruction toward improving outcomes but need additional time for implementation. DJUSD found the following general areas where growth is needed. ELA for English Learners Declined by 13.6 points, students with disabilities performance in math declined by 6.5 points. Students with disabilities declined in Graduation Rate by 6.2%. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Research suggests UDL will impact student engagement, access, persistence, outcomes, and self-efficacy. The	$64,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation of UDL and impact on student learning will be measured by student performance data in English Language Arts, English Learner Progress, Math, and graduation across student groups. Impact will be measured by metrics 2.1, 2.2, 3.3, 3.4, 3.7, 3.8, and 4.1.		
2.12	1.l Tier 3 Support	LREBG funds used to support specialized placement and intensive supports DJUSD expended all initial Learning Recovery Emergency Block Grant (LREBG) funding as of June 30, 2025. Spending of additional LREBG allocated this year address needs of research based, intensive reading intervention. DJUSD students, inclusive of students with disabilities, have demonstrated on CAASPP and DJUSD assessments a need for structured literacy intervention and the cost of Tier III intensive supports have been supported by a portion of LREBG funding.	$566,900.00	
2.13	2.a Enriching Experiences: Support of Outdoor Education	Support of Outdoor Education Outdoor Education provides sixth grade students across the district with a 4-5 day long outdoor education experience, or "Science Camp." The funds for this activity close the gap between the cost of Science Camp and the dollars brought in by site-based fundraising, ensuring access to this enrichment for all DJUSD 6th grade students. The California Science Test (CAST) demonstrates performance gap for unduplicated student groups across elementary sites. Impact will be measured by CAST science scores.	$35,000.00	Yes
2.14	3.a Supporting English Learners: Director of Multilingual Services	Director of Multilingual Services The Director of Multilingual Education leads program development and continuous growth. In collaboration with the instructional services team, the Director of Multilingual Education establishes coherence and alignment of English learner programming with district goals. As part of the MTSS district leadership team, the EL director develops a system for continuous growth of English learner programming that is embedded in district wide systems and builds capacity across the district for effectively enacting evidenced-based practices for English learner programming. DJUSD	$202,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, LTEL and English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Additionally, a little over half of English Learners made progress toward English proficiency. Impact will be measured by metrics 2.1, 2.2, and 3.8.		
2.15	3.b Supporting English Learners: SEAL Program Support; coaching position	SEAL Program Support; coaching position The SEAL Coach at Marguerite Montgomery Elementary (MME) school will provide new and experienced teachers with coaching, technical assistance, and support in order to ensure implementation with fidelity to the SEAL model thus meeting the academic needs of students, particularly those identified as English Learners. MME continues to see a marked point gap in performance for ELA and Math for the English Learner (EL), Socio-economically Disadvantaged (SED), and Students with Disabilities (SWD) student groups. Approximately 57% of students classified as EL are making progress toward English proficiency.	$62,607.00	Yes
2.16	3.c Supporting English Learners: SEAL Program Support; contract	SEAL Program Support; contract Sobrato Early Academic Language (SEAL) staff will provide research-based professional development that is designed to address the needs of English Learners in all grade-level classrooms at Marguerite Montgomery Elementary School (MME). Additionally, SEAL staff will provide the MME Coaches and Principal with training, technical assistance, and support. This comprehensive two-year professional development model with a focus on Dual Language pedagogy also includes a series of six virtual sessions and four in-person convenings for teachers, coaches, and administrative staff. MME continues to see a marked point gap in performance for ELA and Math for the EL, SED, and SWD student groups. Approximately 57% of students classified as EL are making progress toward English proficiency. Impact will be measured by metrics 2.1, 2.2, and 3.8.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	3.d Supporting English Learners: Bridge Program	Bridge Program A team of UC Davis tutors, led by the Student Success and Program Supervisors, will provide support to students demonstrating academic need. Areas of focus will be reading, writing, speaking, listening, and math. The program for MME and Harper will take place after school, while some Harper Jr. High School students will have the opportunity to enroll in a Bridge class to benefit from services during the school day. MME and Harper continue to see a marked point gap in performance for ELA and Math for the English Learner (EL), Socio-economically Disadvantaged (SED), and Students with Disabilities (SWD) student groups. 57% of MME and 40% of Harper students classified as EL are making progress toward English proficiency. Impact will be measured by metrics 2.1, 2.2, and 3.8.	$160,000.00	Yes
2.18	3.e Supporting English Learners: Teacher on Special Assignment (TOSA), English Learner Support 1.0	Teacher on Special Assignment (TOSA), English Learner Support 1.0 The EL TOSA works in collaboration with the Multilingual Director, EL Specialists, and Coordinators to build capacity and alignment of English language development practices across the district, working to close opportunity gaps and support high student achievement. Additionally, the EL TOSA designs and facilitates professional learning sessions, monitors student progress, and ensures alignment to compliance metrics. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Additionally, a little over half of English Learners made progress toward English proficiency. Impact will be measured by metrics 2.1, 2.2, and 3.8.	$110,883.00	Yes
2.19	3.f Supporting English Learners: English Learner (EL) Specialists	English Learner (EL) Specialists An EL Specialist is positioned at every elementary site. EL Specialists provide EL student case management, along with leadership and training for school wide implementation of evidence-based practices to support the instruction of ELs. The EL Specialist also serves as a liaison for staff connecting them to professional learning opportunities across the district and beyond. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Additionally, a little over half of English	$642,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners made progress toward English proficiency. Impact will be measured by metrics 2.4, 2.5, and 3.8.		
2.20	3.g Supporting English Learners: English Learner Annual license and curriculum supports	English Learner Annual license and curriculum supports Software to support English Language acquisition, tracking of EL and RFEP student progress monitoring, and data management to support timely intervention and support for students. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Additionally, a little over half of English Learners made progress toward English proficiency. Impact will be measured by metrics 2.1, 2.2, and 3.8.	$72,000.00	Yes
2.21	3.h Supporting English Learners: Structured English Enrichment Lab (STEEL) teachers 7-9	Structured English Enrichment Lab (STEEL) teachers 7-9 DJUSD employs an additional 1.2 secondary teachers to offer ELD and STEEL classes with a lower than average student ratio. Designated ELD teachers provide targeted, differentiated instruction. Student grouping is flexible by design to ensure students receive instruction at their specific proficiency level. The STEEL course is a rigorous, high-engagement elective designed to prepare Junior High School students for college and careers and meets UC/CSU elective course requirement “g”. STEEL teachers lead students to achieve high levels of academic language with the aim to accelerate English language acquisition. This course is designed for secondary students who are close to meeting reclassification criteria. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Impact will be measured by metrics 2.1, 2.2, and 3.8.	$73,808.00	Yes
2.22	3.i Supporting English Learners: Additional Interventions/supports of: Reading	Additional Interventions/supports of general music class The Music teacher enhance the educational opportunities of Marguerite Montgomery Elementary (MME) students by providing music courses. MME has the highest concentration of unduplicated students in the district and continues to see a marked gap in ELA and Math performance and	$94,020.00	Yes

Action #	Title	Description	Total Funds	Contributing
	specialist, Academic Intervention Coordinator, general music class	suspension rate for students identified as EL, SED, and Hispanic. There are high levels of chronic absenteeism for the White student group and Students with Disabilities (SWD) exhibit a gap in math performance. The services provided by the Music teacher will provide an engaging music program, impacting student engagement, attendance, and sense of belonging. Impact will be measured using metrics 1.5, 1.6, 2.4, 2.5, and 3.8.		
2.23	3.j Supporting English Learners: English Learner (EL) paraeducators, site support	English Learner (EL) paraeducators, site support Under teacher direction, EL paraprofessionals provide instructional support to students districtwide. Their services amplify students' access to core content and support their English language development. EL paraprofessionals may work with small, differentiated groups, or individual students to provide tiered support. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. Additionally, a little over half of English Learners made progress toward English proficiency. Impact will be measured by metrics 2.1, 2.2, and 3.8.	$55,000.00	Yes
2.24	3.k Supporting English Learners: Supervise migrant transport	Supervise migrant transport The migrant bus attendant supports students to build home-school connections and ensure their safety as they are provided roundtrip transportation from the Davis Migrant Camp to Marguerite Montgomery Elementary, Harper Junior, and Davis Senior High Schools. Additionally, this action is meant to increase attendance as 20% of English Learners were considered to be chronically absent. Impact will be measured by metric 1.2 and 1.5.	$7,000.00	Yes
2.25	3.l Supporting English Learners: Migrant transportation (bussing)	Migrant transportation (bussing) Roundtrip transportation is provided to Marguerite Montgomery Elementary, Harper Junior, and Davis Senior High for students living at or near the Davis Migrant Camp. This action is meant to increase attendance as 20% of English Learners were considered to be chronically absent in 22-23. Impact will be measured by metric 1.2 and 1.5.	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.26	3.m Supporting English Learners: Leadership DELAC & ELAC	Leadership DELAC & ELAC EL Specialists, principals, EL TOSAs, and the Director of Multilingual Education will work collaboratively to ensure that all sites English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings are accessible to families in a language they can understand in order to ensure meaningful access and participation in their students' education. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. The SED, EL, and Hispanic student groups also exhibited high levels of Chronic Absenteeism on the 2023 Dashboard. Impact will be measured by metric 1.2 and 1.5.	$6,000.00	Yes
2.27	3.n Supporting English Learners: Interpretation and Translation Coordination and Liaison Work	Interpretation and Translation Coordination and Liaison Work The Language Justice and Family Partnership Coordinators (LJFPC) will support the district in partnering with families whose primary language is not English through articulating, developing and managing robust and effective language interpretation and translation services, as well as creating and maintaining ways to increase the strength of relationships with the families in order to secure their students' opportunities to learn. Services will be concentrated at MME, Harper Junior High School, and DSHS as those sites have the highest number of students who are migratory. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. The SED, EL, and Hispanic student groups also exhibited high levels of Chronic Absenteeism on the 2023 Dashboard. Impact will be measured by metric 1.2 and 1.5.	$203,570.00	Yes
2.28	3.o Supporting English Learners:	Interpretation Services The LJFPC, supported by DJUSD's network of interpreters, will provide robust and effective language interpretation and translation services to	$47,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Interpretation Services	families whose primary language is other than English in order to ensure they can meaningfully access and participate in their students' education. DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. The SED, EL, and Hispanic student groups also exhibited high levels of Chronic Absenteeism on the 2023 Dashboard. Additionally, a little over half of English Learners made progress toward English proficiency. Impact will be measured by metric 1.2 and 1.5.		
2.29	3.p Supporting English Learners: LTEL Support	Specialists, Long Term English Learners	$160,978.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Student Engagement and Continuous Academic Growth. Every student will identify educational goals, acquire the foundational skills, and demonstrate continuous growth toward realizing their academic potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	99.4% compliance per Personnel Services data January 2024.	99.32% compliance per Personnel Services data December 2025.	99.32	100% compliance	NA
3.2	English learner progress toward English proficiency as measured by the ELPAC as measured by the California School Dashboard	Per the CDE 2022-2023, dashboard, the percentage of current EL students who progressed at least one ELPI level in 2022 was	Per the CDE 2024 Dashboard, the percentage of current EL students who progressed at least one ELPI level was	57.5	ELPI level progress at 55%	Increase 4.2% (positive gain)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		55.2%, and in 2023 was 53.3%.	59%. 58.2% of Long Term English Learners progressed at least one ELPI level, an increase of 8.4%.			
3.3	English Learner Progress as measured by CAASPP ELA as measured by the California School Dashboard	Per the CDE 2022 - 2023 Dashboard, DJUSD EL Students performed at the "Yellow/Medium" level with 56.4% of EL students making progress towards English language proficiency.	Per the CDE 2024 Dashboard, DJUSD EL Students performed at the "Orange/Low" level scoring 52.1	Per the CDE 2025 Dashboard, DJUSD EL Students performed at the "Yellow/Medium" level with 42.1 points below standard	"Yellow/Medium" level with 58.4% of EL students making progress towards English language proficiency.	Decrease 4.3% (Negative gain)
3.4	Middle school dropout rate as measured by Data Quest (CDE)	0% for 2022-2023.	0% for 2023-2024	1 student	0%	1 student (decline)
3.5	High school dropout rate as measured by Data Quest (CDE)	1.9% for all students in 2022-2023.	.5% for all students in 23-24	0.5	0%	Decrease 1.4% (positive gain)
3.6	High school graduation rate as measured by the California School Dashboard	Per DataQuest, the Four-Year Adjusted Cohort Graduation Rate for all DJUSD Students in 2022 - 2023 was 93.7%.	Per DataQuest, the Four-Year Adjusted Cohort Graduation Rate for all DJUSD Students in 2023 - 2024 was 95.9 %.	91%	Graduation Rate of 95%.	Decrease 2.6% (decline)
3.7	English Learner reclassification rate (local metric)	15.57% Reclassification Rate (118 students reclassified out of 758 ELs) for 2022 - 2023.	19.3% Reclassification rate (139 students) for 2023-24	18.2% reclassification rate (121 students/ 663 EL Learners)	17% Reclassification Rate	Increase 2.7% (positive gain)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent/guardian participation in decision making through advisory opportunities. (Local Indicator)	Parent participation in decision making at full implementation (4).	Parent participation in decision making at full implementation (4).	Parent participation in decision making at full implementation	Parent participation in decision making at full implementation	NA
3.9	Percentage of pupils who have passed an advanced placement exam with a score of 3 or higher	Per AP, 88% of DJUSD students who took an AP test passed with a score of 3 or better in 2022-2023.	Per AP, 90% DJUSD students who took an AP test passed with a score of 3 or better in 2023-2024.	Per AP, 93% of DJUSD students who took an AP test passed with a score of 3 or better in 2024-2025.	93% of students who take an AP test will score a 3 or better.	Increase of 5% (positive gain)
3.10	The percentage of pupils who demonstrate college preparedness pursuant to Early Assessment Program or subsequent assessment of college preparedness.	Per the 2022 - 2023 CA dashboard, 67.18% met or exceeded the standard for ELA, and 61.84% met or exceeded the standard for math. These correspond with the EAP status levels as defined by the CDE (https://www.cde.ca.gov/ci/gs/hs/eapindex.asp)	Per the 2023-2024 CA dashboard, 65.52% met or exceeded the standard for ELA, and 62.73% met or exceeded the standard for math	Per the 2024-2025 CA dashboard, 68.85% met or exceeded the standard for ELA, and 62.49% met or exceeded the standard for math	70% of students will meet or exceed the standard for ELA and 67% will meet or exceed the standard in math.	ELA: Increase 1.7%; Math Increase .7%
3.11	General education staff participation in UDL training, designing for inclusive classrooms	100% staff participation in monthly site collaboration on UDL	100% sites are participating in monthly collaboration on UDL	100% sites are participating in monthly collaboration on UDL	Maintain 100% participation and ongoing training of UDL	NA
3.12	ELPI Progress rate	Per the CDE 2023 Dashboard, the percentage of current EL students who progressed at least one ELPI level was 53.3%.	Per the CDE 2024 Dashboard, the percentage of current EL students who progressed at least one ELPI level was 55%, an increase	57.5%	58% ELPI Progress Rate	Increase 4.2% (positive gain)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of 1.7%. 58.4% of Long Term English Learners progressed at least one ELPI level, an increase of 8.4%.			

Goal Analysis [2025-26]

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

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

Goal 3, supporting student engagement and fostering continuous growth and learning, has been successfully implemented and in some cases meeting Year 3 goals. Of concern is the drop in DJUSD Graduation Rate drop. DJUSD staff and leadership believe continued efforts are needed to sustain and build upon this growth year after year, inclusive of closing gaps seen on the California Schools Dashboard and creating urgency in the implementation of Universal Design for Learning to increase relevance and engagement for all.

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.

In analysis of the goal, there was not a material difference between budget expenditures and actual spending. All actions were implemented and within range of expected spending.

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

DJUSD has implemented a range of actions under Goal 3 to improve graduation rates, promote college and career readiness, and accelerate English Learner (EL) progress. The available data indicate positive trends in graduation, reclassification, and ELPI progress, while also highlighting areas—particularly ELA performance for ELs—where targeted improvement is needed.

Summary of Key Metric Outcomes and Effectiveness of Actions
Positive Outcomes and Effective Actions

Dropout Rates (Metrics 3.4 & 3.5): Middle school dropout held at 0%, and high school dropout maintained 0.5%. DJUSD is intent upon a 0% drop out rate and aligning systems accordingly

Reclassification Rate (Metric 3.7): Increased from 119.3% to 18.2 shows a mild drop, but is surpassing the 17% goal. This reflects strengthened EL support systems, monitoring practices, and designated ELD instruction.

ELPI Progress (Metrics 3.3 & 3.13): The percentage of current ELs progressing at least one ELPI level rose from 55% to 55.7%, and Long-Term English Learners (LTELs) declined slightly by 2.5% These outcomes suggest that focused interventions and small group supports are benefiting students with extended time in U.S. schools.

Advanced Placement Success (Metric 3.9): AP pass rate improved from 90% to 93%, showing increased student preparation and access to rigorous coursework.

College Preparedness (Metric 3.10): While ELA scores increased 65.52% to 68.85%, math performance remained steady 62.73% to 62.49%), suggesting stable trends but a need for deeper instructional alignment to college readiness benchmarks.

Teacher Credentialing (Metric 3.1): Credential compliance remained high, at 99.32%, supporting equitable student access to qualified instructors.

UDL Implementation (Metric 3.12): Continued 100% staff participation in UDL-focused collaboration reflects a strong foundation for inclusive instructional design.

Areas for Growth and Targeted Improvement
English Learner ELA Progress (Metric 3.4): EL students' performance on the CAASPP ELA exam declined from 56.4% to 52.1%, resulting in a drop from "Yellow" to "Orange" on the Dashboard. This indicates that, while ELPI and reclassification have improved, academic language development and reading comprehension remain key challenges.

English Learner ELA Progress (Metric 3.4): EL students' performance on the CAASPP ELA exam increased by 10 points to 52.1 from 42.1 points below standard, resulting in an increase from "Orange" to "Yellow" on the Dashboard. This indicates that, while ELPI, reclassification, and CAASPP ELA have improved, academic language development and reading comprehension remain key challenges.

To address this, DJUSD has adopted a phonics-based and structured literacy program. 100% participation in professional development for primary grades has been completed and work with reading specialists on integrated ELD strategies within core ELA instruction has begun.

College Preparedness in ELA (Metric 3.11): The performance of English Learners in especially among EL and first-generation college-bound students.

Concerning Outcome:

Graduation Rate (Metric 3.6): Decreased from 95% to 91% emphasizing the need for counseling supports, credit recovery options, and flexible academic pathways. This data point also reflects a change in practice for reporting students with disabilities who receive a certificate of completion.
Summary and Next Steps

DJUSD's has shown success in improving reclassification and achievement over the past three years. Our graduation rate indicates a need for focused attention on students who enter 10th grade credit deficit and to remove barriers to accessing credit recovery options. Key programs—such as credit recovery, targeted EL supports, UDL implementation, and college readiness partnerships—are showing impact.

However, the decline in EL student performance in ELA signals a need for deeper, more integrated supports in literacy and more consistent differentiation in academic content instruction. Moving forward, DJUSD will:

Continue access to structured literacy and interventions and further develop general education staff understanding of designated ELD pedagogy.

The launch of district-wide full-day kindergarten supports early intervention, literacy, numeracy, belonging, and social emotional learning.

Continue investment in inclusive instructional practices via UDL and embedded ELD

Monitor outcomes for EL and LTEL students through a data-driven continuous improvement process

By sustaining effective strategies and addressing identified gaps, DJUSD remains committed to preparing all students—especially English Learners—for academic success and post-secondary opportunities.

Specifically, Action(s): 3.1 (Summer School), 3.2 (work study), 3.3 (support of Title VI), 3.4 (site support)

Metric(s) 1.4,1.6, 2.1, 2.2, 2.4, 2.5, 3.8, 3.9, 3.11, 4.1

Stable expulsion rate of 0
Stable engagement, culture, and relationships rates as reported by Youth Truth
Increase in dashboard performance on ELA and Math (though dashboard indicates decrease, this reflects a penalization based on participation rate).
Maintained standards aligned materials and implementation of content standards
English Learner progress toward reclassification remained steady with a 0% change

English Learner CAASPP performance drop by 4% -- which means we need closer attention to those students
Graduation rate decrease of 4%
English Learner reclassification rate increased by 2.3%

Maintained "full" parent participation rates in district guided feedback opportunities
Increased college preparedness as measured by EAP assessments by 3% in ELA and maintained math
UC/CSU eligibility increased from 79.9% to 80.2%

Specifically, Action(s): 3.5 (AVID), 3.6 (Professional Development), 3.7 and 3.8 (Reading Specialists and paraeducator support)

Metric(s) 2.1, 2.2, 2.4, 3.8, 3.11, 4.1

Increase in dashboard performance on ELA and Math (though dashboard indicates decrease, this reflects a penalization based on participation rate).
Maintained standards aligned materials and implementation of content standards
Increased English Learner progress toward reclassification by 8.4%
English Learner reclassification rate increased by 3.73%
Students who graduate UC/CSU eligible increased by 1.7%

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

No significant changes have been made in the actions and services of Goal 3, though staff will be working within existing structures to address graduation rates and minimizing barriers to engaging in credit recovery. This is signaled in the action that includes the hiring of a community liaison with the goal of family outreach in collaboration with counseling.

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	1.a Tailored intervention: Summer School Programming	Summer School Programming Davis Joint Unified School District Summer School serves incoming K-6th and 9-12th grade students needing credit recovery and early academic intervention. The elementary program targets students reading below grade level and engages students in a six-week, small group, intervention program over the summer targeting reading and other academic skills. The secondary programs runs academic courses that students did not pass during the school year. The six-week program is divided into two three-week blocks, each equaling a semester of instruction and 5 academic credits. The program targets students below grade level and at-risk for not meeting graduation and/or A-G eligibility. Many of these students fall into our unduplicated student population. This program will target academic skills, student engagement, and graduation rates. Impact will be measured by metrics 1.4, 2.2, 2.4, 2.5, and 3.11.	$735,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	1.b Tailored intervention: District Support of UCD Work Study Coordinator	District Support of UCD Work Study Coordinator The UCD Work Study Coordinator, in collaboration with the Student Success and Program Supervisors and AVID Site Coordinators, will lead the tutors in providing support to students demonstrating academic need. Areas of focus within the AVID, Bridge, and Academic Center at Davis Senior High will be reading, writing, speaking, listening, and math. Services are concentrated at Harper Junior High School and DSHS as those sites have the highest number of students who are migratory and also fall under other unduplicated categories. Secondary schools at DJUSD continue to see a marked point gap in performance for ELA, Math, and the College and Career Indicator for the Hispanic, SED, SWD, and EL student groups. Impact will be measured by metrics 2.1, 2.2, 3.8, and 4.1.	$193,775.00	Yes
3.3	1.c Tailored intervention: Match to Title VI, Native American Student Support and Resources	Match to Title VI, Native American Student Support and Resources The Native American Education and Title VI Program objectives are to increase knowledge of cultural identity and awareness, provide support for at-risk students, and provide career readiness skills through cultural enrichment, career preparation, and culturally-responsive early childhood programs, mentoring and academic support. Students served include the 81 students across K-12 enrolled in the program across all 14 sites. Impact will be measured by metrics 1.6, 2.1 and 2.2 and 3.9.	$40,822.00	No Yes
3.4	1.d Tailored intervention: Supplemental site allocations	Supplemental site allocations Supplemental site allocations are allocated to sites to serve unduplicated students directly (following the same guidelines as LEAs) based on several variables including enrollment numbers and unduplicated numbers used to create site plans. Working together as a school community, Site Council is formed, consisting of students, certificated and classified staff, administrators and parents/guardians, school sites to determine how this funding will be utilized. Decisions are made based around several factors, most specifically the CDE dashboard indicators that show a red or orange qualification. Similar to a district LCAP, goals are created and funding is tied to the goals. These actions (such as funding towards staff, software, curriculum or physical equipment) will then be utilized to support our unduplicated population and culminate in the Site Plan. Impact will be	$476,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
		measure by metrics across the board dependent on the individual goal within the Site Plan.		
3.5	1.e Tailored Intervention: Reading Specialist	Reading Specialist 25% of Elementary Reading Specialists Salary	$895,694.00	Yes
3.6	1.f Tailored Intervention: Reading Paraeducators	Reading Paraeducators	$194,189.00	Yes
3.7	2.a Programming: AVID	AVID Advancement Via Individual Determination (AVID) teachers, supported by school and district administrators, and their AVID Site Team members, will recruit students who have the desire to attend college and are capable of completing rigorous courses to the AVID Elective courses at Emerson, Harper, and Holmes Junior High Schools and Davis Senior High School. Student recruitment and selection criteria will target student groups exhibiting persistent and widening opportunity gaps as measured by the California Dashboard's academic indicators and the College and Career Readiness Indicator. The goal is to close the opportunity gap by preparing all AVID Elective student students for college and career readiness and success in our global society as secondary schools at DJUSD continue to see a marked point gap in performance for ELA, Math, and the College and Career Indicator for the Hispanic, SED, SWD, and EL student groups. Impact will be measured by metrics 2.1, 2.2, 3.8, and 4.1.	$314,536.00	Yes
3.8	2.b Programming: Support of new Math framework, phonics curriculum, and structured literacy	Professional Development: Support of new Math framework, phonics curriculum, and structured literacy	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Confident Graduates, Prepared for Life. Every graduate will transition confidently to post-secondary life, prepared by diverse learning experiences and their acquisition of the competencies in DJUSD's Graduate Profile.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and frameworks as	Per DataQuest, 76.4% of DJUSD graduates met UC/CSU requirements.	Per DataQuest, 78.1% of DJUSD graduates met UC/CSU	66.8%	78% of DJUSD graduates meet UC/CSU requirements	Decrease 11.3% (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the California School Dashboard .					
4.2	Career Technical Education pathway completion rate as measured by the California School Dashboard.	Per DataQuest, 10.1% of all DJUSD students in the combined four- and five-year graduation rate completed at least one CTE Pathway with a grade of C- or better in the capstone course.	Students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: Combined Rate total 103 All Students: Combined Rate Percentage: 14.8%	15.5%	15% of DJUSD students complete at least one CTE pathway with a grade C or better	Increase 5.4% (positive gain)
4.3	CTE and A-G rate as measured by the California School Dashboard	Per DataQuest, 7.6% of all students in the 4 and 5-year graduation group met CSU/UC requirements AND completed at least one CTE Pathway with a grade of C- or better in the capstone course.	Students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.	12.7%	10% of all students meet t CSU/UC requirements AND completed at least one CTE Pathway with a grade of C- or better in the capstone course.	Increase 5.1% (positive gain)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: Combined Rate Total 77 All Students: Combined Rate Percent 11.1%			

Goal Analysis [2025-26]

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

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

DJUSD has made significant strides toward Goal 4: Ensuring our graduates are Confident Graduates who are well-prepared for life after high school. As participation in Dual Enrollment continues to rise, we have strengthened direct student support services across all high school sites, reinforcing our unwavering commitment to student success. Through our expanding partnership with Sacramento City College, we now offer students the opportunity to earn both high school and college credits, providing a head start on their postsecondary education and career pathways. Our on-site academic support, coupled with increased staffing and resources, ensures that students not only enroll but thrive in these rigorous courses. This year, DJUSD was also able to partner with Woodland Community College, expanding our network of potential classes and pathways to the benefit of DJUSD students.

Recognizing the transformative impact of this program, DJUSD remains dedicated to growing and enhancing Dual Enrollment, identifying new opportunities in emerging fields and broadening access to underserved student populations. We aim to remove barriers, ensuring that all students, regardless of background, can leverage college coursework to propel them toward their goals.

In addition to our academic expansion, Career and Technical Education (CTE) programs are set for significant growth, supported by new grant funding and industry partnerships. This investment will revitalize existing programs, such as King High School's entrepreneurship-focused bike shop and district-wide pathways in engineering, health sciences, digital media, and skilled trades. With an emphasis on work-based learning experiences, DJUSD is committed to connecting students with internships, apprenticeships, and direct-to-career opportunities. DJUSD has been able to collaborate with teachers, industry partners, and leadership to design and launch a Mechatronics course for 2026-27 as well as the design of a Game Development pathway. Both reflect revision based on student feedback and demand of relevant instruction as well as design of our CTE program to match regional jobs and needs.

By aligning academic coursework with real-world experience, we are equipping students with the skills, confidence, and credentials necessary to thrive beyond high school—whether they choose to pursue higher education, enter the workforce, or embark on entrepreneurial ventures.

As we look to the future, DJUSD remains focused on equity, access, and innovation, ensuring that every graduate leaves our schools prepared, empowered, and ready for success in an ever-evolving world.

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.

In analysis of the goal, there was not a material difference between budget expenditures and actual spending. All actions were implemented and within range of expected spending.

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

DJUSD has made strong progress toward expanding post-secondary readiness through increased access to A–G coursework, CTE pathway completion, and Dual Enrollment participation. The actions under this goal have been highly effective, as reflected in multiple upward trends.

UC/CSU A–G completion (Metric 4.1) increased from 79.9% to 80.2%

CTE pathway completion (Metric 4.2) increased from 14.8% to 15.5%, a .7 increase and surpassing our goal of 15%.

The percentage of students completing both A–G and a CTE pathway (Metric 4.3) rose from 11.1% to 12.7% increasing by 1.7% and surpassing the 10% goal.

These gains reflect intentional investments in student support services, including dedicated counselors, on-site Dual Enrollment assistance, and increased access to academic advising. The district's expanded partnerships with community colleges have led to more streamlined enrollment, higher pass rates, and increased retention in college-credit courses.

Growth in CTE is the result of strategic pathway expansion, improved industry-aligned curriculum, and collaboration with local employers offering students real-world learning experiences such as internships and certifications.

Looking ahead, DJUSD will focus on closing access gaps and scaling successful models, ensuring that all students—regardless of background—can graduate with both academic credentials and career-ready skills.

Specifically, Action(s): 4.1 (staff to support Dual Enrollment), 4.2 (CTE staff), 4.3 (CTE alignment and support)

Metric(s) 4.1, 4.2, 4.3

Students who graduate UC/CSU eligible increased from 79.9% to 80.2%
Increase of CTE participation rate of 7%
Increase of CTE and A-G rate of 1.7%

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

No substantial changes.

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	1.a Dual Enrollment: Support and staffing for Dual Enrollment Opportunities	Support and staffing for Dual Enrollment Opportunities To ensure that DJUSD students gain exposure to college-level coursework and have opportunities to explore areas of academic and career interest, DJUSD staff will provide services and support for students in grades 9 through 12 at Davis Senior High School, King High School, and Davis School for Independent Study to access community college dual enrollment courses. Via the partnership with Sacramento City College, a designated Hispanic Service Institution (HIS), traditionally underserved students will be targeted for dual enrollment opportunities to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. This action also addresses the DJUSD goal to ensure that students are 'confident graduates, prepared for life' through diverse learning experiences. Access to Dual Enrollment advances this goal by supporting students to develop career interests and fostering the skills and confidence for post-secondary success. Impacts will be measured by metrics 4.1 and 4.2.	$0.00	Yes
4.2	2.a Career Tech Education (CTE): Staff for CTE pathways	Highly qualified staff for CTE pathways To ensure that DJUSD students have opportunities to develop career preparedness and exposure to technical skills in high-demand, high-wage industries, DJUSD will employ CTE teaching and support staff at Davis Senior High School, Harper Junior High School, Emerson Junior High School, and Holmes Junior High School to implement Career Technical Education (CTE) pathways in five industry sectors. DJUSD will target traditionally underserved student populations for CTE opportunities to	$1,216,332.00	No

Action #	Title	Description	Total Funds	Contributing
		address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. This action addresses the DJUSD goal to ensure that students are 'confident graduates, prepared for life' through diverse learning experiences. Access to CTE pathways advances this goal by supporting students to develop career interests and fostering the skills and confidence for post-secondary success. Impacts will be measured by metrics 4.1, 4.2, and 4.3.		
4.3	2.b Career Tech Education (CTE): CTE program support for CTE alignment to standards and industry	CTE program support for CTE alignment to standards and industry To ensure that DJUSD students have opportunities to develop career preparedness and exposure to technical skills in high-demand, high-wage industries, DJUSD will provide ongoing professional development, equipment and materials, facilities maintenance and improvements, and oversight and administrative services to CTE staff and students at Davis Senior High School, Harper Junior High, Emerson Junior High, and Holmes Junior High. Funding for the above activities and services will be targeted towards traditionally underserved students to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. This action also addresses the DJUSD goal to ensure that students are 'confident graduates, prepared for life' through diverse learning experiences. Access to Dual Enrollment advances this goal by supporting students to develop career interests and fostering the skills and confidence for post-secondary success. Impacts will be measured by metrics 4.1 and 4.2.	$683,692.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All Martin Luther King High School students will receive personalized support in postsecondary readiness, credit attainment, and personal wellness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District recognizes that many students at King High School have experienced significant educational interruption, trauma, disengagement from traditional school systems, and barriers to postsecondary access. Equity Multiplier funding will be used to strengthen relationship-based, individualized, and trauma-informed supports that increase belonging, improve access to graduation pathways, and support successful transitions to college, career, and adult life. Through reflection on individual student experiences, student focus group feedback, transcript analysis, and deep consultation with our counseling team, staff have identified that students enrolled at King frequently encounter barriers to include understanding and accessing options for credit recovery and attainment as well as early and on-going support in development of transition plans following graduation. Staff, students, and community believe the population at King would benefit from personalized support that includes more frequent contact, support of mental health, scaffolded support in building a transition plan, and in on-going monitoring.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation rate	2025 Dashboard: 64.6% graduated	2026:		75% graduated	
5.2	College/Career	2025 Dashboard: 11.4% college/career ready	2026:		25%	

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, DJUSD did not expend Equity Multiplier funds. The District used the year to further assess student needs, review implementation options, and develop a more targeted support structure aligned to the identified needs of students at Martin Luther King, High School.
Based on student data and site-level needs assessment, the District identified counseling, transition support, credit recovery coordination, and trauma-informed student support as priority areas for implementation beginning in 2026–27.

Equity Multiplier funds are planned for implementation in 2026–27 to support counseling and case management services focused on:
supporting students who are credit deficient,
increasing college and career transition readiness,
improving engagement and attendance,
and strengthening supports for students who have experienced trauma or significant barriers to school success.

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 as no plans were made in 2025-26

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

N/A as no plans were made in 2025-26

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

N/A as no plans were made in 2025-26

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	Counseling Support	Personalized counseling support for students who are credit deficient to include increasing college and career transition readiness, improving	$66,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement and attendance, and strengthening supports for students who have experienced trauma or significant barriers to school success.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,061,536	$0

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
6.387%	0.000%	$0.00	6.387%

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:** 1.a Student Services Leadership and Resources: Climate Coordinator **Need:** Across sites disparate results for connection, relationships, and engagement depending upon race, ethnicity, gender, orientation, and socioeconomics. This addresses the need of student belonging metrics of our unduplicated students, students with disabilities, and	This action promotes and supports social emotional well-being and community across the district.; the coordinator also supports staff understanding of bias, meaningful inclusion, and restorative practices.	Impacts measure by metrics 1.6, 2.1 and 2.2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners as measured on Youth Truth (local metric) **Scope:** LEA-wide		
1.4	**Action:** 1.d Student Services Leadership and Resources: Elementary Counseling **Need:** PBIS data, parent and staff reports, and student behavior indicate an ongoing need for support of student in self -regulation, mental health, and development of social skills. This funding is designed to impact the need evidenced by Foster/Homeless outcomes in chronic absenteeism, academic indicators as well as Chronic Absenteeism and Suspension rates in Socio Economic Disadvantaged youth and discipline data on the California dashboard. **Scope:** Schoolwide	This action addresses social-emotional needs for all students at each elementary site by providing tier 2 targeted support.	Impact will be measured by SWIS data, Coordinated Service Team referrals (metrics 1.3, 1.5, and 1.6).
1.6	**Action:** 2.a Ethnic Studies: Ethnic Studies Coordinator **Need:** This funding is designed to impact the need evidenced by academic indicators on the California Dashboards for student groups to include Black/African American, Hispanic, English Learners, and Native Students. This	By designing and facilitating high quality Ethnic Studies instruction and engaging with communities in the values of Ethnic Studies, students will experience relevant instruction, be treated as scholars, learn stories of resilience, and improve engagement, attendance, and academic outcomes.	This will be measured through metrics 1.5, 1.6, 2.1, 2.2, 3.7

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
	funding is also designed to impact the College and Career Indicators for those same groups. In DJUSD our English Learners, Foster Youth, and low income families disproportionately Black/African American, Hispanic, English Learners, and Native students. **Scope:** Schoolwide		
1.7	**Action:** 2.b Ethnic Studies: Ethnic Studies Teachers **Need:** This funding is designed to impact the need evidenced by academic indicators on the California Dashboards for student groups to include Black/African American, Hispanic, English Learners, and Native Students. This funding is also designed to impact the College and Career Indicators for those same groups. **Scope:** Schoolwide	By designing and facilitating high quality Ethnic Studies instruction and engaging with communities in the values of Ethnic Studies, students will experience relevant instruction, be treated as scholars, learn stories of resilience, and improve engagement, attendance, and academic outcomes.	This will be measured through metrics 1.5, 1.6, 2.1, 2.2, 3.7
1.8	**Action:** 3.a Physical Health and Wellbeing: King Wellness Center **Need:** King being identified as a school targeted for differentiated assistance for high numbers of students identified as socio-economically disadvantaged and/or homeless/foster youth who are also in the red or orange for	In contract with Communicare, King High will be provided regular services (5 hours per week) from Communicare licensed staff including counseling and a Nurse Practitioner to offer health services to students including treatment and referrals. This funding is identified to address the need of barriers to attendance, engagement, and graduation evidenced on the dashboard and local metrics.	This goal is to be monitored through school climate survey and YouthTruth survey (metric 3.6).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	graduation, chronic absenteeism, and academic indicators... **Scope:** Schoolwide		
1.9	**Action:** 3.b Physical Health Wellbeing: Nursing **Need:** YouthTruth data shows staff, students, and families identified health care as a need, especially for our families without reliable healthcare and insurance and in coordinating services to remove barriers to attendance and engagement. **Scope:** LEA-wide	Provide tier 1 targeted/classroom lessons, universal health screening, and tier 3 support through IEP assessments and management of Health Care Plans for students with chronic health conditions. This funding is identified to address the need of barriers to attendance, engagement, and graduation evidenced on the dashboard and local metrics.	Impact will be measured using Coordinated Service Team referrals, chronic absenteeism, discipline data from the CDE dashboard, Youth Truth results (metrics 1.5, 1.2, 1.3 and 1.6 within our LCAP).
2.1	**Action:** 1.a Multi-Tiered System of Support (MTSS): Junior High School Intervention Courses **Need:** Emerson, Harper, and Holmes Junior High Schools unduplicated student groups as well as students with disabilities who scored in the red/orange for ELA and Math on the California Dashboard. **Scope:** Schoolwide	Provides tier 1/classroom based targeted reading and math support in targeted, small group settings at the Junior Highs.	Impact will be measured by metrics 2.4 and 2.5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** 1.b Multi-Tiered System of Support (MTSS): Davis Senior High Academic Center Coordinator **Need:** Unduplicated student groups as well as students with disabilities were in the red/orange for academic indicators and had a lower that DJUSD average on the California Dashboard for Davis Senior High. The services provided in the Academic Center meet the need of these student groups with specific support and guidance in order to impact these student outcomes. **Scope:** Schoolwide	Provides support and intervention aimed at increasing graduation rates and A-G eligibility for unduplicated students.	Impact will be measured by metrics 1.5, 1.6, 2.1, 2.2, 2.4, 2.5.
2.3	**Action:** 1.c Multi-Tiered System of Support (MTSS): Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction **Need:** DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. **Scope:**	This funding supports the contracting of facilitation for one day optional staff development and staff compensation to support student performance data in English Language Arts, English Learner Progress, and Math across student groups.	Impacts to be measured by metrics 2.1, 2.2, 2.4, 2.6, 2.7, 3.4, 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** 1.d Multi-Tiered System of Support (MTSS): Davis Senior High UCD work study tutors **Need:** Unduplicated student groups as well as students with disabilities were in the red/orange for academic indicators and had a lower that DJUSD average on the California Dashboard for Davis Senior High. The tutoring services provided in the Academic Center meet the need of these student groups with specific support and guidance in order to impact these student outcomes. **Scope:** Schoolwide	Supports students with completing required coursework needed for graduation and developing academic skills at Davis High.	1.5, 1.6, 2.1, 2.2, 2.4, 2.5
2.5	**Action:** 1.e Multi-Tiered Systems of Support (MTSS): Davis Senior High UCD non work study tutors **Need:** Unduplicated student groups as well as students with disabilities were in the red/orange for academic indicators and had a lower that DJUSD average on the California Dashboard for Davis Senior High. The tutoring services provided in the Academic Center meet the need of these student groups with specific support and guidance in order to impact these student outcomes.	Supports students with completing coursework and developing academic skills at Davis High.	1.5, 1.6, 2.1, 2.2, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.6	**Action:** 1.f Multi-Tiered Systems of Support (MTSS): Coordinator, Multi-Tiered System of Support (MTSS) **Need:** DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. **Scope:** LEA-wide	By continuing to build the structures of MTSS, the district strengthens Tier I, II, and III supports for students and the systems needed to ensure students are receiving the instruction and support they need.	1.2, 1.3, 1.4, 1.5, 1.6
2.7	**Action:** 1.g Multi-Tiered System of Support (MTSS): Teacher on Special Assignment (TOSA) for MTSS Implementation **Need:** DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. **Scope:** Schoolwide	Ensure programs and meetings are run per district guidelines and that instruction is universally designed and differentiated, and that interventions are targeted and data based.	1.2, 1.3, 1.4, 1.5, 1.6

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
2.8	**Action:** 1.h Multi-Tiered System of Support (MTSS): District Support MTSS, onboarding for UDL training of new staff **Need:** DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. **Scope:** LEA-wide	Work to build and strengthen the structures and supports of MTSS for all staff.	1.2, 1.3, 1.4, 1.5, 1.6
2.9	**Action:** 1.i Multi-Tiered System of Support (MTSS): Data Dashboard and Management System, Unified Insights **Need:** DJUSD continues to see a marked point gap in performance for ELA and Math for student groups to include Homeless, African American, English Learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. **Scope:** LEA-wide	This action provides a more systematic way to gather, review and compare data across all aspects of the district: testing, surveys, grades, demographics and more.	Impact will be measured by metrics 2.1, 2.2, 2.7, 2.8, 3.3, 3.4, 3.7, 3.8, and 4.1.
2.10	**Action:** 1.j Multi-Tiered System of Support (MTSS): Director of Alternative & Adult Education	The department serves to plan, implement and maintain quality programs designed at supporting	1.2, 1.3, 1.4, 1.5, 1.6

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: DJUSD's graduate rate has shown declines particularly within our unduplicated population. **Scope:** LEA-wide	our students farthest from opportunity and in greatest danger of failing.	
2.11	**Action:** 1.k Multi-Tiered System of Support (MTSS): UDL/bias Collaboration Grant **Need:** Universal Design for Learning offers several benefits for all student groups and educators by creating a more inclusive and flexible learning environment **Scope:** LEA-wide	Action allows for the implementation and facilitation of UDL training and collaboration across all sites.	Impacts to be measured by metric 2.4, 2.5 and 2.7.
2.12	**Action:** 1.l Tier 3 Support **Need:** As we reflect on student outcome data we see students with disabilities and an intersectionality between those students, Hispanic students, and African American/Black students who are not performing to standard in academic indicators, are suspended at higher rates, and indicate needs of higher support when consulting with staff and families. Goal 2, Action 1 L was added to address Tier 3 supports. This includes highly skilled staff that	Targeted and strategic interventions implemented to provide increased support for students with the greatest identified needs. These efforts are focused on addressing academic, behavioral, and social-emotional barriers through individualized supports and services designed to improve student outcomes and ensure equitable access to resources and opportunities.	Impacts to be measured by metric 2.8, and 2.9.

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
	work closely with students to increase time in general education settings as well as intensive instructional programming that is research based and designed to address significant barriers to accessing school. **Scope:**		
2.13	**Action:** 2.a Enriching Experiences: Support of Outdoor Education **Need:** Ensure socio-economically disadvantaged students have an opportunity to attend outdoor education programs. The support of this program is intended to meet the needs of belonging as demonstrated in the Youth Truth results for student groups to include Hispanic, SWD, but especially those who are socio-economically disadvantaged. **Scope:** Schoolwide	Outdoor Education gives all students and particularly our unduplicated population an opportunity to experience nature and the outdoors in an attempt to close the opportunity gap.	Impact to be measured by metrics 1.2, 1.6, 2.7.
2.15	**Action:** 3.b Supporting English Learners: SEAL Program Support; coaching position **Need:** Support the academic needs of students, particularly those identified as English Learners as well as students with disabilities. MME continues to see a marked point gap in	Provide new and experienced teachers with coaching, technical assistance, and support in order to ensure implementation with fidelity to the SEAL model thus meeting the academic needs of students. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard.	Impact will be measured by metrics 2.1, 2.2, and 3.8.

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
	dashboard performance for ELA and Math for the English Learner (EL) and SWD. **Scope:** Schoolwide		
2.16	**Action:** 3.c Supporting English Learners: SEAL Program Support; contract **Need:** Support the academic needs of students, particularly those identified as English Learners. MME continues to see a marked point gap in dashboard performance for ELA and Math for the English Learner (EL). This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Schoolwide	Provide research-based professional development that is designed to address the needs of English Learners.	Impact will be measured by metrics 2.1, 2.2, 2.8 and 3.8.
2.22	**Action:** 3.i Supporting English Learners: Additional Interventions/supports of: Reading specialist, Academic Intervention Coordinator, general music class **Need:** MME, along with King High, has the highest concentration of unduplicated students in the district and continues to see a marked gap on	Support will target not only academic and behavioral needs but also provide an engaging music program.	Impact will be measured using metrics 1.5, 1.6, 2.4, 2.5, and 3.8.

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
	CDE dashboard in ELA and Math performance and suspension rate for students identified as EL, SED, and Hispanic. **Scope:** Schoolwide		
2.23	**Action:** 3.j Supporting English Learners: English Learner (EL) paraeducators, site support **Need:** CDE dashboard data in ELA, Math, Graduation rates, ELPI for English Learners indicates need. **Scope:** LEA-wide	Under teacher direction, EL paraprofessionals provide instructional support to students districtwide. Their services amplify students' access to core content and support their English language development.	Impact will be measured by metrics 2.1, 2.2, and 3.8.
2.29	**Action:** 3.p Supporting English Learners: LTEL Support **Need:** Long Term English Learners demonstrate a slowing (or reversing) of progress and staff support in implementation of embedded ELD strategies is needed. Additionally, we have designed the FTE to address case management and personalized intervention. **Scope:** Schoolwide	Action allows LTEL students to have more targeted intervention and to build staff capacity in pedagogy and content that promotes language acquisition.	3.8 English Learner reclassification rate and dashboard measure of English Learner progress in ELA and Maths.

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
3.1	**Action:** 1.a Tailored intervention: Summer School Programming **Need:** Supports students needing remediation of credits and A-G completion. CDE dashboard indicates unduplicated students in yellow and orange for graduation rate at Davis Senior High and having a lower college and career readiness rate. This is also true of students with disabilities. This investment addresses the need demonstrated by college and career indicators for homeless, foster, SWD and SED students. **Scope:** LEA-wide	The program targets students below grade level and at-risk for not meeting graduation and/or A-G eligibility through two 3-week sessions.	Impact will be measured by metrics 1.4, 2.2, 2.4, 2.5, and 3.11.
3.2	**Action:** 1.b Tailored intervention: District Support of UCD Work Study Coordinator **Need:** Secondary schools at DJUSD continue to see a marked point gap in performance for ELA, Math, and the College and Career Indicator for the Hispanic, SED, SWD, and EL student groups. **Scope:** Schoolwide	Areas of focus will be reading, writing, speaking, listening, and math.	Impact will be measured by metrics 2.1, 2.2, 3.8, and 4.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** 1.c Tailored intervention: Match to Title VI, Native American Student Support and Resources **Need:** The Native American Education and Title VI Program is intended to support our Native students in all possible ways. **Scope:** Schoolwide	Increase knowledge of cultural identity and awareness.	Impact will be measured by metrics 1.6, 2.1, 2.2 and 3.9.
3.4	**Action:** 1.d Tailored intervention: Supplemental site allocations **Need:** The majority of school sites in DJUSD sees areas of red/orange for unduplicated student groups and students with disabilities. Site specific allocated funding for unduplicated students.is included in School Plans for Student Achievement. **Scope:** LEA-wide	Decisions are made based on CDE dashboard indicators that show a red or orange qualification and funds will then be utilized to support our unduplicated population.	Impact will be measure by metrics across the board dependent on the individual goal within the Site Plan.
3.5	**Action:** 1.e Tailored Intervention: Reading Specialist **Need:** CDE dashboard identifies student groups in Red for ELA as Homeless and SWD. Orange: African American, Hispanic, LTEL.	This action enables staff the support and necessary training to provide quality instruction to all students in Math	Impacts to be measured by metrics 2.2, 2.4 and 3.11.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.6	**Action:** 1.f Tailored Intervention: Reading Paraeducators **Need:** CDE dashboard identifies student groups in Red for ELA as Homeless and SWD. Orange: African American, Hispanic, LTEL. **Scope:** Schoolwide	Deploying reading paraeducators to the elementary sites provides targeted and tailored intervention with those identified to need reading support intervention.	Impacts to be measured by metrics 2.1, 3.3 and 3.4.
3.7	**Action:** 2.a Programming: AVID **Need:** Secondary schools at DJUSD continue to see a marked dashboard deficit in performance for ELA, Math, and the College and Career Indicator for the Hispanic, SED, SWD, and EL student groups **Scope:** Schoolwide	The goal is to close the opportunity gap by preparing all AVID Elective student students for college and career readiness and success in our global society.	Impact will be measured by metrics 2.1, 2.2, 3.8, and 4.1.
3.8	**Action:** 2.b Programming: Support of new Math framework, phonics curriculum, and structured literacy	This action enables staff the support and necessary training to provide quality instruction to all students in Math	Impacts to be measured by metrics 2.2, 2.4 and 3.11.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CDE Dashboard data in Math reflects African American and Homeless as Red. Orange: Hispanic and LTEL. **Scope:** LEA-wide		
4.1	**Action:** 1.a Dual Enrollment: Support and staffing for Dual Enrollment Opportunities **Need:** Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. **Scope:** Schoolwide	DJUSD students gain exposure to college-level coursework and have opportunities to explore areas of academic and career interest, supporting college and career readiness.	Impacts will be measured by metrics 4.1 and 4.2
5.1	**Action:** Counseling Support **Need:** Based on student data and site-level needs assessment, the District identified counseling, transition support, credit recovery coordination, and trauma-informed student support as priority areas for implementation beginning in 2026–27.	Equity Multiplier funds are planned for implementation in 2026–27 to support counseling and case management services focused on: supporting students who are credit deficient, increasing college and career transition readiness, improving engagement and attendance, and strengthening supports for students who have experienced trauma or significant barriers to school success. This personalized attention and focus is necessary site-wide as all students at King have demonstrated a need for credit earning,	California Dashboard for Graduation rate and College/Career indicato

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: Schoolwide	reduction of barriers to graduation, and demonstrate needs for additional counseling attention and support.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** 1.b Student Services Leadership and Resources: Foster and Homeless Case Manager **Need:** This is aimed to increase engagement, graduation, reduce chronic absenteeism, and suspension rates that were in the red and orange on the California Dashboard LEA wide for students in foster care or experiencing homelessness. **Scope:** Limited to Unduplicated Student Group(s)	A case management model will remove barriers for foster and homeless youth.	Impact will be measured using chronic absenteeism, discipline data from the CDE dashboard, YouthTruth results (metrics 1.5, 1.2, 1.3 and 1.6 within our LCAP).
1.3	**Action:** 1.c Student Services Leadership and Resources: Homeless/Foster Resources and Resourcing for Transportation **Need:**	Support is aimed at removing barriers for students to access school, increasing achievement and attendance.	Impact will be measured using chronic absenteeism, discipline data from the CDE dashboard, Youth Truth results (metrics 1.5, 1.2,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	This funding is designed to impact the need evidenced by Foster/Homeless outcomes in chronic absenteeism, academic indicators, and discipline data on the California dashboard. **Scope:** Limited to Unduplicated Student Group(s)		1.3 and 1.6 within our LCAP).
1.5	**Action:** 1.e Student Services Leadership and Resources: Resourcing for SED, crisis care, and address barriers to attendance, Community Resources and Networking Events **Need:** This funding is designed to impact the need evidenced by socioeconomically disadvantaged student outcomes in chronic absenteeism, academic indicators, and discipline data on the California dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Resources are available to remove financial barriers and provide access to activities which can include bicycles, bus passes for parents (students ride free) to transport their young children to school. This funding is designed to impact student outcomes for SED at all schools.	1.5, 1.2, 1.3 and 1.6
2.14	**Action:** 3.a Supporting English Learners: Director of Multilingual Services **Need:** Increase progress towards English proficiency and skillful celebration of multilingual learners in all classes. CDE dashboard data in ELA from English Learners indicates need. **Scope:**	EL director develops a system for continuous growth of English learner programming that is embedded in district wide systems and builds capacity across the district for effectively enacting evidenced-based practices for English learner programming. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard.	Impact will be measured by metrics 2.1, 2.2, 2.8 and 3.8.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.17	**Action:** 3.d Supporting English Learners: Bridge Program **Need:** We continue to see a marked point gap in dashboard performance for ELA and Math for the English Learner (EL), Socio-economically Disadvantaged (SED), and Students with Disabilities (SWD) student groups. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Program Supervisors will provide support to students demonstrating academic need. Areas of focus will be reading, writing, speaking, listening, and math.	Impact will be measured by metrics 2.1, 2.2, and 3.8.
2.18	**Action:** 3.e Supporting English Learners: Teacher on Special Assignment (TOSA), English Learner Support 1.0 **Need:** Increase English Proficiency. CDE dashboard data in ELA from English Learners indicates need across sites in addition to English Learner Progress Indicator, which showed regression for some students. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English	Will build capacity and alignment of English language development practices across the district, working to close opportunity gaps and support high student achievement.	Impact will be measured by metrics 2.1, 2.2, 2.8, 2.9 and 3.8.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)		
2.19	**Action:** 3.f Supporting English Learners: English Learner (EL) Specialists **Need:** Increase English Proficiency. CDE dashboard data in ELA, Math, and Graduation from English Learners indicates need for support at all DJUSD sites. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Will build capacity and alignment of English language development practices across the district, working to close opportunity gaps and support high student achievement.	Impact will be measured by metrics 2.4, 2.5, 2.8, 2.9 and 3.8.
2.20	**Action:** 3.g Supporting English Learners: English Learner Annual license and curriculum supports **Need:** CDE dashboard data in ELA, Math, ELPI, and Graduation from English Learners indicates need at all sites. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the	Software to support English Language acquisition will support the timely data needed to provide support to English learners.	Impact will be measured by metrics 2.1, 2.2, and 3.8.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)		
2.21	**Action:** 3.h Supporting English Learners: Structured English Enrichment Lab (STEEL) teachers 7-9 **Need:** Increase English Proficiency. CDE dashboard data in ELA, Math, and Graduation from English Learners indicates need for support at all Emerson, Harper, and Holmes. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Designated ELD teachers provide targeted, differentiated instruction.	Impact will be measured by metrics 2.1, 2.2, and 3.8.
2.23	**Action:** 3.j Supporting English Learners: English Learner (EL) paraeducators, site support **Need:** Increase English Proficiency. CDE dashboard data in ELA, Math, Graduation rates, ELPI for English Learners indicates need. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English	Will build capacity and alignment of English language development practices across the district, working to close opportunity gaps and support high student achievement.	Impact will be measured by metrics 2.1, 2.2, and 3.8.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)		
2.24	**Action:** 3.k Supporting English Learners: Supervise migrant transport **Need:** Migrant attendance is low as indicated on Chronic Absenteeism on CDE dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Service will ensure student safety as they are provided roundtrip transportation from the Davis Migrant Camp to MME, Harper, and DSHS. The migrant bus attendant supports students to build home-school connections and ensure their safety as they are provided roundtrip transportation from the Davis Migrant Camp to Marguerite Montgomery Elementary, Harper Junior, and Davis Senior High Schools.	Impact will be measured by metric 1.2 and 1.5.
2.25	**Action:** 3.l Supporting English Learners: Migrant transportation (bussing) **Need:** Migrant attendance is low as indicated on Chronic Absenteeism on CDE dashboard. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard. Roundtrip transportation is provided to Marguerite Montgomery Elementary, Harper Junior, and Davis Senior High for students living at or near the Davis Migrant Camp. **Scope:**	Service will ensure student safety as they are provided roundtrip transportation from the Davis Migrant Camp to MME, Harper, and DSHS.	Impact will be measured by metric 1.2 and 1.5.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.26	**Action:** 3.m Supporting English Learners: Leadership DELAC & ELAC **Need:** CDE dashboard data in ELA, Math, Graduation rates, ELPI for English Learners indicates need. Increase English Proficiency. CDE dashboard data in ELA, Math, Graduation rates, ELPI for English Learners indicates need. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Support and provide clear information and collaboration with families of English learners. EL Specialists, principals, EL TOSAs, and the Director of Multilingual Education will work collaboratively to ensure that all sites English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings are accessible to families in a language they can understand in order to ensure meaningful access and participation in their students' education.	Impact will be measured by metric 1.2 and 1.5.
2.27	**Action:** 3.n Supporting English Learners: Interpretation and Translation Coordination and Liaison Work **Need:** Ensures clear communication between staff and families. Increase English Proficiency. CDE dashboard data in ELA, Math, Graduation rates, ELPI for English Learners indicates need. This funding source is designed to meet the needs of English Learners, especially those who are regressing in ELPI, long term English Learners, and the	Support those whose primary language is not English through articulating, developing, and managing robust and effective language interpretation. The Language Justice and Family Partnership Coordinators (LJFPC) will support the district in partnering with families whose primary language is not English through articulating, developing and managing robust and effective language interpretation and translation services, as well as creating and maintaining ways to increase the strength of relationships with the families in order to secure their students' opportunities to learn.	Impact will be measured by metric 1.2 and 1.5.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic indicators for English Learners on the dashboard. **Scope:** Limited to Unduplicated Student Group(s)		
2.28	**Action:** 3.o Supporting English Learners: Interpretation Services **Need:** Ensures clear communication between staff and families. Increase English Proficiency. CDE dashboard data in ELA, Math, Graduation rates, ELPI for English Learners indicates need. **Scope:** Limited to Unduplicated Student Group(s)	Support those whose primary language is not English through articulating, developing and managing robust and effective language interpretation.	Impact will be measured by metric 1.2 and 1.5.
2.29	**Action:** 3.p Supporting English Learners: LTEL Support **Need:** Long Term English Learners **Scope:** Limited to Unduplicated Student Group(s)	Action allows LTEL students to have more targeted intervention and to build staff capacity in pedagogy and content that promotes language acquisition.	3.8 English Learner reclassification rate and dashboard measure of English Learner progress in ELA and Math.

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.

The proportional contribution for this action was determined through an analysis of the anticipated impact of staff time, coordination efforts, and implementation activities directed toward improving outcomes for unduplicated students. The methodology included evaluating the scope, intensity, and expected reach of services provided, along with the degree to which the action increases access, engagement, and support beyond services available to all students. The district considered the estimated level of effort and anticipated benefit to unduplicated student groups in determining the percentage of improved services attributed to this 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.

not applicable

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	Birch Lane Elementary Monarca Elementary Davis School for Independent Study Davis Senior High School Fairfield Elementary Harper Junior High Marguerite Montgomery Elementary Korematsu Elementary North Davis Elementary Holmes Junior High Patwin Elementary Pioneer Elementary Emerson Junior High Willett Elementary	Martin Luther King High School

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 certificated staff providing direct services to students	BLE 1:18 Monarca 1:21 DSIS 1:12 DSHS 1:22 Emerson 1:18 Farfield 1:23 Harper 1:18 Holmes 1:20 Korematsu 1:20 MME 1:18 NDE 1:20 Patwin 1:18 Pioneer 1:21 Willett 1:19	King 1:9

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	94,907,853	6,061,536	6.387%	0.000%	6.387%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,178,393.00	$1,320,709.00	$1,456,108.00	$253,088.00	$11,208,298.00	$8,657,650.00	$2,550,648.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1.a Student Services Leadership and Resources: Climate Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$175,145.00	$0.00	$175,145.00	$0.00	$0.00	$0.00	$175,145.00	
1	1.2	1.b Student Services Leadership and Resources: Foster and Homeless Case Manager	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-27	$145,170.00	$0.00	$145,170.00	$0.00	$0.00	$0.00	$145,170.00	
1	1.3	1.c Student Services Leadership and Resources: Homeless/Foster Resources and Resourcing for Transportation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-27	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	
1	1.4	1.d Student Services Leadership and Resources: Elementary Counseling	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willett, Patwin, Monarca, North Davis, Birch Lane, Montgomery, Pioneer, Korematsu, DSIS Elementaries TK-6	2024-27	$408,612.00	$0.00	$408,612.00	$0.00	$0.00	$0.00	$408,612.00	
1	1.5	1.e Student Services Leadership and Resources: Resourcing for SED, crisis care, and address barriers to attendance, Community Resources and Networking Events	Low Income	Yes	Limited to Unduplicated Student Group(s	Low Income		2024-27	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
1	**1.6**	2.a Ethnic Studies: Ethnic Studies Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emerson, Harper, Holmes, DSISEmerson, Harper, Holmes, DSIS	2024-27	$154,707.00	$0.00	$154,707.00	$0.00	$0.00	$0.00	$154,707.00	
1	**1.7**	2.b Ethnic Studies: Ethnic Studies Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper, Holmes, Emerson, DSISEmerson, Harper, Holmes, DSIS 9th grade9th grade		$212,470.00	$0.00	$212,470.00	$0.00	$0.00	$0.00	$212,470.00	
1	**1.8**	3.a Physical Health and Wellbeing: King Wellness Center	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: King High School 10-12	2024-27	$0.00	$24,700.00	$0.00	$0.00	$24,700.00	$0.00	$24,700.00	
1	**1.9**	3.b Physical Health Wellbeing: Nursing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$625,995.00	$0.00	$625,995.00	$0.00	$0.00	$0.00	$625,995.00	
1	**1.10**	3.c. Physical Health and Wellbeing: Tier 2 Small Group SEL Interventions					Specific Schools: Elementary sites	2025-26	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	$0.00	$50,000.00	
2	**2.1**	1.a Multi-Tiered System of Support (MTSS): Junior High School Intervention Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper, Holmes, Emerson	2024-27	$68,962.00	$0.00	$68,962.00	$0.00	$0.00	$0.00	$68,962.00	
2	**2.2**	1.b Multi-Tiered System of Support (MTSS): Davis Senior High Academic Center Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School 10-12	2024-27	$88,875.00	$0.00	$0.00	$0.00	$88,875.00	$0.00	$88,875.00	
2	**2.3**	1.c Multi-Tiered System of Support (MTSS): Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$300,100.00	$100.00	$0.00	$300,000.00	$0.00	$300,100.00	

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	2.4	1.d Multi-Tiered System of Support (MTSS): Davis Senior High UCD work study tutors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High 10-12	2024-27	$31,442.00	$0.00	$31,442.00	$0.00	$0.00	$0.00	$31,442.00	
2	2.5	1.e Multi-Tiered Systems of Support (MTSS): Davis Senior High UCD non work study tutors	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Davis Senior High 10-12	2024-27	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	2.6	1.f Multi-Tiered Systems of Support (MTSS): Coordinator, Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$137,900.00	$0.00	$137,900.00	$0.00	$0.00	$0.00	$137,900.00	
2	2.7	1.g Multi-Tiered System of Support (MTSS): Teacher on Special Assignment (TOSA) for MTSS Implementation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willett, Patwin, Monarca, North Davis, Birch Lane, Montgomery, Pioneer, Korematsu TK-6	2024-27	$917,560.00	$0.00	$458,780.00	$458,780.00	$0.00	$0.00	$917,560.00	
2	2.8	1.h Multi-Tiered System of Support (MTSS): District Support MTSS, onboarding for UDL training of new staff		Yes	LEA-wide		All Schools	2024-27	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00	
2	2.9	1.i Multi-Tiered System of Support (MTSS): Data Dashboard and Management System, Unified Insights	All	No Yes	LEA-wide		All Schools	2024-27	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	
2	2.10	1.j Multi-Tiered System of Support (MTSS): Director of Alternative & Adult Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$228,169.00	$0.00		$228,169.00			$228,169.00	
2	2.11	1.k Multi-Tiered System of Support (MTSS): UDL/bias Collaboration Grant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	$0.00	$64,604.00	$64,604.00	$0.00	$0.00	$0.00	$64,604.00	
2	2.12	1.l Tier 3 Support						26-27	$0.00	$566,900.00		$566,900.00			$566,900.00	
2	2.13	2.a Enriching Experiences: Support of Outdoor Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MME, Pioneer, Patwin, Korematsu, Birch Lane,	2024-27	$0.00	$35,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	

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
							Willett, Fairfield, Monarca 6									
2	2.14	3.a Supporting English Learners: Director of Multilingual Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$202,730.00	$0.00	$202,730.00	$0.00	$0.00	$0.00	$202,730.00	
2	2.15	3.b Supporting English Learners: SEAL Program Support; coaching position	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Montgomery TK-6	2024-27	$62,607.00	$0.00	$62,607.00	$0.00	$0.00	$0.00	$62,607.00	
2	2.16	3.c Supporting English Learners: SEAL Program Support; contract	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Montgomery TK-6	2024-27	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
2	2.17	3.d Supporting English Learners: Bridge Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Montgomery and Harper TK-9		$160,000.00	$0.00	$160,000.00	$0.00	$0.00	$0.00	$160,000.00	
2	2.18	3.e Supporting English Learners: Teacher on Special Assignment (TOSA), English Learner Support 1.0	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$110,883.00	$0.00	$0.00	$0.00	$0.00	$110,883.00	$110,883.00	
2	2.19	3.f Supporting English Learners: English Learner (EL) Specialists	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$642,165.00	$0.00	$642,165.00	$0.00	$0.00	$0.00	$642,165.00	
2	2.20	3.g Supporting English Learners: English Learner Annual license and curriculum supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$72,000.00	$0.00	$0.00	$0.00	$72,000.00	$72,000.00	
2	2.21	3.h Supporting English Learners: Structured English Enrichment Lab (STEEL) teachers 7-9	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	Specific Schools: Emerson, Harper, Holmes	2024-27	$73,808.00	$0.00	$73,808.00	$0.00	$0.00	$0.00	$73,808.00	

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
					)		7-9									
2	**2.22**	3.i Supporting English Learners: Additional Interventions/supports of: Reading specialist, Academic Intervention Coordinator, general music class	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery TK-6	2024-27	$94,020.00	$0.00	$23,592.00	$0.00	$70,428.00	$0.00	$94,020.00	
2	**2.23**	3.j Supporting English Learners: English Learner (EL) paraeducators, site support	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$55,000.00	$0.00	$55,000.00	$0.00	$0.00	$0.00	$55,000.00	
2	**2.24**	3.k Supporting English Learners: Supervise migrant transport	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Harper, Davis Senior High, Montgomery		$7,000.00	$0.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
2	**2.25**	3.l Supporting English Learners: Migrant transportation (bussing)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Harper, Davis Senior High, Montgomery	2024-27	$0.00	$85,000.00	$85,000.00	$0.00	$0.00	$0.00	$85,000.00	
2	**2.26**	3.m Supporting English Learners: Leadership DELAC & ELAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
2	**2.27**	3.n Supporting English Learners: Interpretation and Translation Coordination and Liaison Work	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$203,570.00	$0.00	$203,570.00	$0.00	$0.00	$0.00	$203,570.00	
2	**2.28**	3.o Supporting English Learners: Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$47,308.00	$0.00	$47,308.00	$0.00	$0.00	$0.00	$47,308.00	
2	**2.29**	3.p Supporting English Learners: LTEL Support		Yes	Schoolwide			2025-26	$160,978.00	$0.00	$100,773.00	$0.00	$0.00	$60,205.00	$160,978.00	

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
					Limited to Unduplicated Student Group(s)											
3	3.1	1.a Tailored intervention: Summer School Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools and high schools	2024-27	$735,188.00	$0.00	$735,188.00	$0.00	$0.00	$0.00	$735,188.00	
3	3.2	1.b Tailored intervention: District Support of UCD Work Study Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery, Harper, Davis Senior High	2024-27	$193,775.00	$0.00	$193,775.00	$0.00	$0.00	$0.00	$193,775.00	
3	3.3	1.c Tailored intervention: Match to Title VI, Native American Student Support and Resources	English Learners Foster Youth Low Income Native Students	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$40,822.00	$20,411.00	$0.00	$20,411.00	$0.00	$40,822.00	
3	3.4	1.d Tailored intervention: Supplemental site allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$476,830.00	$476,830.00	$0.00	$0.00	$0.00	$476,830.00	
3	3.5	1.e Tailored Intervention: Reading Specialist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willet, Patwin, Monarca, North, Birch Lane, Montgomery, Pioneer, Korematsu		$895,694.00	$0.00	$0.00	$0.00	$895,694.00	$0.00	$895,694.00	
3	3.6	1.f Tailored Intervention: Reading Paraeducators	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites		$194,189.00	$0.00	$194,189.00	$0.00	$0.00	$0.00	$194,189.00	
3	3.7	2.a Programming: AVID	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper, Holmes, Emerson, Davis Senior HighEmerson, Harper, Holmes,		$314,536.00	$0.00	$314,536.00	$0.00	$0.00	$0.00	$314,536.00	

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
							Davis Senior High 7-12									
3	3.8	2.b Programming: Support of new Math framework, phonics curriculum, and structured literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
4	4.1	1.a Dual Enrollment: Support and staffing for Dual Enrollment Opportunities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School, King High School 9-12	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	2.a Career Tech Education (CTE): Staff for CTE pathways	All Students with Disabilities	No			Specific Schools: Davis Senior High School, Harper Junior High School, Emerson Junior High School, and Holmes Junior High School 9-12	2024-27	$1,216,332.00	$0.00	$1,216,332.00	$0.00	$0.00	$0.00	$1,216,332.00	
4	4.3	2.b Career Tech Education (CTE): CTE program support for CTE alignment to standards and industry	All	No			Specific Schools: Harper, Holmes, Emerson, Davis Senior High, DSIS, King 9-12		$0.00	$683,692.00	$683,692.00	$0.00	$0.00	$0.00	$683,692.00	
5	5.1	Counseling Support		Yes	Schoolwide		Specific Schools: Martin Luther King High School	2026-27	$66,860.00	$0.00		$66,860.00			$66,860.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
94,907,853	6,061,536	6.387%	0.000%	6.387%	$6,278,369.00	0.000%	6.615 %	**Total:**	$6,278,369.00
								LEA-wide Total:	$2,370,762.00
								Limited Total:	$1,738,524.00
								Schoolwide Total:	$2,324,856.00

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**	1.a Student Services Leadership and Resources: Climate Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,145.00	
1	**1.2**	1.b Student Services Leadership and Resources: Foster and Homeless Case Manager	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$145,170.00	
1	**1.3**	1.c Student Services Leadership and Resources: Homeless/Foster Resources and Resourcing for Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$0.00	
1	**1.4**	1.d Student Services Leadership and Resources: Elementary Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willett, Patwin, Monarca, North Davis, Birch Lane, Montgomery, Pioneer, Korematsu, DSIS Elementaries TK-6	$408,612.00	

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	1.5	1.e Student Services Leadership and Resources: Resourcing for SED, crisis care, and address barriers to attendance, Community Resources and Networking Events	Yes	Limited to Unduplicated Student Group(s)	Low Income		$10,000.00	
1	1.6	2.a Ethnic Studies: Ethnic Studies Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emerson, Harper, Holmes, DSIS	$154,707.00	
1	1.7	2.b Ethnic Studies: Ethnic Studies Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper, Holmes, Emerson, DSIS 9th grade	$212,470.00	
1	1.8	3.a Physical Health and Wellbeing: King Wellness Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: King High School 10-12	$0.00	
1	1.9	3.b Physical Health Wellbeing: Nursing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$625,995.00	
2	2.1	1.a Multi-Tiered System of Support (MTSS): Junior High School Intervention Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper, Holmes, Emerson	$68,962.00	
2	2.2	1.b Multi-Tiered System of Support (MTSS): Davis Senior High Academic Center Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School 10-12	$0.00	
2	2.3	1.c Multi-Tiered System of Support (MTSS): Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100.00	
2	2.4	1.d Multi-Tiered System of Support (MTSS): Davis Senior High UCD work study tutors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High 10-12	$31,442.00	
2	2.5	1.e Multi-Tiered Systems of Support (MTSS): Davis	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Davis Senior High	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Senior High UCD non work study tutors				10-12		
2	2.6	1.f Multi-Tiered Systems of Support (MTSS): Coordinator, Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,900.00	
2	2.7	1.g Multi-Tiered System of Support (MTSS): Teacher on Special Assignment (TOSA) for MTSS Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willett, Patwin, Monarca, North Davis, Birch Lane, Montgomery, Pioneer, Korematsu TK-6	$458,780.00	
2	2.8	1.h Multi-Tiered System of Support (MTSS): District Support MTSS, onboarding for UDL training of new staff	Yes	LEA-wide		All Schools	$0.00	
2	2.9	1.i Multi-Tiered System of Support (MTSS): Data Dashboard and Management System, Unified Insights	Yes	LEA-wide		All Schools	$75,000.00	
2	2.10	1.j Multi-Tiered System of Support (MTSS): Director of Alternative & Adult Education	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.11	1.k Multi-Tiered System of Support (MTSS): UDL/bias Collaboration Grant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,604.00	
2	2.13	2.a Enriching Experiences: Support of Outdoor Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MME, Pioneer, Patwin, Korematsu, Birch Lane, Willett, Fairfield, Monarca 6	$35,000.00	
2	2.14	3.a Supporting English Learners: Director of Multilingual Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$202,730.00	

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	2.15	3.b Supporting English Learners: SEAL Program Support; coaching position	Yes	Schoolwide	English Learners	Specific Schools: Montgomery TK-6	$62,607.00	
2	2.16	3.c Supporting English Learners: SEAL Program Support; contract	Yes	Schoolwide	English Learners	Specific Schools: Montgomery TK-6	$25,000.00	
2	2.17	3.d Supporting English Learners: Bridge Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Montgomery and Harper TK-9	$160,000.00	
2	2.18	3.e Supporting English Learners: Teacher on Special Assignment (TOSA), English Learner Support 1.0	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	2.19	3.f Supporting English Learners: English Learner (EL) Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$642,165.00	
2	2.20	3.g Supporting English Learners: English Learner Annual license and curriculum supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	2.21	3.h Supporting English Learners: Structured English Enrichment Lab (STEEL) teachers 7-9	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Emerson, Harper, Holmes 7-9	$73,808.00	
2	2.22	3.i Supporting English Learners: Additional Interventions/supports of: Reading specialist, Academic Intervention Coordinator, general music class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery TK-6	$23,592.00	
2	2.23	3.j Supporting English Learners: English Learner (EL) paraeducators, site support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$55,000.00	
2	2.24	3.k Supporting English Learners: Supervise migrant transport	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Harper, Davis Senior High,	$7,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Montgomery		
2	2.25	3.l Supporting English Learners: Migrant transportation (bussing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Harper, Davis Senior High, Montgomery	$85,000.00	
2	2.26	3.m Supporting English Learners: Leadership DELAC & ELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,000.00	
2	2.27	3.n Supporting English Learners: Interpretation and Translation Coordination and Liaison Work	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$203,570.00	
2	2.28	3.o Supporting English Learners: Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$47,308.00	
2	2.29	3.p Supporting English Learners: LTEL Support	Yes	Schoolwide Limited to Unduplicated Student Group(s)			$100,773.00	
3	3.1	1.a Tailored intervention: Summer School Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary schools and high schools	$735,188.00	
3	3.2	1.b Tailored intervention: District Support of UCD Work Study Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery, Harper, Davis Senior High	$193,775.00	
3	3.3	1.c Tailored intervention: Match to Title VI, Native American Student Support and Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,411.00	
3	3.4	1.d Tailored intervention: Supplemental site allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$476,830.00	
3	3.5	1.e Tailored Intervention: Reading Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willet, Patwin, Monarca, North, Birch Lane, Montgomery, Pioneer,	$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 (%)
						Korematsu		
3	**3.6**	1.f Tailored Intervention: Reading Paraeducators	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Sites	$194,189.00	
3	**3.7**	2.a Programming: AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper, Holmes, Emerson, Davis Senior High	$314,536.00	
3	**3.8**	2.b Programming: Support of new Math framework, phonics curriculum, and structured literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	**4.1**	1.a Dual Enrollment: Support and staffing for Dual Enrollment Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School, King High School 9-12	$0.00	
5	**5.1**	Counseling Support	Yes	Schoolwide		Specific Schools: Martin Luther King High School		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,276,832.00	$10,025,827.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	1.a Student Services Leadership and Resources: Climate Coordinator	Yes	$169,000.00	$176,082.00
1	**1.2**	1.b Student Services Leadership and Resources: Foster and Homeless Case Manager	Yes	$102,400.00	$139,422.00
1	**1.3**	1.c Student Services Leadership and Resources: Homeless/Foster Resources and Resourcing for Transportation	Yes	$10,000.00	$15,418.00
1	**1.4**	1.d Student Services Leadership and Resources: Elementary Counseling	Yes	$400,000.00	$607,931.00
1	**1.5**	1.e Student Services Leadership and Resources: Resourcing for SED, crisis care, and address barriers to attendance, Community Resources and Networking Events	Yes	$5,000.00	$4,309.00
1	**1.6**	2.a Ethnic Studies: Ethnic Studies Coordinator	Yes	$114,022.00	$154,707.00
1	**1.7**	2.b Ethnic Studies: Ethnic Studies Teachers	Yes	$148,800.00	$212,470.00
1	**1.8**	3.a Physical Health and Wellbeing: King Wellness Center	Yes	$24,700.00	$16,275.00
1	**1.9**	3.b Physical Health Wellbeing: Nursing	Yes	$512,000.00	$625,995.00
1	**1.10**	3.c. Tier 2 Small Group Interventions		$100,000.00	$55,095.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	1.a Multi-Tiered System of Support (MTSS): Junior High School Intervention Courses	Yes	$57,000.00	$57,000.00
2	2.2	1.b Multi-Tiered System of Support (MTSS): Davis Senior High Academic Center Coordinator	Yes	$72,000.00	$89,563.00
2	2.3	1.c Multi-Tiered System of Support (MTSS): Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction	Yes	$380,100.00	$302,393.00
2	2.4	1.d Multi-Tiered System of Support (MTSS): Davis Senior High UCD work study tutors	Yes	$31,442.00	$27,297.00
2	2.5	1.e Multi-Tiered System of Support (MTSS): Davis Senior High UCD non work study tutors	Yes	$20,000.00	$31,000.00
2	2.6	1.f Multi-Tiered System of Support (MTSS): Coordinator, Multi-Tiered System of Support (MTSS)	Yes	$137,900.00	$137,900.00
2	2.7	1.g Multi-Tiered System of Support (MTSS): Teacher on Special Assignment (TOSA) for MTSS Implementation	Yes	$460,000.00	$917,560.00
2	2.8	1.h Multi-Tiered System of Support (MTSS): District Support MTSS, onboarding for UDL training of new staff	Yes	$6,000.00	$6,000.00
2	2.9	1.i Multi-Tiered System of Support (MTSS): Data Dashboard and Management System, Unified Insights	No Yes	$75,000.00	$75,000.00
2	2.10	2.a Enriching Experiences: Support of Outdoor Education	Yes	$35,000.00	$35000
2	2.11	3.a Supporting English Learners: Director of Multilingual Services	Yes	$192,000.00	$200,173.00
2	2.12	3.b Supporting English Learners: SEAL Program Support; coaching position	Yes	$68,600.00	$62,607.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.13**	3.c Supporting English Learners: SEAL Program Support; contract	Yes	$25,000.00	$440.00
2	**2.14**	3.d Supporting English Learners: Bridge Program	Yes	$170,000.00	$153,854.00
2	**2.15**	3.e Supporting English Learners: Teacher on Special Assignment (TOSA), English Learner Support 1.0	Yes	$127,576.00	$108,858.00
2	**2.16**	3.f Supporting English Learners: English Learner (EL) Specialists	Yes	$620,000.00	$636,366.00
2	**2.17**	3.g Supporting English Learners: English Learner Annual license and curriculum supports	Yes	$19,000.00	$70,000
2	**2.18**	3.h Supporting English Learners: Structured English Enrichment Lab (STEEL) teachers 7-9	Yes	$57,000.00	$70,000.00
2	**2.19**	3.i Supporting English Learners: Additional Interventions/supports of: Reading specialist, Academic Intervention Coordinator, general music class	Yes	$56,000.00	$70,000.00
2	**2.20**	3.j Supporting English Learners: English Learner (EL) paraeducators, site support	Yes	$82,500.00	$54,575.00
2	**2.21**	3.k Supporting English Learners: Supervise migrant transport	Yes	$7,000.00	$7,000.00
2	**2.22**	3.l Supporting English Learners: Migrant transportation (bussing)	Yes	$90,000.00	$83,041.00
2	**2.23**	3.m Supporting English Learners: Leadership DELAC & ELAC	Yes	$1,000.00	$6,000.00
2	**2.24**	3.n Supporting English Learners: Interpretation and Translation Coordination and Liaison Work	Yes	$188,000.00	$201,892.00
2	**2.25**	3.o Supporting English Learners: Interpretation Services	Yes	$45,000.00	$53,120.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.26	3.p Bias/Collaboration Grant	Yes	$40,000.00	$40,000.00
2	2.27	3.q LTEL Support	Yes	$112,000.00	$36,211.00
3	3.1	1.a Tailored intervention: Summer School Programming	Yes	$574,248.00	$650,00.00
3	3.2	1.b Tailored intervention: District Support of UCD Work Study Coordinator	Yes	$115,100.00	$193,775.00
3	3.3	1.c Tailored intervention: Match to Title VI, Native American Student Support and Resources	No Yes	$17,000.00	$40,822.00
3	3.4	1.d Tailored intervention: Supplemental site allocations	Yes	$391,138.00	$350,000.00
3	3.5	1.e Tailored Intervention: Reading Specialist	Yes	$162,000.00	$932,907.00
3	3.6	1.f Tailored Intervention: Reading Paraeducators	Yes	$95,000.00	$116,705.00
3	3.7	2.a Programming: AVID	Yes	$220,000.00	$276,170.00
3	3.8	2.b Programming: Support of new Math framework, phonics curriculum, and structured literacy	Yes	$45,000.00	$25,000.00
4	4.1	1.a Dual Enrollment: Support and staffing for Dual Enrollment Opportunities	Yes	$26,250.00	0
4	4.2	2.a Career Tech Education (CTE): Staff for CTE pathways	No	$1,093,896.00	$1,380,714.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	2.b CTE: CTE program support for CTE alignment to standards and industry	No	$776,160.00	$1,104,180.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,316,655	$5,429,250.00	$6,557,686.00	($1,128,436.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.a Student Services Leadership and Resources: Climate Coordinator	Yes	$169,000.00	176,082		
1	1.2	1.b Student Services Leadership and Resources: Foster and Homeless Case Manager	Yes	$102,400.00	139,422		
1	1.3	1.c Student Services Leadership and Resources: Homeless/Foster Resources and Resourcing for Transportation	Yes	$0.00	15,418		
1	1.4	1.d Student Services Leadership and Resources: Elementary Counseling	Yes	$400,000.00	607,931		
1	1.5	1.e Student Services Leadership and Resources: Resourcing for SED, crisis care, and address barriers to attendance, Community Resources and Networking Events	Yes	$5,000.00	4,039		
1	1.6	2.a Ethnic Studies: Ethnic Studies Coordinator	Yes	$114,022.00	154,707		
1	1.7	2.b Ethnic Studies: Ethnic Studies Teachers	Yes	$148,800.00	212,470		

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	3.a Physical Health and Wellbeing: King Wellness Center	Yes	$0.00	16,275		
1	1.9	3.b Physical Health Wellbeing: Nursing	Yes	$512,000.00	625,995		
2	2.1	1.a Multi-Tiered System of Support (MTSS): Junior High School Intervention Courses	Yes	$57,000.00	57,000		
2	2.2	1.b Multi-Tiered System of Support (MTSS): Davis Senior High Academic Center Coordinator	Yes	$0.00	89,563		
2	2.3	1.c Multi-Tiered System of Support (MTSS): Implementation of Universal Design for Learning, district wide application of Tier 1 Instruction	Yes	$100.00	100		
2	2.4	1.d Multi-Tiered System of Support (MTSS): Davis Senior High UCD work study tutors	Yes	$31,442.00	29,297		
2	2.5	1.e Multi-Tiered System of Support (MTSS): Davis Senior High UCD non work study tutors	Yes	$20,000.00	29,297		
2	2.6	1.f Multi-Tiered System of Support (MTSS): Coordinator, Multi-Tiered System of Support (MTSS)	Yes	$137,900.00	137,900		
2	2.7	1.g Multi-Tiered System of Support (MTSS): Teacher on Special Assignment (TOSA) for MTSS Implementation	Yes	$0.00	0		
2	2.8	1.h Multi-Tiered System of Support (MTSS): District Support MTSS, onboarding for UDL training of new staff	Yes	$0.00	0		
2	2.9	1.i Multi-Tiered System of Support (MTSS): Data	Yes	$75,000.00	75,000		

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)
		Dashboard and Management System, Unified Insights					
2	**2.10**	2.a Enriching Experiences: Support of Outdoor Education	Yes	$35,000.00	35,000		
2	**2.11**	3.a Supporting English Learners: Director of Multilingual Services	Yes	$192,000.00	200,173		
2	**2.12**	3.b Supporting English Learners: SEAL Program Support; coaching position	Yes	$68,600.00	62,607		
2	**2.13**	3.c Supporting English Learners: SEAL Program Support; contract	Yes	$25,000.00	0		
2	**2.14**	3.d Supporting English Learners: Bridge Program	Yes	$170,000.00	194,735		
2	**2.15**	3.e Supporting English Learners: Teacher on Special Assignment (TOSA), English Learner Support 1.0	Yes	$0.00	110,883		
2	**2.16**	3.f Supporting English Learners: English Learner (EL) Specialists	Yes	$620,000.00	642,165		
2	**2.17**	3.g Supporting English Learners: English Learner Annual license and curriculum supports	Yes	$0.00	0		
2	**2.18**	3.h Supporting English Learners: Structured English Enrichment Lab (STEEL) teachers 7-9	Yes	$57,000.00	70,000		
2	**2.19**	3.i Supporting English Learners: Additional Interventions/supports of: Reading specialist, Academic Intervention Coordinator, general music class	Yes	$56,000.00	70,000		
2	**2.20**	3.j Supporting English Learners: English Learner (EL) paraeducators, site support	Yes	$82,500.00	54,575		

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	2.21	3.k Supporting English Learners: Supervise migrant transport	Yes	$7,000.00	7,000		
2	2.22	3.l Supporting English Learners: Migrant transportation (bussing)	Yes	$90,000.00	83,041		
2	2.23	3.m Supporting English Learners: Leadership DELAC & ELAC	Yes	$1,000.00	6,000		
2	2.24	3.n Supporting English Learners: Interpretation and Translation Coordination and Liaison Work	Yes	$188,000.00	201,892		
2	2.25	3.o Supporting English Learners: Interpretation Services	Yes	$45,000.00	53,120		
2	2.26	3.p Bias/Collaboration Grant	Yes	$400,000.00	400,000		
2	2.27	3.q LTEL Support	Yes	$0.00	36,211		
3	3.1	1.a Tailored intervention: Summer School Programming	Yes	$574,248.00	650,000		
3	3.2	1.b Tailored intervention: District Support of UCD Work Study Coordinator	Yes	$115,100.00	193,775		
3	3.3	1.c Tailored intervention: Match to Title VI, Native American Student Support and Resources	Yes	$17,000.00	17,000		
3	3.4	1.d Tailored intervention: Supplemental site allocations	Yes	$391,138.00	391,138		
3	3.5	1.e Tailored Intervention: Reading Specialist	Yes	$220,000.00	220,000		
3	3.6	1.f Tailored Intervention: Reading Paraeducators	Yes	$45,000.00	116,705		
3	3.7	2.a Programming: AVID	Yes	$162,000.00	276,170		
3	3.8	2.b Programming: Support of new Math framework, phonics	Yes	$95,000.00	95,000		

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)
		curriculum, and structured literacy					
4	**4.1**	1.a Dual Enrollment: Support and staffing for Dual Enrollment Opportunities	Yes	$0.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
82,377,399	5,316,655	0	6.454%	$6,557,686.00	0.000%	7.961%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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