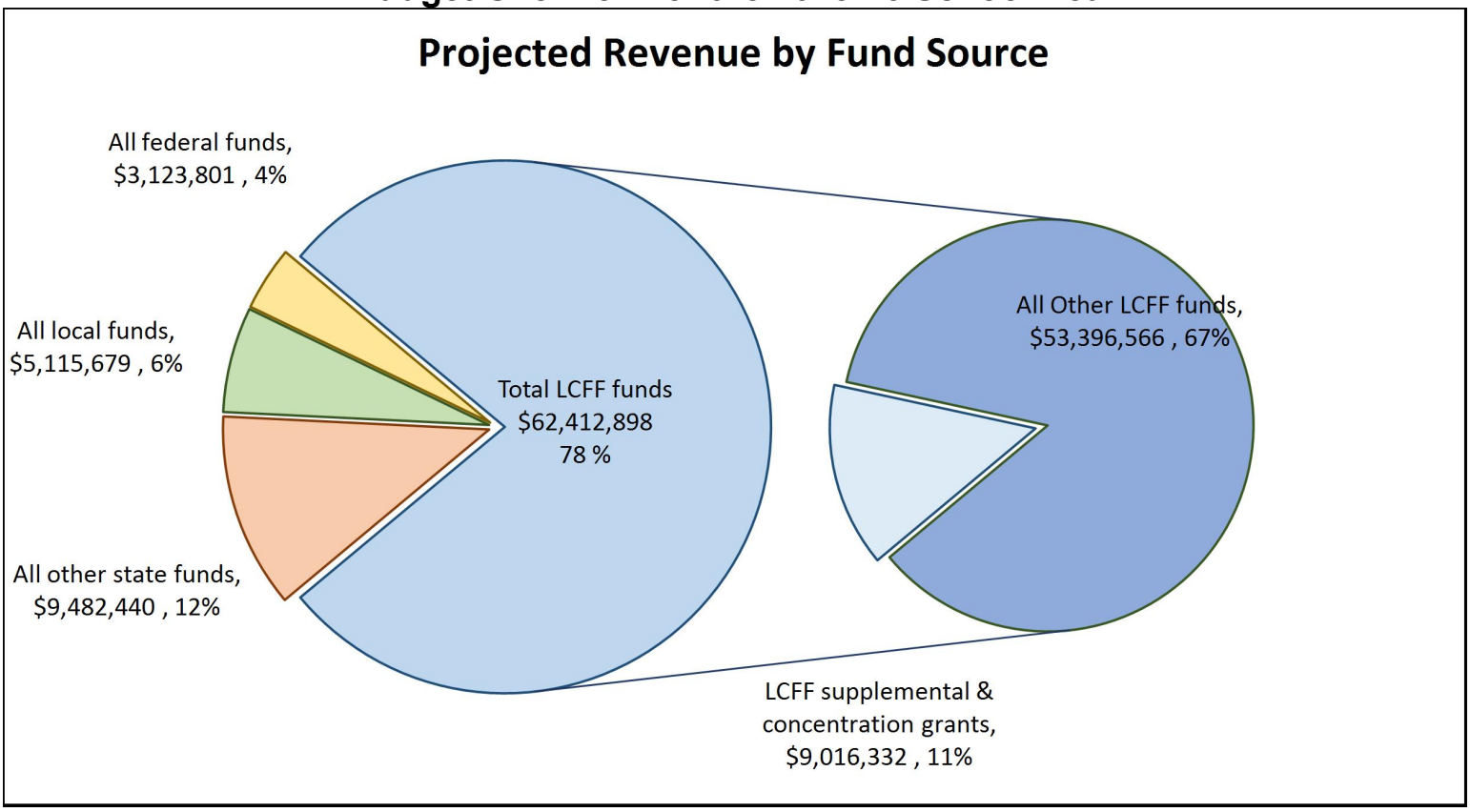
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Center Joint Unified School District
CDS Code: 34-73973 0000000
School Year: 2025-26
LEA contact information:
Scott Loehr
Superintendent
coronado@centerusd.org
(916) 338-6400

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

Budget Overview for the 2025-26 School Year

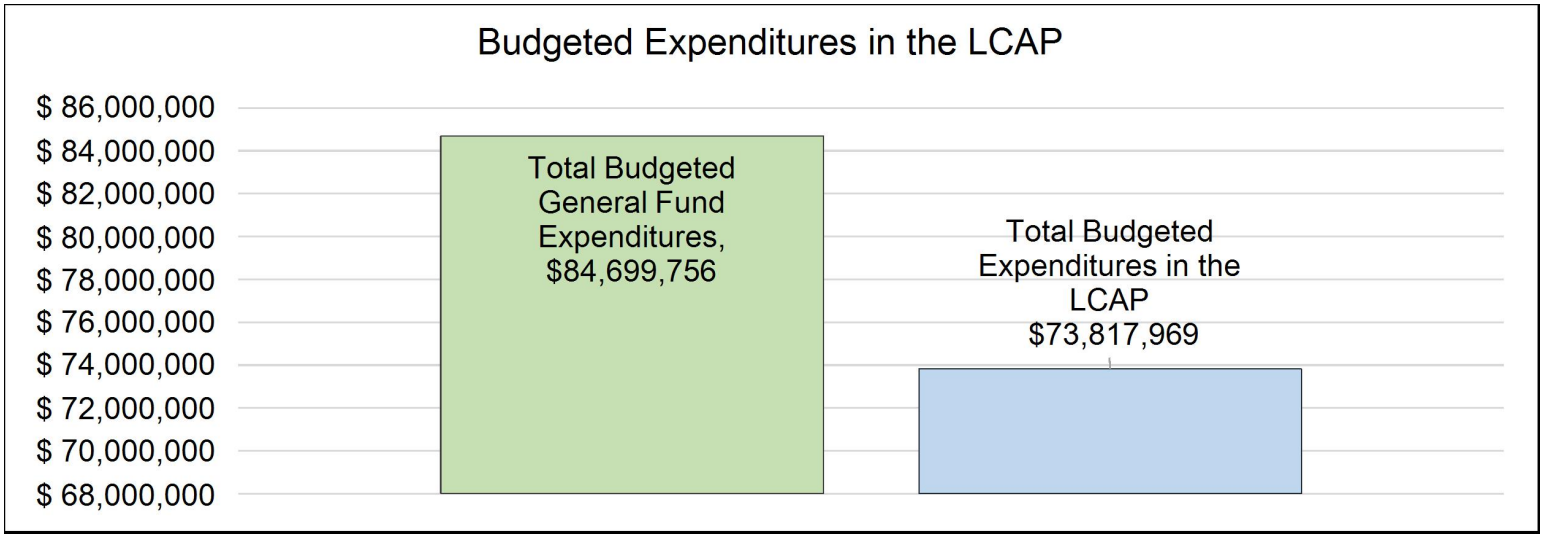


This chart shows the total general purpose revenue Center Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Center Joint Unified School District is $80,134,818, of which $62,412,898 is Local Control Funding Formula (LCFF), $9,482,440 is other state funds, $5,115,679 is local funds, and $3,123,801 is federal funds. Of the $62,412,898 in LCFF Funds, $9,016,332 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 Center Joint Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Center Joint Unified School District plans to spend $84,699,756 for the 2025-26 school year. Of that amount, $73,817,969 is tied to actions/services in the LCAP and $10,881,787 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

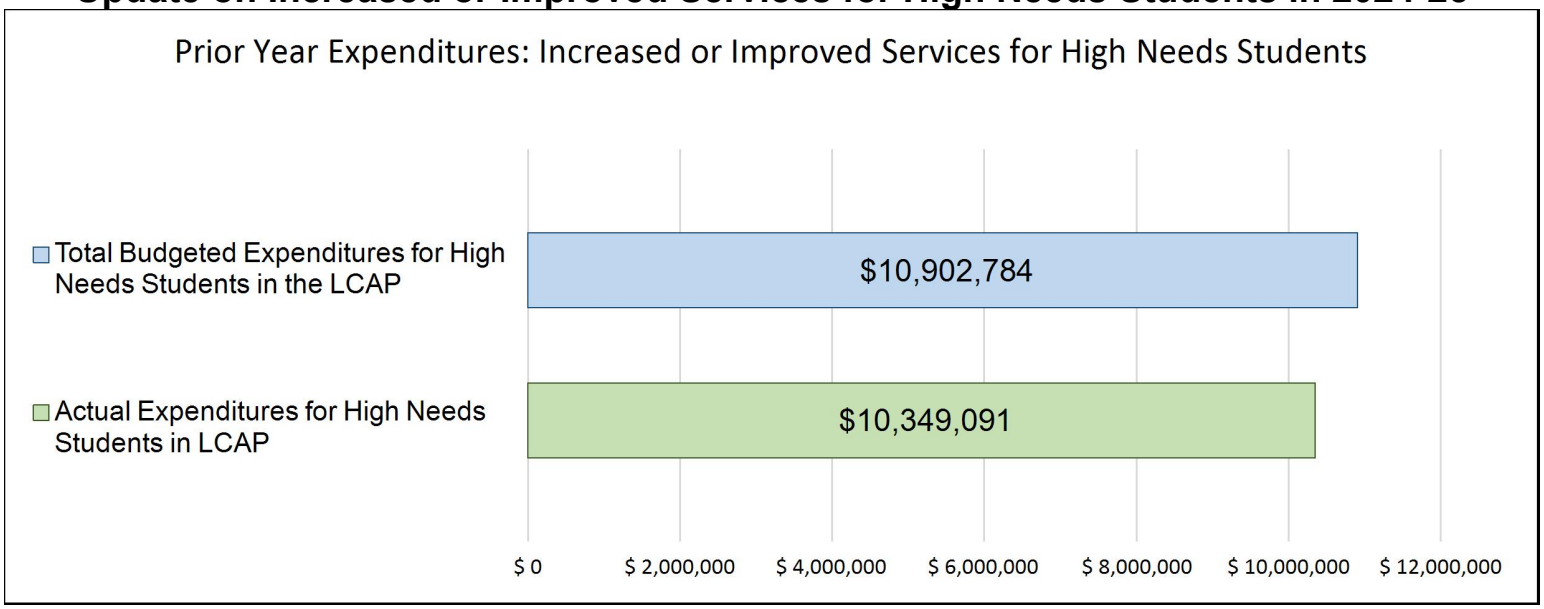
General operating costs, encompassing areas like the Business Department and Maintenance & Operations, are generally not itemized in the LCAP's General Fund budget expenditures. Similarly, general supply costs and most personnel costs for substitutes, managers, and non-academic support staff fall outside the scope of this plan.

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

In 2025-26, Center Joint Unified School District is projecting it will receive $9,016,332 based on the enrollment of foster youth, English learner, and low-income students. Center Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Center Joint Unified School District plans to spend $26,980,716 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Center 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 Center 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 2024-25, Center Joint Unified School District's LCAP budgeted $10,902,784 for planned actions to increase or improve services for high needs students. Center Joint Unified School District actually spent $10,349,091 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $553,693 had the following impact on Center Joint Unified School District's ability to increase or improve services for high needs students:

2.1) Individual personnel changes reduced the overall cost of the positions. There was no change in staffing or programs; therefore, there was no impact on students.
2.3) McClellan High School costs were less than estimated, and non-LCFF funding was used in lieu of Supplemental & Concentration funds. There was no change in staffing or programs; therefore, there was no impact on students.
2.7) The administrative team was reduced by 1.0 FTE, with other personnel absorbing the responsibilities so as not to impact students.
3.2) Behavior Specialists and Psychologists were paid out of restricted funds instead of Supplemental & Concentration funds. There was no change in staffing or programs; therefore, there was no impact on students.
4.2) The newly implemented Improve Your Tomorrow program's actual costs were less than estimated. There was a change in staffing for the College and Career Coordinator, which led to reduced costs. There was no change in staffing or programs; therefore, there was no impact on students.

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
Center Joint Unified School District	Scott Loehr Superintendent	sloehr@centerusd.org (916) 338-6400

Plan Summary [2025-26]

General Information

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

Center Joint Unified School District serves a growing and diverse community across Antelope, Elverta, and Roseville. The district spans both Sacramento and Placer Counties, with undeveloped land in Placer County offering significant potential for future expansion.

CJUSD operates eight schools, serving 4,614 students from transitional kindergarten (TK) through 12th grade. Five elementary schools serve grades TK-6; Cyril Spinelli (enrollment: 347), Arthur S. Dudley (enrollment: 521), North Country (enrollment: 563), Oak Hill (enrollment: 700), and Rex Fortune (enrollment: 412). These schools feed into Wilson C. Riles Middle School, which serves 682 students in grades 7-8. The district's two high schools include Center High School (grades 9-12, enrollment: 1,312) and McClellan Continuation High School (grades 10-12, enrollment: 56).

CJUSD's student population reflects a rich diversity: 33% White, 30% Hispanic, 13% Asian, 12% African American, 7% identifying as two or more races, 4% Filipino, 1% Pacific Islander, and 0.7% American Indian. Key student subgroups include 17% English Learners, 60% socioeconomically disadvantaged, 15% students with disabilities, 8% experiencing homelessness, and 0.1% in foster care.

CJUSD's educational approach is guided by the Center Commitment, a districtwide initiative grounded in four core values: Belong, Impact, Value, and Thrive. These values shape every aspect of the district's work and serve as the foundation for goals outlined in the Local Control and Accountability Plan (LCAP). Each goal is aligned with one of these core values to ensure a coherent and purpose-driven approach to student success.

Academic achievement and social-emotional development are supported through a Multi-Tiered System of Supports (MTSS). This comprehensive, research-based framework provides students targeted instruction and interventions based on individual needs. Through this three-tiered model, CJUSD works to ensure that every student has access to the tools, resources, and support needed to succeed.

CJUSD is committed to cultivating an inclusive and supportive educational environment where students, staff, and families feel a strong sense of belonging, make an impact, are valued, and have the opportunity to thrive.

Reflections: Annual Performance

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

The California Department of Education Dashboard evaluates progress on various metrics, including Academic Performance, Chronic Absenteeism, College and Career Readiness, English Learner Progress, Graduation Rate, and Suspension Rates. Progress in these areas is measured on a colored scale system: RED, ORANGE, YELLOW, GREEN, and BLUE.

ACADEMIC ACHIEVEMENT as measured by CAASPP
The CDE Dashboard ranking is determined by performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, administered to students in grades 3-8 and grade 11, assessing their proficiency in English/Language Arts and mathematics.

ENGLISH/LANGUAGE ARTS ACHIEVEMENT as reported on the 2024 CDE DASHBOARD
Student performance in English/Language Arts showed a modest improvement, with a 1.7 point gain. However, students still scored 38.7 points below standard, resulting in an overall ORANGE ranking on the Dashboard. This continues to signal that ELA achievement remains an area of concern. Homeless students remain in the RED band, while English Learners dropped from ORANGE to RED. Long-Term English Learners, a newly identified subgroup, are also ranked in the RED band—each indicating a very high level of concern. Student groups classified in the ORANGE band, reflecting a high concern, include African American, Asian, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races are ranked in the YELLOW band, and Filipino students continue to be ranked in the BLUE band.

Schools with Student Groups in the RED Band for ELA:

- Riles Middle: Students with Disabilities remain in RED; English Learners, Long-Term English Learners, and Hispanic students have dropped into the RED band.
- Oak Hill Elementary: African American students and Students with Disabilities remain in the RED band. However, the “All Students” category showed improvement, moving out of RED.

- Dudley Elementary: English Learners remain in the RED band. Asian student achievement declined into the RED band. Conversely, All Students, African American, Hispanic, and Students with Disabilities all improved and moved out of the RED band.

MATHEMATICS ACHIEVEMENT as reported on the 2024 CDE DASHBOARD
Mathematics performance also showed a slight gain, with a 2.3 point increase. Despite this, students scored 68.8 points below standard, maintaining an overall ORANGE Dashboard ranking—indicating that math achievement continues to be a concern. Long-Term English Learners are newly placed in the RED band, highlighting significant need. Encouragingly, students experiencing homelessness improved and moved from the RED to the ORANGE band.Student groups that remain in the ORANGE band include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races continue to rank in the YELLOW band, and Filipino students moved into the BLUE band.

Schools with Student Groups in the RED band for Mathematics:
- Center High: African American student achievement declined into the RED band.
- Riles Middle: English Learners, Hispanic, Homeless, and Long-Term English Learner subgroups moved into the RED band. Students with Disabilities improved and exited the RED band.
- Oak Hill Elementary: Students with Disabilities dropped into the RED band, while African American students showed improvement, moving out of the RED band.

ACADEMIC ACHIEVEMENT as measured by iReady
The iReady comprehensive diagnostic assessment provides an adaptive evaluation of each student's proficiency in both math and reading. By adjusting to individual responses, the assessment accurately determines current skill levels and highlights areas where students may need additional support or enrichment. This data equips teachers to make informed, strategic decisions about instruction. Through analysis of diagnostic results and progress monitoring, educators can identify patterns, trends, and growth opportunities for individual students and for groups, ultimately refining their teaching strategies to enhance student learning outcomes.

Reading Highlights:
- The percentage of students reading at or above grade level increased by 7 points.
- Students reading one grade level below decreased by 1 point, and those reading two or more grade levels below decreased by 4 points.
- Socioeconomically Disadvantaged students showed progress, with a 5 point increase in reading at or above grade level.
- English Learners made an 8 point gain.
- Students with Disabilities showed less improvement than anticipated.

Math Highlights:
- The percentage of students performing at or above grade level in math rose by 8 points.
- Students performing one grade level below decreased by 2 points, while those two or more grade levels below decreased by 6 points.
- Socioeconomically Disadvantaged students improved by 7 points at or above grade level.

- English Learners demonstrated gains with a 9 point increase.
- Students with Disabilities also progressed, with a 2 point increase in math performance at or above grade level.

ENGLISH LEARNER PROGRESS INDICATOR as reported on the 2024 CDE DASHBOARD
English Learner progress on the Dashboard is measured by the percentage of English Learners either making progress toward English language proficiency or maintaining the highest level. As reported on the CDE Dashboard, 48.7% of English Learners met this benchmark, reflecting a 2.5% decline from the previous year. This decrease resulted in a shift from a GREEN to an ORANGE Dashboard rating.

Local data further shows that only 8.2% of English Learners were reclassified as Fluent English Proficient in the 2024–2025 school year, a notable drop from 14.5% in 2023–2024. Meanwhile, the district continues to experience a steady increase in its immigrant population, which has grown significantly from 106 in 2021–2022 to 395 in 2024–2025.

Of the district's 790 English Learner students:
- 50% are identified as Immigrants
- 17.5% are Long-Term English Learners (LTELs)
- 6.8% are at risk of becoming LTELs

CHRONIC ABSENTEEISM as reported on the 2024 CDE DASHBOARD
Chronic Absenteeism is defined as the percentage of students in kindergarten through grade 8 who are absent for 10% or more of the instructional days in which they are enrolled. As reported on the Dashboard, 22.8% of students were identified as chronically absent, resulting in a YELLOW ranking. While the overall ranking remains the same, this represents a 6.3% improvement from the previous year, signaling that the district's Tiered Intervention approach is continuing to positively influence student attendance. Despite this overall progress, several student subgroups have newly fallen into the RED band, indicating a high level of concern. These include Homeless students, Long-Term English Learners (LTELs), and Pacific Islander students.

Schools with Student Groups in the RED band for Chronic Absenteeism:
- Riles Middle School: African American, Hispanic, Homeless, Two or More Races, and Socioeconomically Disadvantaged subgroups have dropped into the RED band.
- Dudley Elementary: Hispanic and Homeless student subgroups have dropped into the RED band.
- North Country Elementary: Two or More Races subgroup has moved into the RED band.
- Oak Hill Elementary: The Homeless student subgroup is now classified in the RED band. African American students, however, demonstrated improvement and moved out of the RED band.
- Spinelli Elementary: The Asian student subgroup has newly dropped into the RED band.

SUSPENSION RATE as reported on the 2024 CDE DASHBOARD
Suspension rate represents the percentage of TK–12 students who have been suspended at least once during the school year. Importantly,

students with multiple suspensions are only counted once. As reported on the Dashboard, the districtwide suspension rate is 5.9%, earning a YELLOW rating. This reflects a 1.2% improvement from the previous year.

Student subgroups identified in the ORANGE band
- Homeless students
- Pacific Islander students
- Students with Disabilities

Student subgroups identified in the RED band
- Long-Term English Learners (LTELs)
- Foster Youth

GRADUATION RATE as reported on the 2024 CDE DASHBOARD
The districtwide graduation rate stands at 87.2%, earning a GREEN rating on the Dashboard and reflecting a 2.3% increase from the previous year. Students with Disabilities showed meaningful progress, improving their graduation rate from 67.2% to 71.2%. This advancement moved the subgroup out of the RED band and into the YELLOW band, indicating moderate concern. However, graduation rates for Long-Term English Learners (LTELs) and White students declined, resulting in both subgroups being placed in the ORANGE band—signaling a high level of concern and the need for targeted support to address the downward trend.

COLLEGE and CAREER INDICATORS, as reported by the 2024 CDE Dashboard College/Career Levels and Measures Report, show how graduates meet college and career readiness pathways.
- 11.4% of Center HS graduates met all a-g requirements, indicating a DECLINE from the prior year
- 24.6% of district graduates completed one CTE Pathway, showing a 2.1% increase
- 33.8% of district graduates are "prepared" for college and career, showing a 2.4% increase
- 36.3% of district graduates are "Approaching Prepared" for college and career, showing a 5.8% increase
- 29.9% of district graduates are "Not Prepared" for college and career, showing an 8.2% improvement
- 5.5% of district graduates completed a-g requirements AND at least one CTE Pathway, showing a 5% decline over the prior year
- 8% of district graduates earned the Seal of Biliteracy, showing a 3% improvement after a steady 3-year decline

Districtwide, Long-Term English Learners (LTELs) are identified in the RED band for the College and Career Indicator, highlighting a very high level of concern regarding college and career readiness for this subgroup. At the school level, McClellan High School has Socioeconomically Disadvantaged students classified in the RED band for the same indicator, signaling the need for expanded opportunities to improve postsecondary preparedness for these students.

ADVANCED PLACEMENT as reported by the CDE Dashboard College/Career Levels and Measures Report and the Advanced Placement Portal.

AP enrollment has increased from 11% to 13.9% over the past year. However, the passage rates for students earning a score of 3 or higher on AP tests have declined.

SCHOOL CULTURE
The district utilizes Panorama Surveys, an online data platform designed to support a positive school climate by gathering valid and reliable feedback from students, staff, and families. These surveys measure key areas such as sense of belonging, student-teacher relationships, engagement, and school safety, providing valuable insights that inform strategies to strengthen the overall educational environment.

STUDENT PANORAMA SURVEYS
Districtwide student participation in the 2025 Panorama Student Survey rose to 86.2%, surpassing the district's three-year target two years ahead of schedule. Notably, Dudley Elementary and Spinelli Elementary achieved 100% student participation. At the secondary level, participation rates saw significant growth, amplifying the voices of older students. Riles Middle School recorded the most substantial increase, reaching 85% participation, followed by McClellan High School at 86.1% and Center High School at 78.5%.

Despite high participation, the district did not meet its goal of 5% annual improvement in the key survey areas of School Belonging, School Climate, Engagement, Safety, and Student-Teacher Relationships. Grades 3–5: Favorable responses declined by 5–7 percentage points in students' perceptions of belonging, climate, engagement, and teacher-student relationships. However, there was a 1-point increase in favorable responses regarding school safety. Grades 6–12: Students reported a 6-point increase in favorable perceptions of school belonging. Responses in engagement and teacher-student relationships remained steady, while school climate and school safety showed a decline.

These findings highlight both progress in student voice and the continued need to strengthen school climate and student connections across grade levels.

Spring 2025 Panorama student results:
Grades 3-5
50% responded favorably to School Belonging
48% responded favorably to School Climate
42% responded favorably to School Engagement
55% responded favorably to School Safety
65% responded favorably to Teacher-Student Relationships

Grades 6-12
34% responded favorably to School Belonging
32% responded favorably to School Climate
23% responded favorably to School Engagement
47% responded favorably to School Safety
41% responded favorably to Teacher-Student Relationships

STAFF PANORAMA SURVEY
In the 2025 Panorama Staff Survey, 69% of district staff members (416 individuals) participated, representing a 32% increase in participation compared to the previous year.

Spring 2025 survey results reflect the percentage of staff who responded favorably in each key area:
Professional Learning: 58%
School Climate: 72%
School Leadership: 67%

Compared to the previous year:

- Several schools stood out for strong performance: Oak Hill, Spinelli, and Fortune exceeded district averages in all categories
- Dudley exceeded the district average in Professional Learning
- School Climate saw a significant 18-point increase, indicating improved perceptions of the work environment.
- North Country matched the district average in School Climate
- School Leadership declined slightly by 2 points.
- Riles Middle School surpassed the district average in School Leadership

Center High School and McClellan High School fell below the district average in all measured areas, highlighting the need for targeted support and development at these sites.

PARENT PANORAMA SURVEYS
In Spring 2025, a total of 810 families responded to the Panorama Family Survey, reflecting a 19% increase in participation compared to the previous year.

Survey results revealed the following:
66% of families responded favorably regarding their perception of school safety, a 2-point decline from the prior year.
65% reported favorable perceptions of the overall school climate, representing a 5-point decline.

While increased participation is a positive step toward stronger family engagement, the decline in favorable responses signals an opportunity for the district to further explore family concerns.

LEARNING RECOVERY EMERGENCY BLOCK GRANT
Following a comprehensive district-wide needs assessment utilizing California Dashboard data for ELA and math achievement, chronic absenteeism rates, and local academic data, the district identified five school sites as needing targeted intervention and support: Spinelli Elementary, Oak Hill Elementary, Dudley Elementary, North Country Elementary, and Center High School. These sites demonstrate significant areas of need in student achievement and attendance, warranting the allocation of Learning Recovery Emergency Block Grant (LREBG) funds to support learning recovery and close achievement gaps.

Analysis of the data identified multiple student subgroups demonstrating persistent underperformance across all three metrics—ELA, math,

and chronic absenteeism—including African American, Asian, Hispanic, White, Two or More Races, Students with Disabilities, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness. These trends highlight the need for sustained and targeted interventions to address systemic barriers and accelerate academic recovery.

At the elementary level, local iReady assessment data indicates that the current intervention model is making measurable gains: students have shown a 7 percentage point increase in reading and an 8 percentage point increase in math proficiency. Subgroups such as socioeconomically disadvantaged students, English Learners, and Students with Disabilities are demonstrating meaningful progress. Early literacy interventions focused on phonological awareness and phonics for students in grades K–2 have also resulted in growth across all grade levels. These gains are attributed to the Multi-Tiered System of Supports (MTSS) model delivered by elementary intervention teachers and instructional specialists, emphasizing tiered academic interventions in both ELA and math (Action 2.3). LREBG funding is critical to sustaining these evidence-based academic supports, allowing the district to continue and expand its effective MTSS practices and intervention services. Without these funds, the ability to maintain momentum and improve outcomes for all student groups would be significantly compromised.

In addition to academic supports, LREBG funds will be used to address social-emotional barriers that hinder student learning and contribute to chronic absenteeism (Action 3.2). The district has staffed two elementary counselors, two elementary social workers, and one social worker at Center High School to implement trauma-informed practices and provide mental health and behavioral support services. These professionals work in both individual and group settings to meet the needs of students, including those impacted by trauma, disengagement, and other social-emotional challenges. These supports are aligned with the district's MTSS framework and are proven to improve attendance, reduce behavioral incidents, and increase student engagement.

At the secondary level, Center High School has implemented an Intervention Counselor will focus on improving graduation rates, A–G course completion, and student re-engagement (Action 4.2). This counselor will play a critical role in identifying students in grades 9–12 who are credit deficient, off-track for A–G requirements, or underperforming in math and reading. The Intervention Counselor will provide coordination of academic and socio-emotional supports, facilitate access to credit recovery and A–G aligned coursework, monitor progress, and lead re-engagement efforts for students with chronic absenteeism.

Together, these LREBG-funded strategies form a comprehensive approach to accelerating learning recovery, improving academic achievement, reducing chronic absenteeism, and promoting student well-being and success across all identified sites and subgroups.

EQUITY MULTIPLIER FUNDING
This funding targets schools with high instability rates and a large socioeconomically disadvantaged population. McClellan High School and Dudley Elementary received Equity Multiplier funding for the 2024-2025 school year.

Although Dudley does not qualify for additional funding in the 2025-2026 school year, carryover will continue to fund Dudley's Literacy Specialist position (Action 5.1). These remaining funds will continue the work of the Literacy Specialist to address student skill development, increase academic achievement and provide professional development and other supports to increase effective teaching. Student achievement data shows these efforts have made a positive impact on student achievement in math and reading.

McClellan will receive additional Equity Multiplier Funding for the 2025-2026 school year. Although the efforts of the Intervention Teacher

made a positive impact on student achievement, the allocation is not sufficient to fund McClellan's Intervention Teacher position. Using data from a needs assessment, it was determined that the best use of these funds will be to support math intervention lessons and partially fund a school counselor who will support college and career, graduation, post-high school preparation, and provide academic support. Unused funding will be carried over for use at McClellan in the following school year.

Reflections: Technical Assistance

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

CJUSD qualifies for Differentiated Assistance through the following subgroups:
Homeless; academic achievement, chronic absenteeism
Long Term English Learners: academic achievement, chronic absenteeism, suspension rate, college and career readiness

Building upon our Differentiated Assistance work in partnership with the Sacramento County Office of Education, the district continues to prioritize strengthening Tier I instruction and improving literacy outcomes. A key strategy in this effort involves leveraging classroom walkthroughs as a tool to enhance instructional quality and student achievement. By developing a system of accountability through consistent and focused walkthroughs, the district aims to: identify instructional strengths and areas for growth, provide timely and actionable feedback to educators, promote reflective teaching practices, and align classroom instruction with district goals and standards. This intentional and structured approach to walkthroughs fosters a culture of continuous improvement, ensuring that every classroom benefits from high-quality teaching and learning. Through collaboration, observation, and data-driven decision making, the district is working to create a system that not only provides accountability but also supports teachers in delivering effective, engaging instruction for all students.

Additional Differentiated Assistance is provided by the Sacramento County Office of Education and facilitated through the district's LTEL Network, a team of district EL teachers and the district EL Coordinator. This work focuses on reading intervention, targeting Long-Term English Learners and aiming to prevent English Learners from becoming Long-Term English Learners.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Leadership Meeting: 4/22/2025, 5/13/2025, 6/3/2025	District Leadership meetings are bi-monthly meetings held in person. Attendees include Cabinet, site principals, and district leaders. These meetings include robust dialogue around data and initiatives.
Superintendent's Parent Advisory Council:2/4/2025, 5/8/2025	Representatives from each school site. Started out as two separate parent advisory groups: Parent Advisory Council and Superintendent's Parent Advisory Council was merged halfway through the year. Several members participated in both with similar agenda items. Once merged, meetings were held in person in the early evening. Attendees represented every school site.
District English Learner Advisory Council (DELAC): 9/24/2024, 4/29/2025	In-person meetings facilitated by District English Learner Coordinator. Interpreters actively translate for attendees.
Student Advisory Council (Voices): 9/5/2024, 10/22/2024, 11/21/2024, 12/11/2024, 1/22/2025, 3/20/2025	In-person meetings, during the school day with 16 students representing grades 9-12, facilitated by Coordinator of Categorical Programs and Center HS Vice Principal
McClellan HS Staff Meetings: 1/13/2025, 1/31/2025, SSC: 1/13/2025	Principal held in person meetings with staff on Equity Multiplier funding and plans
CUTA 5/8/2025 CSEA: 5/1/2025	LCAP Draft shared with CUTA and CSEA Leadership
SELPA: 5/16/2025	LCAP Draft emailed to SELPA Director for feedback.
Draft LCAP posted online 5/23/2025	All educational partners invited to comment.
CJUSD Public Meeting 6/11/2025	District holds a public hearing to solicit public comments on the LCAP and budget. Community questions and comments are responded to and posted on the CJUSD website.
CJUSD Board Approval 6/18/2025	LCAP submitted to the CJUSD Board for approval.

Educational Partner(s)	Process for Engagement
Superintendent responded in writing to questions and comments received from DELAC and Parent Advisory by June 6, 2025.	No questions were posed for response.

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

The CJUSD Leadership Team has taken action to prioritize literacy instruction and the effective delivery of tiered instruction across all classrooms. To support this critical need, as well as other district-wide initiatives, the LCAP and SPSA. s have been strategically aligned. This alignment ensures that resources and efforts work together to improve outcomes for all students.

Student, staff, and family survey responses are disaggregated by school, including Equity Multiplier sites.

Representatives from the Superintendent's Parent Advisory Council analyzed data on safety, school culture, and academic achievement, identifying strengths and areas of growth, with key concerns being communication. Goal 1 focuses on improving school culture as outlined in site plans and strengthening messaging through consistent website updates, social media, regular newsletters and informative short videos to better inform families about district initiatives. Goal 2 addresses concerns about access to academic support by focusing on literacy initiatives, tiered instruction, professional learning for educators, leadership development, and classroom walkthroughs to monitor progress. Goal 3 responds to concerns about engagement and behavior through the implementation of actions to increase student engagement and decrease disruptive behaviors.

The District English Learner Advisory Committee (DELAC) focused its discussions on metrics related to the progress of English Learners during Year 1 of the current LCAP. Their initial input emphasized the need to monitor and improve academic achievement and student engagement. As a result, successes were noted in LCAP Goals 2, 3, and 4, including increased reading and math achievement as measured by iReady, a rise in the number of graduates earning the Seal of Biliteracy, and greater student participation in clubs and athletics at the secondary level. These improvements directly reflect feedback from DELAC meetings held the previous year, where parents advocated for expanding extracurricular options to better engage students. In response, a new metric was added to Goal 2 to monitor student involvement in clubs and sports. More recently, DELAC parents raised concerns about the growing number of Long-Term English Learners and asked how schools communicate this status to families, prompting a review of communication practices and parental outreach strategies.

The Voices Student Advisory Council at Center High School significantly influenced Goal 1 of the LCAP. Formed to elevate student perspectives, Voices led to the creation of Goal 1, Action 1, which guided the development of school culture goals at each site through the SPSA process. Their review of student survey data and identification of key issues has informed actionable strategies to enhance school culture. The Council’s work has not only shaped LCAP content but continues to influence implementation, as they regularly share effective practices with staff and administrators via staff meetings and social media. Their contributions aim to strengthen belonging and connection among students, staff, and families, reinforcing the importance of student voice in district planning and decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Panorama data indicates we fell short of our goals for improving school culture. We recognize a positive school culture directly impacts student achievement, attendance, engagement, and behavior. Therefore, we're implementing new strategies with a renewed focus on fostering a strong school culture. This will involve in-depth data analysis, the implementation of effective strategies based on the data, and a commitment to continuous improvement.

PANORAMA STUDENT SURVEY on SCHOOL CULTURE
The Panorama Student Survey assessed favorability perceptions across various areas, including School Belonging, School Climate, School Engagement, School Safety, and Teacher-Student Relationships. Among students in grades 3-5, Teacher-Student Relationships received the highest favorability ratings, while School Engagement had the lowest. Conversely, among students in grades 6-12, School Safety received the highest favorability ratings, whereas School Engagement received the lowest.

SCHOOL BELONGING measures how much students feel they are valued members of the school community.

- Grades 3-5, districtwide 56% of students responded favorably to School Belonging.

Fortune (66%), Spinelli (58%), Oak Hill (57%), North Country (56%), Dudley (51%)

- Grades 6-12, districtwide 28% of students responded favorably to School Belonging

Riles Middle (27%), McClellan HS (27%), Center HS (25%)

SCHOOL CLIMATE measures student perceptions of the overall social and learning climate of the school.

- Grades 3-5, districtwide 55% of students responded favorably to School Climate.

Fortune (67%), Oak Hill (55%), Spinelli (55%), North Country (54%), Dudley (50%)

- Grades 6-12, districtwide 38% of students responded favorably to School Climate.

McClellan HS (43%), Center HS (38%), Riles Middle (31%)

SCHOOL ENGAGEMENT measures how attentive and invested students are in school.

- Grades 3-5, districtwide 47% of students responded favorably to School Engagement.

Fortune (54%), Dudley (47%), Oak Hill (47%), North Country (46%), Spinelli (45%)

- Grades 6-12, districtwide 23% of students responded favorably to School Engagement.

McClellan (27%), Center HS (21%), Riles Middle (20%)

SCHOOL SAFETY measures student perceptions of physical and psychological safety at school.

- Grades 3-5, districtwide 54% of students responded favorably to School Safety.

Fortune (65%), Spinelli (59%), Oak Hill (55%), North Country (53%), Dudley (45%)

- Grades 6-12, districtwide 48% of students responded favorably to School Safety.

McClellan HS (59%), Center HS (50%), Riles Middle (38%)

TEACHER-STUDENT RELATIONSHIPS measure how strong the social connection is between teachers and students within and beyond the school.

- Grades 3-5, districtwide 70% of students responded favorably to Teacher-Student Relationships.

Fortune (78%), Oak Hill (74%), Spinelli (71%), North Country (68%), Dudley (65%)

- Grades 6-12, districtwide 41% of students responded favorably to Teacher-Student Relationships.

McClellan HS (57%), Center HS (37%), Riles Middle (36%)

PANORAMA STAFF SURVEY on SCHOOL CULTURE
School Climate measures perceptions of the overall social and learning climate of the school. Districtwide,54% of staff who took the Spring 2024 survey responded favorably to School Climate. Sites rating at or above the district average: Fortune (86%), Spinelli (65%). North Country (60%), McClellan HS (60%), Oak Hill (58%). Sites rating below district average: Dudley (47%), Center HS (47%), Riles Middle (30%).

PANORAMA FAMILY SURVEY
School Climate measures perceptions of the overall social and learning climate of the school. DIstrictwide, 70% of families who took the Spring 2024 survey responded favorably to School Climate and 68% responded favorably to School Safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Panorama Survey response rates	SPRING 2024 STUDENTS: 79.5% (2753 students) responded Dudley Elementary: 97.8% North Country Elementary: 87.7% Oak Hill Elementary: 96.6% Spinelli Elementary: 98.1% Fortune Elementary: 98% Riles Middle School: 62.6% McClellan High School: 79.7% Center High School: 72.4% STAFF: 58% (315/540) staff responded FAMILIES: 676 responses	SPRING 2025 STUDENTS: 86.2% (2848) responded Dudley Elementary: 100% North Country Elementary: 90.2% Oak Hill Elementary: 92.1% Spinelli Elementary: 100% Fortune Elementary: 87.9% Riles Middle School: 85.5% McClellan High School: 86.1% Center High School: 78.5% STAFF: 69% (416/601) staff responded FAMILIES: 810 responses		STUDENTS: 85% response rate STAFF: 73% response rate FAMILIES: 1000 responses	6.7 point INCREASE in overall student responses 11 point INCREASE in staff responses 134 more parents responded showing an INCREASE
1.2	School Climate Survey Results	SPRING 2024 STUDENTS grades 3-5 (973 responses)	SPRING 2025 STUDENTS grades 3-5		SPRING 2027 Increase favorable responses by 5 percentage points	STUDENTS grades 3-5 School Belonging: 6 point DECLINE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Belonging: 56% School Climate: 55% School Engagement: 47% School Safety: 54% Teacher-Student Relationships: 70% STUDENTS grades 6-12 (1775 responses) School Belonging: 28% School Climate: 38% School Engagement: 23% School Safety: 48% Teacher-Student Relationships: 41% STAFF School Climate: 54% FAMILIES Safety: 68% School Climate: 70%	(932 responses) School Belonging: 50% School Climate: 48% School Engagement: 42% School Safety: 55% Teacher-Student Relationships: 65% STUDENTS grades 6-12 (1916 responses) School Belonging: 34% School Climate: 32% School Engagement: 23% School Safety: 47% Teacher-Student Relationships: 41% STAFF School Climate: 72% Safety: 63% FAMILIES Safety: 66% School Climate: 65%		yearly in each area measured STUDENTS grades 3-5 School Belonging: 71% School Climate: 70% School Engagement: 62% School Safety: 69% Teacher-Student Relationships: 85% STUDENTS grades 6-12 School Belonging: 43% School Climate: 53% School Engagement: 38% School Safety: 63% Teacher-Student Relationships: 56% STAFF School Climate: 69% Safety: 70% FAMILIES	School Climate: 7 point DECLINE School Engagement: 5 pt DECLINE School Safety: 1 point INCREASE Teacher-Student Relationships: 5 point DECLINE STUDENTS grades 6-12 School Belonging: 6 pt INCREASE School Climate: 6 point DECLINE School Engagement: no change School Safety: 1 point DECLINE Teacher-Student Relationships: no change STAFF School Climate: 18 point INCREASE Safety: established baseline FAMILIES Safety: 2 point DECLINE School Climate: 5 point DECLINE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Safety: 83% School Climate: 85%	
1.3	Parental involvement on decision making through site parent advisory meeting opportunities	2023-24 Total 54 site meetings held among 8 sites CHS: 9 SSC, 2 ELAC MHS: 2 SSC WCR: 1 SSC Oak Hill: 8 SSC, 2 ELAC North Country: 10 SSC, 2 ELAC Spinelli: 5 SSC, 5 ELAC Dudley: 1 SSC, 2 ELAC RFE: 3 SSC, 2 ELAC	2024-25 Total 56 site meetings held among 8 sites CHS: 8 SSC, 2 ELAC MHS: 2 SSC WCR: 2 SSC, 1 ELAC Oak Hill: 5 SSC, 2 ELAC North Country: 10 SSC, 2 ELAC Spinelli: 4 SSC, 4 ELAC Dudley: 4 SSC, 2 ELAC RFE: 6 SSC, 2 ELAC		Quarterly School Site Council meetings Quarterly English Learner Advisory Council (ELAC) meetings	Site level parent advisory meetings INCREASED by 2 additional opportunities
1.4	Parent and student involvement on decision making through district advisory meeting opportunities	2023-24: 14 district advisory meetings Student Advisory Council (VOICES): 5 Parent Advisory Council Meetings: 7 District English Learner	2024-25: 13 district advisory meetings Student Advisory Council (VOICES): 8 Parent Advisory Council Meetings: 3		Quarterly VOICES Student Advisory Council at Center HS, expand to McClellan HS and Riles MS. Quarterly Parent Advisory Council Meetings	District level advisory meetings DECREASED by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Advisory Council (DELAC): 2	District English Learner Advisory Council (DELAC): 2		Quarterly District English Learner Advisory Council (DELAC) Meetings	
1.5	SFSS Parent Engagement Sessions and parent/family participation opportunities	2023-24 5 Sessions 53 Parent/Guardians Participated	2024-25 1 Session with 3 workshops 11 Parents/Guardians Participated		Increase parent/guardian participation by 2% each year.	Sessions DECREASED by 4, participants DECREASED by 42

Goal Analysis [2024-25]

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

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

SCHOOL CULTURE
In the 2024–25 school year, every school site prioritized School Climate and Culture by including a goal in their School Plan for Student Achievement (SPSA).The goal was grounded in data and included strategies to improve school climate and culture through intentional implementation, ongoing monitoring, and reflective practices based on updated data and observations. Throughout April and May 2025, district and site administrators, along with school staff, engaged in a comprehensive review of Spring 2025 Panorama Survey data. Data from students, staff, and families were analyzed using the district's standardized data protocol to identify areas of strength or improvement, as well as areas of ongoing challenge or decline. Through each school site's SPSA annual review process, schools evaluated the implementation and effectiveness of the strategies supporting their climate and culture goals. Survey data from students, staff, and families was shared with both school staff and the School Site Council to guide reflection and discussion. Insights and strategies identified during this review have been incorporated into each site's 2025–26 SPSA, with a continued focus on improving school climate and culture.

OUTREACH and PARTNERSHIPS
A Communications Coordinator has been hired, leading to increased and more consistent communication between the district and families. This includes targeted outreach through social media and regular district newsletters. Efforts to keep district and school websites current are ongoing, ensuring families have access to up-to-date information.

The Bell, the district's outreach bus, has been remodeled and will be ready for use in the 2025–2026 school year, further expanding our ability to connect with the community.

PARENT and FAMILY SUPPORTS
The Student and Family Support Services (SFSS) team implemented several key strategies to enhance communication, support, and engagement for families across the district. Communication materials were translated into multiple languages to ensure accessibility The SFSS Coordinator partnered with the district Communications Coordinator to ensure messages were consistently shared through districtwide communications. To improve direct communication, bilingual SFSS staff identified and supported 78 Spanish-speaking families experiencing homelessness, and district-issued cell phones were used to bridge communication gaps between school and home. A full-time Office Assistant was added to improve overall efficiency, streamline emergency communication, and allow SFSS staff to focus more on direct services, such as student mentoring, family outreach, home visits, and program development.

SFSS responded to 61 family assistance requests, providing support in the form of enrollment help for 34 families, 75 transportation services, 22 housing resources, 9 employment supports, 18 health, vision, and dental referrals, and activity fee assistance for 18 families.

To increase community connections, SFSS hosted the 3rd Annual Back to School Bash with over 2,000 attendees. All school sites and departments, along with 4 Center High School clubs and 10 community partners, participated. Organizations like the Sacramento Food Bank, Antelope Lions Club, and Grocery Outlet provided over 400 grocery bags and boxes to families.

Ongoing basic needs support included the distribution of 211 backpacks, 277 school supplies, 377 clothing items, 126 hygiene kits, 11 shoe gift cards, 5 PE uniforms, and 407 diapers. Food access was provided through 12 Sacramento Food Bank events, serving 2,365 households and more than 12,558 individuals. Additionally, 63 Center High School students volunteered at food distribution events, helping to build stronger school-community connections.

During the holiday season, 25 families and 156 students received support through Thanksgiving and Christmas programs. In partnership with North Highlands Food Ministry, SFSS also distributed 75 food boxes.

To address family needs around parenting and student success, SFSS launched Together We Thrive: Tools for Raising Resilient Learners in May 2025. The event featured workshops on academic support, emotional regulation, and trauma-informed parenting.

The ELOP hosted 16 family events across five sites, with participation from approximately 190 parents. These events aimed to strengthen the home-school partnership and engage families in their children's learning.

SFSS continues to identify and support students experiencing homelessness under the McKinney-Vento Program. This year, 482 students have been identified, nearly 10% of the district’s total enrollment, highlighting the depth of community need and the importance of ongoing outreach and support.

Mentoring services were provided to 54 students through 535 sessions. Mentors support students academically and personally by monitoring grades, attendance, and helping them set and pursue goals. They connect students with critical resources, including tutoring, FAFSA completion, graduation support, transportation, and college planning. Mentors also assist with re-engagement for expelled students through monthly check-ins.

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.

1.1) The $25,834 cost for Panorama (a web-based platform to survey students, families, and staff) was not included in the initial estimate.
1.2) The Communications Manager was not yet hired when the LCAP was created so that position's salary and benefits were estimated. Her actual costs are greater than the estimate.
1.3) Personnel changed within the Student and Family Support Services Department and a counseling position was added.

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

SCHOOL CULTURE
Analysis of family and staff free-write responses across the district revealed both strengths and areas for growth, all closely aligned with our core values: Belong, Impact, Value, and Thrive.

From the family perspective, efforts to show VALUE were evident through communication tools like email and Class Dojo, which keep families informed and involved. However, families expressed a need for more consistent communication and a stronger invitation to share their voices. To foster BELONGING, schools offered events and community outreach, though more diverse, inclusive events and deeper parent-teacher relationships would help families feel more connected. To support families in THRIVING, schools provided information and engagement opportunities, but families would benefit from workshops on curriculum and child development, along with stronger communication with teachers. For greater IMPACT, families recognized that involvement improves student success, and called for more opportunities to engage, improved outreach, and greater inclusivity to enhance the overall school experience.

From the staff perspective, many felt VALUED through access to updated technology and facilities, as well as a shared commitment to teaching and growth. However, concerns around leadership communication and equitable resource distribution highlighted areas where staff value could be better demonstrated. In terms of BELONGING, staff expressed a desire for more involvement in decision-making and a stronger school culture. Some reported positive individual experiences, but overall staff morale and inclusivity remain areas to strengthen. To help staff THRIVE, additional planning time, meaningful professional development, and better workload support were identified as essential. For IMPACT, staff emphasized student well-being and highlighted key challenges, demonstrating a commitment to improvement. Enhancing behavior supports, safety measures, and student services will further increase the positive impact on learning and school culture.

Although Year 1 survey results did not reflect the improvement we had hoped for, the process brought greater focus to data, encouraged meaningful reflection, and surfaced valuable insights. As the first step in a three-year district plan, it reaffirmed our dedication to using data to guide strategic, long-term improvements in school climate and culture across all sites.

SCHOOL SITE DATA RESULTS
While some areas in the data showed declines, there are many encouraging signs of meaningful progress that go beyond the numbers.

Participation in the survey process increased significantly, with more students, staff, and families engaging and sharing their voices—surpassing student participation targets. At Dudley and Spinelli, 100% of students participated, demonstrating strong engagement. At the secondary level, a growing sense of belonging is evident, especially at McClellan High School, where students reported a 30-point increase in their sense of school belonging. Districtwide, staff noted a 22-point improvement in perceptions of school climate, and families at Riles Middle School reported a 17-point increase in their overall climate perception.

These successes highlight areas of real growth and impact. With targeted strategies in place through both the LCAP and school site SPSAs, we are well-positioned to build on this momentum. We are confident that continued implementation will lead to even stronger survey outcomes and a more positive climate for students, staff, and families.

PANORAMA STUDENT SURVEY

SCHOOL BELONGING measures how much students feel they are valued members of the school community.

- Grades 3-5, the percentage of students who responded favorably to School Belonging dropped 6 points to 50%. All 5 elementary sites showed a decline in favorable responses.

Fortune (57%), Spinelli (53%), Oak Hill (49%), North Country (49%), Dudley (46%)

- Grades 6-12, the percentage of students who responded favorably to School Belonging increased 6 points to 34%. CHS increased 7 points, Riles increased 5 points, MHS increased 30 points.

Riles Middle (27%), McClellan HS (27%), Center HS (25%)

SCHOOL CLIMATE measures student perceptions of the overall social and learning climate of the school.

- Grades 3-5, the percentage of students who responded favorably to School Climate dropped 7 points to 48%. All 5 elementary sites showed a decline in favorable responses.

Fortune (61%), Spinelli (49%), North Country (49%), Oak Hill (46%), Dudley (38%)

- Grades 6-12, the percentage of students who responded favorably to School Climate dropped 6 points to 32%. CHS and Riles dropped while MHS increased 33 points.

McClellan HS (76%), Center HS (32%), Riles Middle (27%)

SCHOOL ENGAGEMENT measures how attentive and invested students are in school.

- Grades 3-5, the percentage of students who responded favorably to School Engagement dropped 5 points to 42%. All 5 elementary sites showed a decline in favorable responses.

Fortune (50%), Oak Hill (44%), North Country (43%), Dudley (37%), Spinelli (36%)

- Grades 6-12, the percentage of students who responded favorably to School Engagement remained 23%. CHS and Riles increased 1 point while MHS decreased by 8.

McClellan (35%), Center HS (22%), Riles Middle (21%)

SCHOOL SAFETY measures student perceptions of physical and psychological safety at school.

- Grades 3-5, the percentage of students who responded favorably to School Safety increased 1 point to 55%. Spinelli increased 1 point, Oak Hill increase 5 points, Dudley increased 4 points.

Spinelli (60%), Oak Hill (60%), Fortune (59%), North Country (52%), Dudley (49%)

- Grades 6-12, the percentage of students who responded favorably to School Safety dropped 1 point to 47%. CHS dropped 2 points, Riles increased 2 points, MHS increased 18 points.

McClellan HS (59%), Center HS (50%), Riles Middle (38%)

TEACHER-STUDENT RELATIONSHIPS measure how strong the social connection is between teachers and students within and beyond the school.

- Grades 3-5, the percentage of students who responded favorably to Teacher-Student Relationships dropped 5 points to 65%. Spinelli remained the same, all other elementary sites showed a decline in favorable responses.

Spinelli (71%), Fortune (70%), Oak Hill (69%), North Country (62%), Dudley (58%)

- Grades 6-12, the percentage of students who responded favorably to Teacher-Student Relationships remained 41%. CHS increased 2 points, MHS increased 7 points, WCR remained the same.

McClellan HS (64%), Center HS (39%), Riles Middle (36%)

PANORAMA STAFF SURVEY
SCHOOL CLIMATE measures perceptions of the overall social and learning climate of the school. Districtwide, 72% of staff who took the Spring 2025 survey responded favorably to School Climate. Sites rating at or above the district average: Spinelli (89%), Fortune (81%) Oak Hill (82%), Riles (73%), North Country (72%), McClellan HS (60%). Sites rating below district average: Dudley (69%), MHS (57%), CHS (56%)

SCHOOL LEADERSHIP measures the perceptions of the school leadership's effectiveness. Districtwide, 67% of staff who took the Spring 2025 survey responded favorably to School Leadership. Sites rating at or above the district average: Spinelli (88%), Fortune (81%), Oak Hill (76%), Riles (76%). Sites rating below district average: Dudley (66%), North Country (66%), MHS (51%), CHS (41%)

PROFESSIONAL LEARNING measures the perceptions of the amount and quality of professional growth and learning opportunities available to staff. Districtwide, 58% of staff who took the Spring 2025 survey responded favorably to Professional Learning. Sites rating at or above the district average: Fortune (71%), Spinelli (71%), Oak Hill (66%), Dudley (60%). Sites rating below district average: North Country (57%), MHS (55%), WCR (55%), CHS (37%)

PANORAMA FAMILY SURVEY
SCHOOL SAFETY measures student perceptions of physical and psychological safety at school. SCHOOL CLIMATE measures the perceptions of the overall social and learning climate of the school. 810 families participated in the survey.

66% provided favorable responses regarding school safety. Sites rating at or above the district average: Fortune (83%), Spinelli (75%), Oak Hill (69%), North Country (67%), Dudley (66%). Sites rating below the district average: Center HS (48%), Riles Middle (47%)

65% provided favorable responses to school climate. Sites rating at or above the district average: Fortune (86%), Spinelli (77%), North Country (72%), Oak Hill (68%), Dudley (63%). Sites rating below the district average: Riles Middle (48%), Center HS (45%)

OUTREACH and PARTNERSHIPS
The addition of a Communications Coordinator has lead to more consistent and strategic outreach to families. A districtwide social media plan was launched, featuring regular posts that highlighted student learning and celebrated achievements across schools. A biweekly district newsletter was established, creating a dependable cadence for sharing important updates and stories with families. Website navigation has improved, making it easier for families, staff, and students to find information. Ongoing efforts to maintain up-to-date district and school websites have ensured that the community has reliable access to current resources and announcements.

To further enhance engagement, the Communications Coordinator partnered with MCA to launch a student mentoring program, which involved students working on districtwide projects such as producing a Superintendent video message for newsletters and capturing b-roll footage of school events and activities.

PARENT and FAMILY SUPPORTS
The efforts of the SFSS team have had a significant impact on family engagement. Multilingual outreach and improved district communication have increased accessibility and inclusivity for families. Adding a full-time Office Assistant has enhanced communication efficiency and enabled greater focus on direct services.

The Back to School Bash, attended by over 2,000 students and families, demonstrated the success of community outreach efforts and the strength of school and community partnerships. Regular basic needs support—including food, clothing, and hygiene items—continues to meet the needs of vulnerable families across the district.

Food distribution events, which reached over 12,000 individuals, not only addressed food insecurity but also offered volunteer opportunities for students, strengthening civic engagement and school connection. Holiday support programs and community partnerships extended that outreach even further.

Parent feedback from the Together We Thrive workshop was overwhelmingly positive despite modest attendance. All respondents praised the quality of the sessions and materials and expressed interest in future offerings. Suggestions for more workshops, newsletters, and family events provide a clear path for continued improvement.

The ELOP family events successfully engaged nearly 200 parents, providing consistent opportunities to strengthen school-family relationships and build a supportive learning environment outside of regular school hours.

The identification of 482 students experiencing homelessness—just below last year’s 494—demonstrates improved outreach and heightened community awareness. The mentoring program’s 535 sessions show a strong commitment to individualized student support, and mentors'

efforts to support both academic and post-secondary planning are helping reduce barriers and improve outcomes. Mentors' involvement in re-engaging expelled students ensures continued connection and guidance, even in the most challenging circumstances.

Together, these efforts reflect a comprehensive, relationship-centered approach that is improving access, engagement, and equity for students and families, and strengthening the overall school climate across the district.

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

Action 1.2: Collaborated with Program Specialist to enhance actions that promote parental participation in programs for Students with Disabilties.
Adding Action 1.4: Belonging Groups

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	SCHOOL CULTURE	Recognizing the profound impact on attendance, engagement, achievement, staff morale and behaviors, the district and school sites are dedicated to creating a positive school culture. Data collected through student, staff and parent Panorama surveys show the need for school sites to act with intention in envisioning, creating and fostering a positive school culture. These efforts, and the role of administrators, teachers and staff, are reflected in School Site Plans for Student Achievement (SPSA). The intended outcome is to cultivate a positive school culture, leading to an increase in positive responses from students, staff, and families as measured by district Panorama surveys. DATA School site administrators and staff actively engage in a comprehensive analysis of Panorama survey data from students, staff, and families to identify strengths and areas of growth.	$30,950.00	No

Action #	Title	Description	Total Funds	Contributing
		PLAN School sites develop specific goals and strategies that are seamlessly incorporated into existing school practices and policies. These strategies are tailored to address areas of growth, fostering a stronger sense of belonging, value, and connection among students, staff, and families. IMPLEMENT School site administrators oversee the Implementation of strategies aimed at increasing school culture. MONITOR School site administrators and staff gauge the impact by assessing the implementation and effectiveness of efforts using Panorama annual surveys, Panorama check-ins, empathy interviews, and student data. REFLECT and ADJUST Data analysis and empathy interviews with students, staff, and families inform the adjustment of goals and strategies leading to continuous improvement. The overall impact is assessed through the SPSA annual review.		
1.2	OUTREACH and PARTNERSHIPS	Enhance communication and collaboration with families through purposeful partnerships, involving students, parents, and families in providing input and feedback on both district and site initiatives. Establish a platform where goals, data, and progress are openly shared, nurturing a continuous cycle of improvement. Strive to ensure that participants in district and site advisory groups* more accurately represent the diverse demographics of the CJUSD community. Increase mandatory TK-8 parent conferences to a minimum of 2 conferences per TK-8 student per year.	$226,291.00	No

Action #	Title	Description	Total Funds	Contributing
		Increase volunteers, share opportunities for engagement, invite families, and create a welcoming environment. Sites and Human Resources partner together to communicate and guide through the clearance process. Promote parental participation in programs for Students with Disabilities by ensuring representation on site and district advisory councils, providing parent workshops with topics identified through parent surveys, and increasing outreach through the district newsletter, specifically including a segment aimed at meeting the needs of Students with Disabilities. Hire a Communications Coordinator to manage media relations, coordinate communications, and organize special events to bolster public relations efforts. Additionally, Coordinator will aid in improving staff communication practices, create various publications, oversee the district's online presence and social media, and coordinate the development of grant proposals. District and school websites and social media channels will be regularly updated to provide comprehensive information. These platforms will detail available programs, opportunities, and events to effectively communicate with students, families, and the community. * Advisory Groups District Advisory: District English Learner Advisory Council (DELAC), Superintendent's Advisory Council, Voices Student Advisory Council Site Advisory groups: School Site Council, English Learner Advisory Council		
1.3	PARENT and FAMILY SUPPORTS	Student Family Support Services (SFSS) will broaden outreach efforts to strengthen communication and support for all families by implementing several strategies such as hosting parent workshops, providing information and services in multiple languages to accommodate the diverse families within our community, supporting district advisory groups, collaborating with community partners to extend the reach of support services and access to additional resources. Although a districtwide action, the SFSS will strive to prioritize outreach to families of foster youth, low-income	$520,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, students experiencing homelessness, and English learner students. Prioritize unduplicated student enrollment in all elementary schools' Expanded Learning Opportunities Program. The SFSS Department will partner with school parent groups and community partners to host annual CJUSD Back to School events. This event aims to facilitate a smooth transition for students and families returning to school after the summer break, connecting them with various resources from school sites, the district, and the broader community. Students will also receive a backpack and school supplies at the event. Continue providing community access to the SFSS clothes closet, school supplies, diaper distribution, washer and dryer, and other basic necessities. Address food insecurity by maintaining the district’s food pantry, which is accessible to all students and families. Continue seeking donations from local organizations to meet the needs of students and families, especially during school breaks and holidays. Through collaboration, the SFSS will identify students and families for local Thanksgiving Feasts and Christmas Gift Giving Programs. Continued partnership with the Sacramento Food Bank and Family Services that allows the SFSS to hold monthly grocery box and produce distributions accessible to all CJUSD students and families. In the first year, the SFSS Coordinator will conduct an assessment of parent workshop needs and interests, review climate survey feedback, and meet with school administration and district coordinators to help determine future parent education classes, groups, and/or forums. A well-designed parent education program that incorporates feedback from partners (stakeholders) and input from school and community content experts is expected to result in increased participation in parent education workshops during the second and third years. These workshops will offer valuable		

Action #	Title	Description	Total Funds	Contributing
		insights and information to enhance parenting skills and promote greater engagement in their child's education. The SFSS Department will remain dedicated to offering various supportive services for specific subgroups such as foster youth, students experiencing homelessness, low income, and their families, creating a supportive and inclusive educational environment for all students and their families. The required support shall include the identification and documentation of eligibility, enrollment and attendance support, referrals for eligible services including free meals, transportation assistance, access to other district, state, and federal programs, referrals to social-emotional and health services, intervention and outreach, and referrals to community services. For targeted intervention support, the Homeless and Foster Youth Liaison and Student and Family Support Assistants will collaborate with school site counselors and administration to utilize a data-driven approach and referral process to identify appropriate tiered support services for our foster youth, students experiencing homelessness and other at-risk students. Through this tiered approach, immediate needs such as food, clothing, and transportation will be identified and provided through the SFSS. At the same time, high needs will be met through SFSS' customized mentoring program where Student and Family Support Assistants can utilize a case management approach, including regular check-ins with students, connection to academic supports and interests, including tutoring and before/after school programs, CTE/post-secondary programs, monitoring of attendance/engagement, referral to social-emotional and other health services, and empowerment of life skills and student voice. Through the mentoring program, we aim to provide students with access to new opportunities and experiences, expanding their potential for growth, connection, and success.		
1.4	SCHOOL SITE BELONGING GROUPS	Building upon the districtwide work completed with WestEd, each school site will establish "Belonging Groups" designed to directly address their site-specific problem of practice related to belonging and connection, with a clear equity mindset. Each site will integrate a detailed strategy for these	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Belonging Groups within their School Plan for Student Achievement (SPSA).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IMPACT Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dashboard and local data indicate that the district has fallen short of the expected targets for student achievement. This highlights the necessity for a stronger focus on improving literacy and instructional practices through the utilization of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) while enhancing professional learning opportunities, conducting walkthroughs, and introducing supplementary support systems and accountability measures.

DASHBOARD DATA: CAASPP and the California Alternate Assessment
In English/Language Arts, the overall performance is ranked ORANGE on the Dashboard, with students scoring 40.4 points below standard. Homeless students are classified in the RED band, indicating a very high level of concern. Student groups categorized in the ORANGE band, reflecting a high level of concern, include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races are ranked in the YELLOW band, while Filipino students are placed in the BLUE band.

In mathematics, the overall performance is ranked as ORANGE, with students scoring 71.1 points below the standard. Homeless students are flagged in the RED band signaling a very high level of concern. Student groups in the ORANGE band, indicating a high level of concern, include African American, Asian, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. Students of two or more races fall into the YELLOW band, while Filipino students are in the GREEN band.

The following school sites and corresponding student groups ranked RED on the Dashboard in ELA or math, indicating a high level of concern and an increased need for additional supports.

English/Language Arts

Riles Middle: Students with Disabilities
Oak Hill Elementary: African American, Students with Disabilities
Dudley Elementary: African American, English Learners, Hispanic, Students with Disabilities

Mathematics
Riles Middle: Students with Disabilities
Oak Hill Elementary: African American
Dudley Elementary: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

iREADY
The past three spring iReady Diagnostic 3 administrations reveal a concerning lack of progress in student achievement. Neither ELA nor math data shows any change in the percentage of students scoring one grade level below expectations. There's been a slight decrease in the percentage of students scoring above grade level, which is mirrored by a slight increase in the number of students scoring two or more grade levels below.

PANORAMA STAFF SURVEY
Through the Panorama Staff Survey, perceptions of favorability were measured in the following areas: Educating all Students, Professional Learning, School Climate and School Leadership. Educating all Students and School Leadership are the two areas reporting the highest levels of favorability. School Climate and Professional Learning measure the lowest levels of favorability.

- Educating All Students measures staff perceptions of their readiness to fully support all learners. Districtwide, 73% responded favorably to Educating All Students. Sites rating at or above the district average: Spinelli (83%), Dudley (78%) Oak Hill (75%) and Fortune (73%). Sites rating below district average: Riles Middle (69%) North Country (68%), McClellan HS (68%), Center HS (66%).

- School Leadership measures staff perceptions of a school's leadership effectiveness. Districtwide, 69% responded favorably to School Leadership. Sites rating at or above the district average: Fortune (96%), (Spinelli 83%), North Country (79%), Riles Middle (79%), McClellan HS (78%), Oak Hill (74%). Sites rating below district average: Dudley (52%), Center HS (47%)

- School Climate measures perceptions of the overall social and learning climate of the school. Districtwide, 54% responded favorably to School Climate. Sites rating at or above the district average: Fortune (86%), Spinelli (65%). North Country (60%), McClellan HS (60%), Oak Hill (58%). Sites rating below district average: Dudley (47%), Center HS (47%), Riles Middle (30%).

- Professional Learning is the perception of the amount and quality of professional growth and learning opportunities available to staff. Districtwide, 57% responded favorably to Professional Learning. Sites rating at or above the district average: Fortune (87%), Spinelli (68%), North Country (68%), McClellan HS (62%). Sites rating below the district average: Riles Middle (55%), Dudley (41%), Center HS (37%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CCSS, ELD, NGSS IMPLEMENTATION by district or site personnel as measured by observation loop and feedback	2023-24 100% implementation	2024-25 100% Implementation		100% implementation	Remained 100%
2.2	STUDENT ACCESS TO STANDARDS ALIGNED CURRICULUM	2023-24 100% of students have access to standards aligned curriculum	2024-25 100% of students have access to standards aligned curriculum		100% of students have access to standards aligned curriculum	Remained 100%
2.3	TEACHER ASSIGNMENT MONITORING OUTCOME as reported by DataQuest	2022-23 86% districtwide clear	Data not yet released by CDE		94% districtwide clear	Upon release, 2023-24 data will be presented to the Board
2.4	ELA and MATH DASHBOARD DATA	2023 ELA: overall 40.4 points below standard Student groups identified RED on the Dashboard in ELA: Homeless Math: overall 71.1 points below standard Student groups identified RED on the Dashboard in math: Homeless	2024: ELA: overall 38.7 points below standard Student groups identified RED on the Dashboard in ELA: Homeless, English Learners, LTELs MATH: overall 68.8 points below standard		Overall ELA and MATH will be at standard or above on the Dashboard All student groups will be GREEN or above on the Dashboard	1.7 point INCREASE in ELA achievement 2.3 point INCREASE in Math achievement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student groups identified RED on the Dashboard in math: LTELs			
2.5	CAASPP	2022-23 CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 31% 4th: 31% 5th: 34% 6th: 37% 7th: 36% 8th: 34% 11th: 42% MATHEMATICS Standards Met or Exceeded 3rd: 28% 4th: 21% 5th: 20% 6th: 25% 7th: 26% 8th: 25% 11th: 21% ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded	2023-24 CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 43% 4th: 44% 5th: 47% 6th: 46% 7th: 47% 8th: 46% 11th: 56% MATHEMATICS Standards Met or Exceeded 3rd: 46% 4th: 41% 5th: 35% 6th: 34% 7th: 34% 8th: 32% 11th: 28% ENGLISH/ LANGUAGE ARTS and MATH Standards Met or Exceeded		All grade levels and all student groups will increase by 5 percentage points each year on ELA and MATH CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 46% 4th: 46% 5th: 49% 6th: 52% 7th: 51% 8th: 49% 11th: 57% MATHEMATICS Standards Met or Exceeded 3rd: 43% 4th: 36% 5th: 35% 6th: 40% 7th: 41% 8th: 40% 11th: 36%	LANGUAGE ARTS Standards Met or Exceeded 3rd: 12 point INCREASE 4th: 13 point INCREASE 5th: 13 point INCREASE 6th: 9 point INCREASE 7th: 11 point INCREASE 8th: 12 point INCREASE 11th: 14 point INCREASE MATHEMATICS Standards Met or Exceeded 3rd: 18 point INCREASE 4th: 20 point INCREASE 5th: 15 point INCREASE 6th: 9 point INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		by STUDENT GROUPS: SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 32% 5th: 28% 6th: 36% 7th: 32% 8th: 30% 11th: 36% Math 3rd: 23% 4th: 16% 5th: 16% 6th: 24% 7th: 21% 8th: 25% 11th: 21% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 20% 4th: 18% 5th: 17% 6th: 13% 7th: 14% 8th: 12%	by STUDENT GROUPS: SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 33% 4th: 33% 5th: 37% 6th: 36% 7th: 37% 8th: 36% 11th: 47% Math 3rd: 35% 4th: 30% 5th: 24% 6th: 24% 7th: 23% 8th: 21% 11th: 18% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 19% 4th: 18% 5th: 17%		SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 46% 4th: 47% 5th:43% 6th: 51% 7th: 47% 8th: 45% 11th: 51% Math 3rd: 89% 4th: 31% 5th: 31% 6th: 39% 7th: 36% 8th: 40% 11th: 36% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 35% 4th: 33% 5th: 29%	7th: 8 point INCREASE 8th: 7 point INCREASE 11th: 7 point INCREASE SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 2 point INCREASE 4th: 1 point INCREASE 5th: 9 point INCREASE 6th: no change 7th: 5 point INCREASE 8th: 6 point INCREASE 11th: 11 point INCREASE Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th: 17% Math 3rd: 24% 4th: 19% 5th: 12% 6th: 10% 7th: 9% 8th: 7% 11th: 4% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 16% 4th: 14% 5th: 12% 6th: 8% 7th: 8% 8th: 5% 11th: 8% Math 3rd: 22% 4th: 14% 5th: 8% 6th: 6% 7th: 5% 8th: 3% 11th: 2%	6th: 13% 7th: 14% 8th: 12% 11th: 17% Math 3rd: 24% 4th: 18% 5th: 13% 6th: 10% 7th: 9% 8th: 7% 11th: 5% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 15% 4th: 13% 5th: 11% 6th: 8% 7th: 7% 8th: 5% 11th: 7% Math 3rd: 21% 4th: 15% 5th: 8% 6th: 6% 7th: 5% 8th: 4% 11th: 3%		6th: 28% 7th: 29% 8th: 27% 11th: 32% Math 3rd: 39% 4th: 34% 5th: 27% 6th: 25% 7th:24% 8th: 22% 11th: 19% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 31% 4th: 29% 5th: 27% 6th: 23% 7th: 23% 8th: 20% 11th: 23% Math 3rd: 37% 4th: 29% 5th: 23% 6th: 6% 7th: 20% 8th: 23% 11th: 22%	3rd: 12 point INCREASE 4th: 14 point INCREASE 5th: 8 point INCREASE 6th: no change 7th: 2 point INCREASE 8th: 4 point DECLINE 11th: 3 point DECLINE STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 1 point DECLINE 4th: no change 5th: no change 6th: no change 7th: no change 8th: no change 11th: no change Math 3rd: no change 4th: 1 point DECLINE 5th: 1 point INCREASE 6th: no change 7th: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						8th: no change 11th: 1 point INCREASE ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 1 point DECREASE 4th: 1 point DECREASE 5th: 1 point DECREASE 6th: no change 7th: 1 point DECREASE 8th: no change 11th: 1 point DECREASE Math 3rd: 1 point DECREASE 4th: 1 point INCREASE 5th: no change 6th: no change 7th: no change 8th: 1 point INCREASE 11th: 1 point INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CAST	2022-23 CAST Standards Met or Exceeded 5th: 21% 8th: 19% 12th: 28%	2023-24 CAST Standards Met or Exceeded 5th: 33% 8th: 29% 12th: 31%		All grade levels will increase by 5 percentage points each year 5th: 36% 8th: 34% 12th: 43%	5th: 12 point INCREASE 8th: 10 point INCREASE 12th: 3 point INCREASE
2.7	IREADY READING	2023-24 Diagnostic #3, Administered March 2024 36% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 32% on or above grade level STUDENTS WITH DISABILITIES 25% on or above grade level ENGLISH LEARNERS 16% on or above grade level	2024-25 Diagnostic #3, Administered March 2025 43% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 37% on or above grade level STUDENTS WITH DISABILITIES 22% on or above grade level ENGLISH LEARNERS 24% on or above grade level		Increase students on or above grade level in Reading by 5 percentage points each year: 2026-27 Diagnostic #3 51% of students will be on or above grade level in reading as measured by IReady SOCIOECONOMICALLY DISADVANTAGED 47% on or above grade level STUDENTS WITH DISABILITIES 40% on or above grade level	ALL STUDENTS 7 point INCREASE on or above grade level SOCIOECONOMICALLY DISADVANTAGED 5 point INCREASE on or above grade level STUDENTS WITH DISABILITIES 3 point DECLINE on or above grade level ENGLISH LEARNERS 8 points INCREASE on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ENGLISH LEARNERS 31% on or above grade level	
2.8	IREADY READING: K-2 LITERACY FOCUS	2023-24 Diagnostic #3 Administered March 2024 PHONOLOGICAL AWARENESS Kindergarten 66% Met/Exceeded 1st 49% Met/Exceeded 2nd 81% Met/Exceeded PHONICS Kinder 60% Met/Exceeded 1st 49% Met/Exceeded 2nd 50% Met/Exceeded	2024-25 Diagnostic #3 Administered March 2025 PHONOLOGICAL AWARENESS Kindergarten 75% Met/Exceeded 1st 49% Met/Exceeded 2nd 84% Met/Exceeded PHONICS Kindergarten 76% Met/Exceeded 1st 52% Met/Exceeded 2nd 55% Met/Exceeded		Increase K-2 students who meet or exceed grade-level standards in Phonological Awareness and Phonics by 5 percentage points each year 2026-27 Diagnostic #3 PHONOLOGICAL AWARENESS Kindergarten 81% Met/Exceeded 1st 64% Met/Exceeded 2nd 96% Met/Exceeded PHONICS Kinder 75% Met/Exceeded 1st	PHONOLOGICAL AWARENESS Kindergarten: 9 point INCREASE 1st: no change 2nd: 3 point INCREASE PHONICS Kindergarten:16 point INCREASE 1st: 3 point INCREASE 2nd: 5 point INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					64% Met/Exceeded 2nd 65% Met/Exceeded	
2.9	IREADY MATH	2023-24 Diagnostic #3 administered March 2024 28% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 24% on or above grade level STUDENTS WITH DISABILITIES 18% on or above grade level ENGLISH LEARNERS 15% on or above grade level	2024-25 Diagnostic #3 administered March 2025 36% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 31% on or above grade level STUDENTS WITH DISABILITIES 20% on or above grade level ENGLISH LEARNERS 24% on or above grade level		Increase students on or above grade level in Math by 5 percentage points each year: 2026-27 Diagnostic #3 43% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 39% on or above grade level STUDENTS WITH DISABILITIES 33% on or above grade level ENGLISH LEARNERS 30% on or above grade level	ALL STUDENTS 8 point INCREASE on or above grade level SOCIOECONOMICALLY DISADVANTAGED 7 point INCREASE on or above grade level STUDENTS WITH DISABILITIES 2 point INCREASE on or above grade level ENGLISH LEARNERS 9 point INCREASE on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	PANORAMA STAFF SURVEY results	Spring 2024 Educating All Students: 73% School Leadership: 69% Professional Learning: 57% (315 staff responses)	Spring 2025 Educating All Students: 72% School Leadership: 67% Professional Learning: 58% (416 staff responses)		Increase favorable responses from Staff Survey by 5 percentage points each year Educating All Students: 88% School Leadership: 84% Professional Learning:72%	2 point DECLINE on Educating All Students 2 point DECLINE on School Leadership 1 point INCREASE on Professional Learning
2.11	EL PROGRESS INDICATOR as reported by the CDE Dashboard	2023 51.2% of English Learners made progress towards English language proficiency as reported by the Dashboard.	2024 48.7% of English Learners made progress towards English language proficiency as reported by the Dashboard.		55% or above of English Learners will make progress toward English language proficiency as reported by the Dashboard	2.5 point DECLINE on the number of English Learners making progress toward English language proficiency
2.12	EL REDESIGNATION as reported by the District EL Coordinator	2023-24: 14.5% (98/674 students) were Redesignated Fluent English Proficient	2024-25: 8.2% (66/802 students) were Redesignated Fluent English Proficient		20.5% of English Learners will be Redesignated Fluent English Proficient	6.3 point DECLINE on English Learners Redesignated Fluent English Proficient
2.13	LONG-TERM ENGLISH LEARNER (LTEL) as reported by the CDE Dashboard	2023-24 local data: 131 LTELS 51 at risk	2024-25 local data: 17.5% (140 ELs) LTELs		Decrease LTELS by 2 percentage points each year. Target established when baseline	Established Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LTEL: English Learners in grades 6-12, in US schools 6 years or more At Risk: English Learners in grades 5-12, I US schools 5 years or more	2025 Dashboard will establish LTEL baseline data	6.5% (52 ELs) At Risk		data is released through the Dashboard.	
2.14						

Goal Analysis [2024-25]

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

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

The district prioritized improving student learning, particularly in reading and math, by strengthening instruction, offering targeted support for teachers and school leaders, and using data to guide decision-making. A key driver of this progress was the establishment of strong systems. By focusing on classroom walkthroughs, data analysis, professional development, and collaboration, the district has built a solid foundation for continued growth.

LITERACY
The district implemented a comprehensive literacy plan with a strong focus on early literacy and reading proficiency across all grade levels. A structured English Language Arts (ELA) block was implemented at all elementary school sites.

K-2 teachers participated in a two-hour summer training on the 6-step phonics lesson model. Elementary administrators serve as Literacy Leaders, actively promoting the effective implementation of the 6-step phonics model. Their efforts in this role were supported by the use of a standardized walkthrough form. Site administrators utilized this district-developed form to monitor the fidelity and quality of phonics lesson implementation across classrooms. Elementary administrators and members of the district Reading Academy completed CORE Reading Academy training to enhance their ability to support evidence-based reading practices. Each site conducted monthly Tier 1 instructional walkthroughs, focusing on the quality of ELA instruction, with a particular emphasis on UDL professional development that aligned with the district's walkthrough expectations. All district 3-6 grade teachers were trained in the 6-step syllabication and morphology lesson plan during the Spring of 2025, with plans to begin piloting these lessons after training and fully implement them in the 2025-26 school year.

ELA, Special Education, site administration, and ELD teachers from secondary schools participated in CORE Secondary Reading training to strengthen reading instruction. Special education and ELD teachers in grades 7-8 received targeted training in the StudySync curriculum. At McClellan HS, Corrective Reading was introduced as a Tier II intervention to support struggling readers.

The district partnered with Luminous Minds to host the first of two Parent Literacy Nights, focusing on supporting early readers. Literacy initiatives were shared with families during Parent and School Advisory Council (SAC) meetings, further encouraging family involvement in literacy development. This multi-tiered, collaborative approach reflects the district's commitment to improving literacy outcomes through professional development, targeted instructional practices, and community partnerships.

TIER I INSTRUCTION
The district has implemented a robust system for monitoring and supporting Tier I instruction through monthly site and district walkthroughs using the district's walkthrough tool. These walkthroughs ensure that teachers are consistently using district-adopted materials and instructional practices. To support the implementation of Universal Design for Learning (UDL) and Tier I instruction, the district partnered with CCIL to provide professional development for the district's Data Culture team. This collaboration helped deepen staff understanding of effective instructional UDL strategies and their application in the classroom.

Training sessions were held for teachers on the district-adopted curriculum, ensuring that all educators are equipped with the necessary tools to deliver high-quality instruction. Data Culture meetings provided a platform for analyzing student performance data, such as iReady and SBAC scores, in alignment with the district's data protocols. These meetings also focused on using data to plan and implement site-level PDSA (Plan-Do-Study-Act) cycles with Professional Learning Community (PLC) teams to continually refine and improve instructional practices.

The K-6 ELA block further supports Tier I instruction by providing dedicated time for teachers to plan and deliver literacy lessons using the district's adopted materials, ensuring consistency and alignment across grade levels. This structured, data-driven approach to Tier I instruction fosters an environment of continuous improvement, ensuring that all students receive high-quality, research-based instruction tailored to their needs.

TIER II INSTRUCTION
The implementation of Tier II instruction focuses on providing targeted interventions to meet the needs of students requiring additional support. At the elementary level, interventions are based on data from various sources, including iReady, Oral Reading Fluency, STAR Phonics, and phonics survey data. Teachers collaborate in Professional Learning Communities (PLCs), where they review student data and use it to create targeted groups for intervention. This data-driven approach ensures that interventions are personalized and responsive to the specific needs of each student.

The ELA block structure supports Tier II instruction by providing time for both Tier I and Tier II interventions. During the ELA block, students receive Tier I instruction in the classroom, followed by a second block of time dedicated to Tier II interventions. These interventions are more focused, with support provided by grade-level teachers and other instructional staff. The additional time allows for small group instruction, ensuring that students receive targeted support to address their learning gaps.

To monitor the effectiveness of Tier II interventions, PDSA (Plan-Do-Study-Act) cycles are utilized. These cycles help track the progress of targeted groups, allowing teachers to assess the impact of their interventions and make adjustments as needed. This structured,

collaborative approach to Tier II instruction allows for continuous improvement and ensures that students receive the support they need to succeed.

TIER III INSTRUCTION
The implementation of Tier III instruction focuses on providing intensive, individualized support for students with significant academic needs. Specialized programs, such as SDC (Special Day Classes) and ILS (Intensive Learning Support) classes, utilize evidence-based curricula like UNIQUE Learning Systems, SONDAY, and Corrective Reading to address the diverse learning needs of students. These curricula are designed to support students with more complex learning challenges by providing highly structured and tailored lessons that meet individual educational goals.

To further support these students, Study Skills classes are offered, focusing on working towards individual IEP (Individualized Education Program) goals. Additionally, Extended School Year (ESY) services are provided to all qualifying students, ensuring that learning continues over the summer and helping to prevent regression during the break.

Ongoing professional development is a key component of Tier III instruction. Monthly training sessions are provided by Program Specialists to ensure that all staff, including Special Education (SpEd) teachers, are equipped with the latest strategies and resources to support students effectively. These professional development opportunities allow SpEd staff to stay updated on best practices and improve their instructional techniques.

To monitor student progress, a range of data sources are used, including iReady, SpEd assessments, formative assessments, and CAASPP results. This data is essential for tracking individual student progress, identifying areas of need, and adjusting interventions as necessary to ensure students make meaningful academic gains.

Administrators, district office personnel, and department heads regularly conduct walkthroughs to observe the implementation of Tier III instruction. These walkthroughs help ensure that instructional strategies are being applied effectively and that students are receiving the necessary support to achieve their educational goals.

WALKTHROUGHS
Classroom walkthroughs have been implemented as a structured practice to support instructional improvement and alignment with district expectations. At the start of the school year, the initial goal was to complete two walkthroughs per teacher each month. However, after reviewing the process through reflective practices and conducting multiple calibration meetings with the Data Culture team, this expectation was adjusted in February to one walkthrough per teacher per month to ensure depth and quality of feedback.

The walkthrough process was intentionally structured to focus on one key indicator at a time, allowing for targeted observation and more meaningful feedback. Over the course of the year, all domains outlined in the walkthrough tool have been implemented, providing a comprehensive view of classroom instruction across the district.

The Data Culture team has engaged in three calibration sessions to align on observation practices, feedback delivery, and reflective dialogue. These efforts have contributed to a more consistent and effective walkthrough process. Currently, the district is in the Study and

Act phases of the Plan-Do-Study-Act cycle, using walkthrough data to identify patterns, inform next steps, and guide professional development and instructional support.

GROWTH & DEVELOPMENT OF TEACHERS & STAFF:
The district is committed to supporting the growth and development of teachers and staff through a combination of centralized professional development and site-based implementation. District-level professional development was delivered. School site administrators provided targeted training to staff as outlined in their School Plan for Student Achievement.

A key component of teacher development is the support provided through the Sacramento County Office of Education Induction Program. Currently, 39 district teachers are participating in the program, receiving mentorship and guidance from 20 district teachers who serve as coaches. These coaches play a vital role in supporting new educators by providing ongoing feedback, professional guidance, and instructional support, helping them to build confidence and effectiveness in their practice.

In support of professional accountability and development, all administrators participated in a comprehensive review of the certificated evaluation process with the Director of Human Resources and Student Services in the fall of 2024. Ongoing support continues to be provided to ensure administrators are well-equipped to implement the evaluation process with fidelity. In collaboration with the Curriculum and Instruction department, Human Resources is working to revise the evaluation system to reflect the updated 2024 California Standards for the Teaching Profession and the district's commitment to Universal Design for Learning. This updated process is scheduled for implementation in the spring of 2025.

To further support staff retention and organizational improvement, the district has begun administering exit surveys, currently capturing feedback from approximately 50 percent of departing employees. The district aims to expand this effort to ensure that 100 percent of exiting staff have the opportunity to provide insights, helping inform strategies for improving the work environment and professional support systems.

LEADER GROWTH & DEVELOPMENT through mentorship and accountability.
The district has implemented a comprehensive approach to leader growth and development to ensure administrators are equipped to lead effectively and drive school improvement. New assistant principals at Center High School and Wilson C. Riles Middle School have been strategically partnered with district directors, providing them with mentorship and guidance to support a smooth transition into their new roles.

Five administrators are currently participating in the Sacramento County Office of Education's Clear Administrative Credential Program. Each participant is paired with an in-district coach who offers support, guidance, and feedback throughout their two-year program, fostering leadership growth rooted in real-time school leadership experiences.

One of the key structures for leadership development is the Data Culture meeting, where curriculum leaders and administrators collaborate to review data, engage in PDSA cycles, and analyze findings from classroom walkthroughs using the district's walkthrough tool.

All district administrators receive ongoing support and feedback directly from the superintendent. To align leadership evaluation with state expectations, the superintendent has redesigned the principal evaluation tool to reflect the California Professional Standards for Educational

Leaders (CPSEL). Principals are also provided with a monitoring tool to track progress on their School Plan for Student Achievement (SPSA) goals, which include specific targets related to school climate. These goals are regularly reviewed and discussed during monthly one-on-one meetings between each principal and the superintendent. Progress is documented continuously, and Panorama survey data is used as a key indicator to evaluate the impact of leadership on school climate outcomes.

This multi-layered system of mentorship, professional development, data-informed leadership, and reflective evaluation ensures that administrators are not only supported in their growth but also held accountable for fostering effective teaching, strong school climates, and improved outcomes for all students.

PROFESSIONAL LEARNING COMMUNITIES
The implementation of the Plan-Do-Study-Act (PDSA) cycle across the district has expanded significantly, with an increasing number of school sites integrating this continuous improvement model into their regular instructional practices. Schools are using the PDSA cycle, along with the district's established data protocol, during designated collaboration times to review site and student-level data. These structured meetings focus on identifying areas of need, setting specific learning goals for all students and targeted goals for student subgroups, and planning instructional adjustments accordingly.

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

There are no material differences to report.

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

LITERACY
Targeted efforts to improve reading were made across all grade levels. In grades K-2, we saw strong growth in phonics, especially in Kindergarten. A dedicated English Language Arts (ELA) block was implemented. New phonics lessons were provided and teachers received training to increase instructional effectiveness.

To increase reading at home, families have access to books through the SOR subscription. To expand at-home libraries, families who attended Parent Literacy Nights received books for their children. Seven K-2 classrooms were recognized for iReady Diagnostic 2 and Diagnostic 3 achievement and were rewarded with classroom libraries.

TIERED INSTRUCTION
Tier I: All students receive high-quality instruction using district-adopted curriculum.
Tier II: Teachers use data to form small groups and deliver targeted lessons for students needing extra support.
Tier III: Special education programs use individualized materials and interventions. Progress is closely monitored, and monthly training is provided to staff.

Reading results from iReady:
All students: 7-point increase in students reading at or above grade level
English Learners: 8-point increase in students on grade level and a 9-point drop in those reading far below grade level.
Students with Disabilities: Some improvement among the most struggling readers, reflecting our focus on early literacy, phonics, and tailored reading supports.

Math results from iReady:
All students: 8-point increase in those on or above grade level
English Learners: 9-point gain at or above grade level
Students with Disabilities: 2-point gain in at or above grade level

WALKTHROUGHS
Classroom walkthroughs were conducted monthly by school and district leaders to observe instruction and ensure the use of adopted curriculum. Walkthroughs were initially focused on one key indicator at a time and calibrated through ongoing administrative collaboration, allowing site and district administration to modify the process and expectations and identify and support areas for growth. Walkthroughs led to conversations between principals, teachers, and district staff about instructional expectations. Feedback and reflection helped improve classroom practices.

TEACHER GROWTH & DEVELOPMENT
Teacher growth was supported through professional development in reading strategies, Universal Design for Learning (UDL), and Tiered Instruction.

39 teachers participated in the Sacramento County Office of Education Induction Program.
20 district teachers served as mentors, guiding new educators.

To better understand why staff leaves and identify and how we can increase support to increase retention, the district utilizes exit surveys. While the return rate is approximately 20%, certificated staff show the highest response. The Superintendent and Director of HR review the survey results, which are subsequently shared with school site administrators or supervisors. To gain more meaningful insights and enhance the value of this feedback, a higher response rate is needed.

LEADER GROWTH & DEVELOPMENT
Investment was made in our school leaders. New assistant principals were paired with district directors for mentorship. Five administrators participated in the Clear Administrative Credential Program, each supported by a district coach. The superintendent provided monthly coaching and redesigned the principal evaluation to align with new state leadership standards and school goals. These efforts ensure our leaders are prepared to support teachers and drive school improvement.

Professional Learning Communities (PLCs)
Teachers met regularly in PLCs to review student data, plan instruction, and collaborate on best practices. These meetings used the PDSA cycle (Plan, Do, Study, Act) to guide continuous improvement, to adjust lessons based on data and student need.

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.

Implementing Weekly Instructional Plans (Action 2.5)
Launching the Center Commitment New Teacher Orientation (Action 2.6)

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	LITERACY	The collaborative efforts of our teaching staff, students, and families are aimed at enhancing literacy across grades K-12. Operating within the framework of MTSS, we strive to address the individual needs of every student, ensuring that instruction is tailored to accommodate diverse learning styles and abilities, particularly focusing on supporting English learners and students with disabilities. We strongly emphasize identifying and addressing the needs of subgroups that may be underperforming, as indicated by the RED designation on the Dashboard. Formative assessments are used to pinpoint areas for improvement, allowing us to implement evidence-based interventions effectively. EARLY LITERACY FOCUS (TK-2) • Utilize district-adopted curriculum, Wonders, to build foundational literacy skills • Ensure all TK-2 teachers, administrators, and instructional staff participate in professional development sessions supporting systematic, explicit reading instruction based on research-backed principles of literacy Accountability Measures • Conduct walkthroughs to ensure consistent implementation of district literacy expectations in classrooms	$949,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Tiered Interventions • Tier I Intervention: Implement research-based intervention strategies and data-driven instruction, integrating targeted Wonders lessons • Tier II Intervention: Provide smaller group instruction, implementing research-backed intervention methods and data-driven instruction, incorporating targeted Wonders lessons READING PROFICIENCY FOCUS (3-12) • Focus on building reading proficiency across content areas, emphasizing informational text and complex literature • Implement strategies to support struggling readers, English Learners and long-term English Learners in developing comprehension skills and expanding vocabulary knowledge • Incorporate explicit instruction in reading strategies such as summarizing, making inferences, and analyzing text structure • Integrate technology tools and digital resources to enrich reading instruction and provide access to a wide range of diverse texts • Provide Corrective Reading to address gaps in reading skills • Provide professional development opportunities to teachers, administrators, and instructional staff Accountability Measures • Conduct walkthroughs to ensure consistent implementation of districtwide instructional expectations in classrooms Tiered Interventions • Tier I Intervention: Implement research-based interventions, utilizing data-driven approaches with targeted interventions • Tier II Intervention: Implement research-based interventions, employing data-driven approaches with targeted interventions LITERACY PARTNERSHIPS Through workshops, family literacy nights, and parent education programs,		

Action #	Title	Description	Total Funds	Contributing
		we aim to empower parents with the knowledge and tools needed to support literacy growth at home. We will promote literacy initiatives and provide families with greater access to books and literacy materials within the community. We will engage families in literacy-related activities such as author visits and book fairs, to foster a supportive environment where everyone plays a vital role in nurturing a love for reading and lifelong learning.		
2.2	TIER 1 INSTRUCTION	TIER I INSTRUCTION • Provide a comprehensive education beginning in the early stages of development through a Transitional Kindergarten and a full day Kindergarten program and continuing through grade 12. • Provide all students access to Tier 1 instruction using district-adopted standards-aligned curriculum, technology, and evidence-based instructional strategies. • Design instruction to be universally accessible, meeting the diverse needs of students, including those with special education requirements, English Learners, long-term English Learners, and advanced learners such as GATE students. To meet linguistic and academic grade level standards, English Learners and long-term English Learners receive Integrated and Designated language instruction. • Optimize the learning environment and promote collaboration, autonomy, and student-centered learning through flexible grouping and flexible seating. • Pay particular attention to subgroups identified as underperforming, as indicated by the RED ranking on the Dashboard PROFESSIONAL LEARNING	$23,051,123.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide resources and professional development for teachers, administrators, and support staff on Universal Design for Learning (UDL) strategies, flexible grouping with the use of flexible seating, tiered assignments, personalized learning pathways and Integrated/Designated instruction for English Learners DATA DRIVEN • Use formative, summative, IReady, and curriculum-based assessment data to identify strengths and areas of growth for students, with a particular focus on underperforming subgroups • Utilize Professional Learning Community (PLC) time to analyze data and tailor instruction accordingly ACCOUNTABILITY MEASURES • Conduct walkthroughs to ensure that Tier 1 instruction is universally designed to meet the needs of all students		
2.3	TIER 2 INSTRUCTION, partially funded by LREBG	TIER 2 INSTRUCTION • Provide students with access to tier 2 instruction, offering research-based interventions tailored to address specific areas of need, while ensuring that the additional support provided at Tier 1 through differentiated instruction remains intact • Intentionally design interventions to meet individualized goals and support student progress • Implement push-in or pull-out interventions at the elementary level to support core instruction and meet targeted needs. Learning Recovery Emergency Block Grant funds allocated: $1,093,644. • Provide separate intervention courses at the secondary level to support core courses, including leveled courses through special education and opportunities such as summer school • Support students in need of credit recovery at McClellan HS, which serves as a secondary intervention school • Offer academic mentoring through Student Family Support Services to provide additional support	$21,705,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PROFESSIONAL LEARNING • Provide resources and professional development opportunities for teachers, administrators, and support staff specific to Tier 2 instruction to ensure effective implementation of interventions to support student success DATA-DRIVEN • Implement ongoing progress monitoring to identify whether students respond positively to interventions and adjust instruction as needed, facilitating fluid movement between Tier 1 and Tier 2 instruction. ACCOUNTABILITY MEASURES • Conduct walkthroughs to ensure that Tier 2 instruction is universally designed to meet the needs of all learners, with a focus on effectiveness and alignment with intervention goals to support student progress Metrics to determine the effectiveness of Action 2.3 Elementary Intervention: iReady Reading and Math CAASPP Research to support Action 2.3 Elementary Intervention: Implementing targeted support through push-in and pull-out models as part of an MTSS framework strengthens core instruction and helps close learning gaps, leading to measurable gains in reading and math (Burns et al. 2005; Gersten et al. 2009). Providing flexible, small-group instruction tailored to student needs enhances learning for struggling and advanced students alike, increasing engagement and academic growth (Tomlinson 2014; Connor et al. 2007).		

Action #	Title	Description	Total Funds	Contributing
2.4	TIER 3 INSTRUCTION	TIER 3 INSTRUCTION • Provide intensive individualized intervention for students who have not responded to Tier 1 or Tier 2 instruction • Ensure interventions are intentional and designed to meet individualized goals, focusing on addressing specific areas of need • Extended School Year summer school as part of Tier 3 instruction to provide additional support and opportunities for students • Offer academic mentoring through Student Family Support Services to provide additional support and guidance to students in Tier 3 instruction PROFESSIONAL LEARNING • Provide resources and professional development opportunities for teachers, administrators, and support staff specific to Tier 3 instruction to ensure effective implementation of interventions to support student success DATA DRIVEN • Implement ongoing progress monitoring to identify whether students are responding positively to interventions and adjust instruction as needed, facilitating opportunities between Tier 1, Tier 2, and Tier 3 instruction. ACCOUNTABILITY MEASURES • Conduct walkthroughs to ensure that Tier 2 instruction is universally designed to meet the needs of all learners, with a focus on effectiveness and alignment with intervention goals to support student progress	$5,000.00	No
2.5	WALKTHROUGHS & INSTRUCTIONAL PLANS	WALKTHROUGHS Provide ongoing support to teachers and students through consistent and meaningful classroom walkthroughs, concentrating on three essential	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		areas: Classroom Environment, Learning, and Instruction. PLAN • Create walkthrough forms to gather relevant data during observations • Identify priorities and objectives for the walkthroughs DO • Calibrate the walkthrough tool to ensure consistency in observations • Establish clear expectations for the frequency and duration of walkthroughs STUDY • Implement walkthroughs according to the developed protocol • Collect data during observations to assess classroom environment, learning, and instruction • Review collected data to identify trends and areas for improvement ACT • Provide feedback based on the data collected during walkthroughs • Determine next steps for improvement and development • Identify if site-level, district-wide, or classroom-specific support is needed • Offer appropriately targeted professional development to address identified needs and support continuous improvement WEEKLY INSTRUCTIONAL PLANS Teachers will create weekly plans to identify what students will learn and how that learning will be assessed to ensure students can demonstrate the concept being taught and teachers can plan next steps.		
2.6	GROWTH and DEVELOPMENT of TEACHERS and other STAFF	• Recruit and hire highly effective teachers, administrators, and support staff. Increase staff retention by providing essential resources, professional learning and effective leadership in a positive, supportive, professional environment.	$1,802,171.00	No

Action #	Title	Description	Total Funds	Contributing
		• Welcome and provide essential training to new teachers through the Center Commitment New Teacher Orientation • Support new teachers through the district's New Teacher Induction program and on-site new teacher support systems. • Offer comprehensive professional development opportunities to teachers, administrators, and staff to equip them with the necessary resources and knowledge to effectively implement the district initiatives. • Provide professional development to ensure all instructional staff are trained to implement the district's adopted curriculum as designed. • Provide training to enhance instructional effectiveness by utilizing data to identify student needs and tailor instruction. • Provide training on Universal Design for Learning (UDL) to accommodate the needs and abilities of all learners. This includes extending support for advanced learners and providing targeted support for lower-performing student groups, with particular attention to students identified as RED on the Dashboard. • Utilize the expertise of the district English Learner Coordinator and site English Learner Specialists to deliver professional development to administrators, general education teachers, and instructional staff, designed to effectively meet the needs of English Learners. • Utilize the expertise of the district and site Special Education teams to deliver professional development to administrators, general education teachers, and instructional staff to effectively meet the needs of students with disabilities. Facilitate monthly collaboration between special education and general education teachers.		

Action #	Title	Description	Total Funds	Contributing
		• Facilitate opportunities for collaborative discussions among teachers of the same grade level and guide teacher-to-teacher observations to foster professional growth and learning. • Tailor district and site professional development based on observations and patterns identified through classroom walkthroughs and PLC discussions. • Provide timely evaluations that are valuable and personalized, identifying individual strengths and areas for growth in alignment with the district's continuous improvement goals, following California Standards for Teachers and the Professional Standards for Educational Leaders. • Offer and review exit surveys when employees resign to assess the overall employee experience and identify opportunities to improve retention and engagement. Superintendent and Director of Human Resources to review quarterly.		
2.7	LEADER GROWTH & DEVELOPMENT	Enhance instructional quality, increase student achievement, improve staff retention, and cultivate a positive school climate by empowering administrators with the tools to be effective leaders through professional development, mentorship, and accountability. PROFESSIONAL LEARNING: • Establish shared language, clear expectations, and effective practices for classroom walkthroughs and feedback. Refine the walkthrough process by fostering peer collaboration wherein administrators partner to assess instructional effectiveness, data collection, and feedback. • Equip administrators with the skills to analyze student data effectively and guide instructional improvement with staff using the PDSA cycle. • Provide other professional development opportunities based on identified needs.	$2,441,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		MENTORSHIP • Pair administrators with district mentors or other site principals to support continuous improvement, reflection, goal setting, and collaborative problem-solving. ACCOUNTABILITY MEASURES • Site administrators will reflect and assess their leadership strengths and areas for growth, incorporating insights from Panorama staff survey results. Administrators will develop long-term and short-term goals to continually improve leadership effectiveness and address staff needs. • Establish monthly conferences with the supervisor to assess progress on personal goals to improve leadership effectiveness and site goals outlined in the School Plan for Student Achievement.		
2.8	PROFESSIONAL LEARNING COMMUNITIES	School sites utilize PLC time to tailor instruction and enhance student achievement. Teachers analyze student data and adhere to the district protocol, which includes the Plan-Do-Study-Act (PDSA) cycle. This cycle acts as an interactive problem-solving strategy aimed at improving learning outcomes and driving change. Intentional efforts are made to address the needs of all students, including schools identified as RED on the Dashboard, and subgroups such as English Learners, long-term English learners, and students with disabilities.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Dashboard and local data show the district has not met the expected targets for student achievement. Attendance, social-emotional well-being, school engagement, and behavior directly influence student success. This goal has been established to identify actions aimed at ensuring staff have the necessary resources and administrative support to address behavioral challenges hindering learning. These actions are designed to enhance student engagement, improve attendance, and mitigate disruptive behaviors.

Dashboard data reveals a districtwide RED ranking for suspension rates among specific student subgroups; African American, American Indian, Hispanic, Homeless, and Students with Disabilities. This indicates a significant concern and underscores the need to identify corrective measures, as there is a link between student groups with higher suspension rates and those with lower academic achievement.

At the site level, the dashboard identifies specific school sites and student subgroups with a RED ranking for suspension rates and chronic absenteeism. This highlights an increased need for additional support to promote higher attendance and engagement in classroom instruction and extracurriculars.

Chronic Absenteeism: % of students K-8, absent 10% or more
- Oak Hill: African-American 27.8%

Suspension Rates: % suspended at least one day
- Center HS: African American 21.7%, Two or More Races 13.7%, Students with Disabilities 13.7%
- McClellan HS: Hispanic 11.3%, Socioeconomically Disadvantaged 17.5, White 24.3%
- Riles Middle: African American 23.5%, Hispanic 11.8%, Socioeconomically Disadvantaged 13.6%, Students with Disabilities 20.4%
- Spinelli Elementary: Hispanic 8.1%, Socioeconomically Disadvantaged 5.4%
- Oak Hill Elementary: African American 9.3%, Students with Disabilities 8.3%
- Dudley Elementary: Hispanic 9.2%, Homeless 12.3%, Socioeconomically Disadvantaged 7%, Students with Disabilities 8.1%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	DAILY ATTENDANCE as reported by local data	2023-24 P2 Districtwide Attendance: 90.63%	2024-25 P2 Districtwide Attendance:89.8%		2026-27 P2 Districtwide Attendance: 95%	DECREASED 0.83%
3.2	CHRONIC ABSENTEEISM as reported by the CDE Dashboard	2022-23 Chronic Absenteeism: 29.2% 2023-24 Chronic Absenteeism: 20.2% as measured by EveryDay Pro English Learner 18.2% Students with Disabilities 29.2% Homeless: 33.9% Foster: 23.1% Hispanic: 24% African American: 25%	2024-25 Chronic Absenteeism: 22.8% Student groups in RED on Dashboard: Homeless, LTEL, Pacific Islander 2024-25 Chronic Absenteeism: 19.4% as measured by EveryDay Pro English Learner 14.8% Students w/Disabilities 28.7% Homeless: 31.4% Foster: 28.6% Hispanic: 23.1% African American: 26.4% Pacific Islander: 24.4%		2026-27 Chronic Absenteeism: 15%	DECREASED Chronic Absenteeism by 6.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	CLUB OFFERINGS & PARTICIPATION As reported by Site Administrators and Activity Director	2023-24 23% (1053/4439) of TK-12 students connect to school through Clubs Center HS: 20 Clubs 17% (233/1367) participation McClellan HS: 2 Clubs 47% (41/86) Riles Middle: 7 Clubs 16% (104/612) Dudley: 6 Clubs 10% (60/552) North Country: 13 Clubs + 5 Academies 43% (260/601) RFE: 10 Clubs 75% (165/219) Spinelli: 3 Clubs 29% (92/308) Oak Hill: 6 Clubs 22% (151/678)	2024-25 28% (1314/4593 of TK-12 students connect to school through Clubs Center HS: 20 Clubs 26% (342/1312) participation McClellan HS: 1 Clubs 37% (21/56) Riles Middle: 5 Clubs 15% (103/682) Dudley: 3 Clubs 8% (45/521) North Country: 29 Clubs 36% (206/563) RFE: 11 Clubs 44% (183/412) Spinelli: 14 Clubs 47% (166/347) Oak Hill: 8 Clubs 35% (248/700)		Maintain club offerings while increasing student participation to 29%	INCREASED participation in clubs by 5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	ATHLETIC OFFERINGS & PARTICIPATION As reported by Site Administrators and Athletic Director	2023-24 23% (493/2065) of 7-12 students connect to school through Athletics Center HS Programs: 19 Teams: 31 Athletes: 24% (339/1367) McClellan HS Programs: 4 Teams: 4 Athletes: 30% (26/86) Riles Middle Programs: 4 Teams: 8 Athletes: 20% (128/612)	2023-24 25% (524/2050) of 7-12 students connect to school through Athletics Center HS Programs: 17 Teams: 28 Athletes: 25% (331/1312) McClellan HS Programs: 4 Teams: 4 Athletes: 44% (25/56) Riles Middle Programs: 6 Teams: 11 Athletes: 24% (168/682)		Maintain athletic offerings while increasing student participation to 29%	INCREASED participation in athletics by 2 percentage points
3.5	DISTRICT DROP OUT RATE as reported by DataQuest	2022-23: 4% (16 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report African American: 3 Asian: 0 Filipino: 0 Hispanic/Latino: 7	2023-24: 8% (33 students) districtwide dropouts in a cohort of 338 as reported by DataQuest in a 4 year Cohort outcome report		Dropouts not to exceed 1%	INCREASED drop out rate by 4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 6 Two or more races: 0				
3.6	MIDDLE SCHOOL DROP OUT RATE as reported by DataQuest	2022-23 Zero middle school dropouts	2023-24 Zero middle school dropouts		Maintain zero middle school dropouts	No change
3.7	SUSPENSION RATE as reported by the CDE Dashboard	2022-23 district suspension rate: 7.1% suspended at least one day Percent suspended at least one day: African American: 15.7% American Indian: 13.3% Hispanic: 7.3% Homeless: 10.4% Students with Disabilities: 11.3%	2023-24 district suspension rate: 5.9% suspended at least one day Percent suspended at least one day: African American: 12.3% American Indian: 6.1% Hispanic: 6.7% Homeless: 9.3% Students with Disabilities: 9.8% Foster Youth: 25% LTEL: 11.5%		2025-26: Reduce district suspension rate to 4% Reduce suspension rate for student groups: African American: 8% American Indian: 7% HIspanic: 4% Homeless: 5% Students with Disabilities: 6%	DECREASED suspensions by 1.2 percentage points
3.8	EXPULSION RATE as reported by DataQuest	2022-23: 6 expulsions	2023-24: 7 expulsions		Expulsions not to exceed 4	INCREASED by 1 explusion

Goal Analysis [2024-25]

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

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

ATTENDANCE & ENGAGEMENT

SFSS continues to emphasize the district's three-tiered Attendance and Engagement intervention and support system for all students, while maintaining close collaboration with schools to conduct targeted outreach for students identified as experiencing homelessness. The SFSS Coordinator works with the District Communications Coordinator to roll out districtwide attendance messaging during key transition periods, such as the start of the school year and holiday breaks, and has enhanced the district website with dedicated attendance resources. Using the Everyday Pro platform, SFSS has reached 4,784 students through communications including 4,255 chronic absence letters and over 27,000 text messages, of which 21,222 were related to chronic absenteeism and 6,090 were part of a winter break campaign. These efforts prompted 392 family responses requesting information on attendance, transportation, and community resources. SFSS also launched student and school engagement campaigns, such as October's "Attendance Prize Squad," which recognized 340 students in grades 2, 3, 4, and 6 for high attendance, and March's "March Madness Attendance Challenge," which celebrated schools with the most improved attendance. An attendance-focused Data Culture meeting facilitated by SFSS helped schools set new goals and develop additional supports, with ongoing collaboration now incorporated into District PBIS meetings. Additionally, the Expanded Learning Opportunities Program (ELOP) is now fully implemented at all five elementary schools, offering enriching, hands-on experiences in art, STEM, literacy, and social-emotional learning, along with consistent family engagement activities. Participation in ELOP has been strong, with 189 students attending the summer intersession's Literacy Camp, and additional student participation during fall (104 students), spring (131 students), and ongoing school-year programming (385 students currently enrolled).

SOCIAL EMOTIONAL SUPPORT
All district schools are actively implementing and refining PBIS practices with support from the Placer County Office of Education (PCOE). Rex Fortune Elementary is preparing to implement Tier I PBIS beginning in the 2025–2026 school year. North Country Elementary and Center High School are training for Tier 2 PBIS, also set to launch in 2025–2026. Oak Hill and Dudley Elementary Schools are in the second year of participation in the California Integrated Schools Project (Cal-ISP), which supports PBIS-aligned systems. North Country and Spinelli Elementary Schools are in their second year with Cal-ISP. Wilson C. Riles Middle School participated in a Tier I PBIS reboot training through PCOE to strengthen and refresh foundational practices.

The SEL team was re-established in the first semester and now meets monthly to assess districtwide needs and coordinate supports. This team is comprised of most members of the Crisis Intervention Team, which has been activated twice this school year in response to student deaths. School counselors, psychologists, social workers, and Sacramento County Office of Education therapists provided a range of services, including individual and group counseling. SEL team members utilized CareSolace to connect students and families to external mental health and addiction services. Educationally Related Mental Health Services (ERMHS) were delivered by three therapists and five behavior specialists as part of students' Individualized Education Programs (IEPs).

The Safe School Ambassadors program was fully implemented at Oak Hill, Spinelli, and North Country Elementary Schools. Ninety student ambassadors were actively engaged, supported by 12 staff members who served as Family Group Leaders. Family Group meetings have been held across sites. These meetings provide structured opportunities for Ambassadors to reflect on their experiences, practice skills such as peer intervention, negotiation, and reporting, and build trust within the program under the guidance of trained adults.

DIVERSITY, EQUITY & INCLUSION
WestEd has provided site-based coaching to seven of the eight schools in the district, supporting ongoing efforts to build equitable and inclusive school environments. During the 2024–2025 school year, staff at Center High School and Rex Fortune Elementary participated in two three-hour anti-bias training sessions. North Country and Spinelli Elementary Schools completed the same training during the 2023–

2024 school year. In addition, the Equity Design Team (EDT), composed of both district and site-level staff, has taken part in four full-day training sessions during the 2024–2025 school year. These EDT sessions focused on embedding inclusive and culturally responsive practices across school sites.

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.

No material differences

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

ATTENDANCE & ENGAGEMENT
The continued emphasis on tiered interventions and targeted support is having a measurable impact. The strong engagement from families, nearly 400 responses to SFSS communications, further reflects the effectiveness of outreach and the relevance of provided resources. Recognition initiatives such as the Attendance Prize Squad and March Madness Challenge appear to be motivating both students and schools to prioritize attendance. ELOP also demonstrates positive outcomes, particularly in the summer Literacy Camp, where students strengthened foundational skills and built personal home libraries, while also exploring social-emotional concepts like friendship, belonging, and curiosity. Overall, these efforts contribute to a comprehensive, data-informed strategy that is improving both attendance and student engagement across the district.

SOCIAL EMOTIONAL SUPPORT
As PBIS implementation deepens across the district, schools are working toward more consistent behavioral expectations and systems of support. Though many sites are still in training or early phases, the structured approach and professional development investments reflect a commitment to long-term improvement in student behavior and school climate. Early indicators, such as staff readiness and alignment with broader MTSS efforts, suggest the groundwork is being laid for a more positive and proactive behavior support system, especially for high-need students.

The SEL and Crisis Intervention teams have played a critical role in addressing both everyday and emergency student needs. By coordinating counseling services, mental health referrals, and direct interventions, the district has ensured students, particularly those with high needs, have had timely and consistent access to care. The integration of internal supports and external resources has enhanced the team’s capacity to respond to trauma, manage behavioral health concerns, and promote student well-being, contributing to a safer, more supportive learning environment for all.

The Safe School Ambassadors program has provided a valuable tool in creating a positive school culture centered on student leadership and peer accountability. Regular Family Group meetings ensured sustained engagement and skill development, while the adult mentorship component reinforced consistency and support. This initiative empowered students, particularly those in high-need student groups, to contribute to a safer, more respectful school environment, promoting inclusion, reducing conflicts, and increasing a sense of belonging.

DIVERSITY, EQUITY & INCLUSION
The implementation of anti-bias training and coaching has begun to build greater awareness and capacity among staff to address equity and inclusion in their classrooms and schools. Participation from a broad range of staff across multiple schools and the Equity Design Team signals a districtwide commitment to fostering culturally responsive environments. While these initiatives are still in progress, the collaborative approach and targeted coaching have laid a strong foundation for future shifts in school climate, instructional practices, and student engagement, particularly for students from historically underserved or marginalized groups.

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

As a result of the district's completed work with WestEd, a strong foundation now exists for district and site leaders to build upon. Goal 1.4 will leverage this foundation to address equity and inclusion in classrooms and across school sites through the development of school site Belonging Groups. Goal 1.4 will replace 3.3.

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	ATTENDANCE & ENGAGEMENT	The SFSS Department will prioritize comprehensive attendance support across all levels, including addressing Chronic Absenteeism. This will involve ongoing support for students and families through the Attendance and Engagement Process, including tiered supports and interventions. Everyday Pro will provide data monitoring and parent outreach through mail nudges, text messages, and check-ins. Oak Hill Elementary will be prioritized. At Tier 1, SFSS will disseminate positive attendance messages in monthly district family communications and raise awareness through an Attendance Awareness Campaign. Specialized communication and resources will be tailored for TK and Kinder families, who experience the highest rates of Chronic Absenteeism. Monthly, the school site with the highest attendance rate will receive the Attendance Champion Award which includes a banner and framed certificate for display. Quarterly, the "Attendance Prize Squad" will recognize schools and grade levels with positive attendance rates.	$10,624,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The SFSS Coordinator will hold two meetings with Attendance and Engagement Leads from each school, in addition to the fall and spring Data Culture meetings. These meetings will focus on reviewing data on attendance and chronic absenteeism, developing tiered goals and interventions for sites, and implementing a home visit protocol. At Tiers 2 and 3, Attendance Leads will collaborate with the SFSS to identify, provide outreach, and support chronically absent students through a referral system aimed at removing barriers. Early intervention and intensive measures like student success plans, support networks, community referrals, and transportation assistance will be implemented as part of the three-tiered approach. Through the implementation of Tier 1 and Tier 2 PBIS supports site administrators will provide proactive student support designed to keep students in the classroom. Extended Learning Opportunities Program (ELOP) provides after-school and summer school enrichment programs for transitional kindergarten through sixth grade. Provide varied experiences to engage in school valuing student interest, increase extracurricular opportunities and participation in clubs and athletics, and elementary specialists to provide music, art, and PE. Continue to provide home/school transportation, and co-curricular and extracurricular transportation to address barriers leading to chronic absenteeism and lack of engagement in extracurricular activities. Nutrition Services ensures students have access to breakfast and lunch at no charge to students or families. Nutrition Services also provides snacks to after-school programs such as clubs and tutoring at no cost to students, families, or school site programs. Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring, and general welfare checks.		

Action #	Title	Description	Total Funds	Contributing
3.2	SOCIAL EMOTIONAL SUPPORT, partially funded through LREBG	POSITIVE BEHAVIORAL INTERVENTION and SUPPORTS District and sites will fully implement PBIS across all schools, fostering a positive and inclusive learning environment that promotes achievement, social-emotional development, and student well-being. Sites will participate in ongoing levels of training. Director of Student Services will coordinate PBIS, collaborating with site administrators to ensure school-wide implementation, data-driven decision-making, tiered systems of support, and fidelity of implementation. Dudley and Oak Hill begin year 2 of the 2 year California Integrated Supports Project. The project involves taking a deeper dive into PBIS by integrating SEL, Culturally Sustaining Approach and Trauma Informed practices. North Country and Spinelli will begin the 2 year program. SOCIAL EMOTIONAL SUPPORT To support the full integration of social-emotional learning through all tiers, there is a need to re-establish the District Mental Health Crisis Intervention Team encompassing district coordinators, administrators, school counselors, and other SEL student support staff to ensure that MTSS, PBIS, SEL, and trauma-informed practices are integrated and consistent in their practices, aligned from school to school, and that staff are provided guidance and trained accordingly. The team will convene to review current adopted SEL curricula, investigate others for possible implementation, and investigate a SEL/climate walkthrough tool. We are addressing other barriers to learning by continuing to provide Tier 2 and Tier 3 social-emotional supports through counselors, social workers and mental health clinicians. These positions provide social/emotional support through classroom push-in, small group counseling, individual counseling, and referrals to SFSS and community-based agencies for additional targeted support.	$3,902,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School Psychologists, Counselors, and Behavior Specialists on the Educationally-related Mental Health Services (ERMHS) Team provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs. Elementary Counselors funded through LREBG. SAFE SCHOOL AMBASSADORS The SFSS Coordinator will support Oak Hill and Spinelli Elementary Schools in maintaining the student-centered anti-bullying prevention program, Safe School Ambassadors Program. This will involve coordinating the training of diverse student leaders and holding monthly meetings where they can develop the skills necessary to reduce incidences of bullying and exclusion on campus, ultimately creating a safe and supportive school climate. Students will also gain positive peer and teacher relationships. Additionally, the Coordinator will investigate whether other elementary schools and Riles MS see a need to re-implement the SSA program. Metrics to determine the effectiveness of Action 3.2 Elementary Counselors: Behavior Data: suspensions, expulsions Attendance Research to support Action 3.2 Elementary Counselors: Counselors lead and coordinate academic, behavioral, and social-emotional supports across MTSS tiers, creating inclusive environments that address diverse student needs and improve overall outcomes (ASCA 2019; Goodman-Scott et al. 2017). When counselors help lead PBIS, schools experience reduced behavioral issues, improved student relationships, and a more supportive school climate (Center on PBIS 2020; Bradshaw et al. 2010).		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	THRIVE Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Dashboard and local data indicate the district has not met the expected targets for college and career readiness. This emphasizes the need to implement actions and metrics to ensure every student graduates equipped for post-high school endeavors, whether in college or career pathways.

Dashboard data reveals a districtwide RED ranking for graduation rates among Students with Disabilities and College/Career Readiness for English Learners and Students with Disabilities, signaling a heightened level of concern and an increased need for targeted districtwide assistance.

At the site level, the Dashboard identified the following school sites and student groups with a RED ranking, signifying a high level of concern and an increased need for additional, targeted support:

College and Career Indicator (CCI): 31.4% of students prepared for College and Career
Center High
- English Learners: 8.3% prepared for College and Career
- Students with Disabilities: 4.4% prepared for College and Career

McClellan High
- Socioeconomically Disadvantaged students: 6.4% for College and Career

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FACILITIES INSPECTION as reported through the annual FIT Report	100% schools passed the 2023 inspection with a rating of Good or better	100% schools passed the 2024 inspection with a rating of Good or better		100% schools pass the annual inspection with a rating of good or better	Maintained 100%
4.2	DISTRICT GRADUATION RATE	2022-23: 84.9% as reported by the Dashboard 68.6% African American 86.2% Asian 87.3% Hispanic 84.1% White 93.5% Two or more races 79.5% English Learners 81.8% Socioeconomically Disadvantaged 67.2% Students with Disabilities 69.2% Homeless Students *Reporting students in the 5 year graduation rate cohort	2023-24: 87.2% as reported by the Dashboard 87.5% African American 94.1% Asian 88.1% Hispanic 82.6% White 94.4% Two or more races 84.8% English Learners 86.4% Socioeconomically Disadvantaged 71.2% Students with Disabilities 80% Homeless Students *Reporting students in the 5 year graduation rate cohort		90% graduation rate as reported by the Dashboard	2.3 point INCREASE in district graduation rate INCREASE: African American +18.9 Asian +7.9 Hispanic +0.8 Two or more races +0.9 English Learners +5.3 Socioeconomically Disadvantaged +4.6 Students with Disabilities +4 Homeless Students +10.8 DECLINE: White: -1.5
4.3	A-G COMPLETION as reported on the Dashboard Pathway Completion Report	2022-23: 19.9% seniors met all a-g requirements	2023-24: 11.4% seniors met all a-g requirements as reported on the Dashboard		40% seniors meet all a-g requirements as reported on the Dashboard	8.5 point DECLINE in a-g completion INCREASE:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.7% African American 41.4% Asian 53.8% Filipino 17% Hispanic 18.8% White 7.7% Two or more races 2.8% English Learners 16.7% Socioeconomically Disadvantaged 0% Students with Disabilities 16.7% Homeless Students	Pathway Completion Report for Center HS. 8.3% African American 15.6% Asian 22.2% Filipino 5.6% Hispanic 14.4% White 21.4% Two or more races 5.1% English Learners 9.6% Socioeconomically Disadvantaged 0% Students with Disabilities 13.3% Homeless Students 3.7% Long-Term English Learners* *not previously reported by CDE		Pathway Completion Report	African American +0.6 Two or more races +13.7 English Learners +2.3 DECLINE: Asian -25.8 Filipino -31.6 Hispanic -11.4 White -4.4 Socioeconomically Disadvantaged -7.1 Homeless Students -3.4 NO CHANGE Students with Disabilities
4.4	AP ENROLLMENT as reported by Site Administrator	2022-23 AP Enrollment: 11% (161/1367) White: 37.8% (61/161) Hispanic: 19% (32/161) African American: 11.1% (18/161) Other Asian: 9% (16/161) Filipino: 11.8% (19/161)	2024-25 AP Enrollment 13.9% (180/1287) White: 30% (54/180) Hispanic: 25.5% (46/180) African American: 9.4% (17/180)		Increase AP enrollment to 25%	2.9 point INCREASE in AP Enrollment INCREASE Hispanic +6.5 Other Asian +2.6 Asian Indian +0.8 Vietnamese +1.6 Chinese +1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian Indian: 3% (6/161) Vietnamese 0.6% (1/161) Hawaiian/Pacific Islander: 2.4% (4/161) Chinese: 2.4% (4/161)	Other Asian: 11.6% (21/180) Filipino: 11.6% (21/180) Asian Indian: 3.8% (7/180) Vietnamese 2.2% (4/180) Hawaiian/Pacific Islander: 1.6% (3/180) Chinese: 1.1% (2/180) Hmong 0.5% (1/180) Japanese 0.5% (1/180)			Hmong +0.5 Japanese +0.5 DECLINE White -7.8 African American -1.7 Filipino -0.2 Hawaiian/Pacific Islander -0.8
4.5	AP PASSAGE RATE as reported by Dashboard College/Career Levels and Measures Report and College Board	8% (28 students in 344 cohort) earned a score of 3 or higher on two AP exams as reported by the 2023 Dashboard College/Career Levels and Measures Report Number of students in each student group who scored 3 or higher on two AP exams 1 African American 6 Asian 1 Filipino 4 Hispanic	7% (25 students in 346 cohort) earned a score of 3 or higher on two AP exams as reported by the 2024 Dashboard College/Career Levels and Measures Report Number of students in each student group who scored 3 or higher on two AP exams 2 African American 3 Asian		14% of students in graduating cohort earn a score of 3 or higher on two AP exams as reported by the Dashboard College/Career Levels and Measures Report	1 point DECLINE in students earning score of 3 or higher on two AP exams 2 point DECLINE in students earning a 3 or higher on one AP exam

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15 White 0 Two or more races 0 English Learners 12 Economically Disadvantaged 0 Students with Disabilities 3 Homeless Students 79.6% (51/64) of students earned a score of 3 or higher on one AP exam in 2023 as reported by College Board *Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams	1 Filipino 5 Hispanic 11 White 3 Two or more races 1 English Learners 1 LTEL 12 Economically Disadvantaged 0 Students with Disabilities 1 Homeless Students 77.6% (73/94) of students earned a score of 3 or higher on one AP exam in 2024 as reported by College Board *Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams		80% of students earn a score of 3 or higher on one AP exam as reported by College Board	
4.6	SEAL OF BILITERACY as reported by the Dashboard College and Career Measures Report	2022-23: 5% of graduates (20 students) earned Seal of Biliteracy as reported by the Dashboard College and Career Measures Report	2023-24: 8% of graduates (29/349) earned Seal of Biliteracy as reported by the Dashboard College and		10% of graduates earn Seal of Biliteracy as reported by the Dashboard College and	3 point INCREASE in graduates earning the Seal of Biliteracy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Career Measures Report		Career Measures Report	
4.7	PREPARED FOR COLLEGE & CAREER as reported by the CDE Dashboard	2023 Dashboard measuring graduates prepared for post-high school college and career: 31.4% of graduates are "Prepared" for College and Career 30.5% of graduates are "Approaching Prepared" 38.1% of graduates are "Not Prepared"	2024 Dashboard measuring graduates prepared for post-high school college and career: 33.8% of graduates are "Prepared" for College and Career 36.3% of graduates are "Approaching Prepared" 29.9% of graduates are "Not Prepared"		40% of graduates are "Prepared" for College and Career as reported by the Dashboard	2.4 point INCREASE in graduates are "Prepared" for College and Career 5.8 point INCREASE in graduates are "Approaching Prepared" 8.2 point DECLINE in graduates are "Not Prepared"
4.8	A-G and CTE PATHWAY COMPLETION as reported on the Dashboard CTE Pathway Completion Report	2023: 12.7% (37 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report Percentage of each student group that	2024: 6.6% (23 students) completed a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report		16.5% of students complete a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report	5 point DECLINE in students completing a-g requirements AND at least one CTE Pathway INCREASE in following student groups completing a-g and at least one CTE Pathway:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		completed a-g and at least one CTE pathway: 2.9% African American 27.6% Asian 8.5% Hispanic 12.4% White 0% Two or more races 0% English Learners 7.8% Economically Disadvantaged 0% Students with Disabilities 7.7% Homeless Students *Reporting students in a combined 4 and 5 year graduation rate cohort	Percentage of each student group that completed a-g and at least one CTE pathway: 5.6% African American 9.4% Asian 4% Hispanic 8.5% White 14.3% Two or more races 3.4% English Learners 6.2% Economically Disadvantaged 0% Students with Disabilities 6.7% Homeless Students			African American Two or More races English Learners DECLINE in following student groups completing a-g and at least one CTE Pathway: Asian Hispanic White Economically Disadvantaged Homeless Students NO CHANGE in following student groups completing a-g and at least one CTE Pathway: Student with Disabilities
4.9	CTE OFFERINGS & COMPLETION as reported by Site Administrator and the CDE Dashboard CTE Pathway Completion Report	2023-24: CHS offered 17** CTE courses and 29** sections. 22.5% (79 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report.	2024-25: CHS offered 10 CTE courses and 29 sections. 24.6% (102 students) completed one CTE Pathway as reported by the Dashboard CTE		Maintain CTE course offerings while increasing students completing one CTE Pathway to 28.5%	DECLINE in CTE courses offered. Number of sections remained the same. 2.1 point INCREASE in students completing one CTE Pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Reporting students in a 4 and 5 year graduation rate cohort **Daseline data needed to be corrected to ensure consistency	Pathway Completion Report.			

Goal Analysis [2024-25]

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

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

COLLEGE READINESS

CJUSD has implemented a multi-pronged approach to strengthen college readiness. To address the ongoing decline in A-G completion rates at Center HS, the district conducted a thorough review of course coding and discovered that several courses were inaccurately reported to the state, artificially lowering A-G completion data. These reporting errors have been corrected, and internal district analysis suggests a likely increase in A-G completion, with official results expected in November 2025. While this correction is promising, Center High School's A-G completion rates remain below the district's goals. In response, CJUSD will use the Learning Recovery Block Grant to fund an Intervention Counselor at Center High School.

To continue building a stronger academic foundation to increase A-G completion, 9th graders are enrolled in Biology and Integrated Math 1 or higher, and Summer School has expanded to support credit recovery for students needing to make up F grades, as well as D grades.

The CHS College and Career Coordinator has played a critical role in promoting readiness for all students, with a focused commitment to supporting those from high-needs backgrounds. The Coordinator provided individualized support with college applications, financial aid, career exploration, and connected students to scholarships, internships, and vocational programs. The Coordinator planned college tours and the College and Career Fair to broaden students' exposure and aspirations for higher education.

Dual Enrollment and Advanced Placement courses supported college readiness. Through Dual Enrollment, 134 students had the opportunity to simultaneously earn both college and high school credit in selected Math, Business, Astronomy, and English courses. Additionally, through Advanced Placement, 368 students enrolled in one or more of 15 sections across nine subjects.

The IYT (Improve Your Tomorrow) program operates at both Center High and Riles, serving 25 students at each site. The program provided biweekly mentoring, academic study halls, college tours, and personal development workshops, and has shown a strong impact in supporting the academic and emotional development of young men of color.

Peer Tutoring was offered twice weekly, serving students in grades 9–12 in all subject areas, with math being the most commonly requested subject.

CAREER READINESS
CJUSD offered a variety of CTE pathways, with 41 sections serving 754 students across courses such as Graphic Design, Media and Design, Animation, Residential Construction, Entrepreneurship, Public Safety, and Biomedical Science. The 911 Dispatch course was offered in both fall and spring, with three sections each semester serving 59 students per term. The PLTW Engineering and Pharmacy Tech programs were not offered due to staff departures, resulting in unfilled vacancies.

Additionally, students with disabilities in ILS, AUT, and ATP programs gained pre-employment skills through hands-on work experience and classroom-based lessons. RSP and SDC students received monthly instruction on topics like resume building, workplace safety, and customer service. Students in the Transition Partnership Program received targeted support in job exploration, counseling, self-advocacy, and work-based learning.

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.

4.1) The district received and expended $1,748,364 from the California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE). The Board of Trustees committed funds for maintenance projects and $450,245 of those funds were used. Basic utilities increased $463,198.
4.2) There was a staffing change for the College and Career Coordinator which lowered salary and benefit costs. Improve Your Tomorrow program was estimated to cost $130,200 and the actual cost was $111,600.
4.3) The personnel costs for the Workability program were overestimated by $88,838.

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

EDUCATIONAL ENVIRONMENT
The CJUSD Master Plan, overseen by the Maintenance and Operations Department, outlines facility conditions and planned renovations and expansions to guarantee a safe and supportive environment for the educational experience. The effectiveness of this plan is evidenced by the fact that 100% of district schools passed their annual inspections with a rating of "good" or better.

COLLEGE READINESS

College readiness indicators show mixed results. Graduation rates have improved, and more students are graduating "prepared" for college and career, with increases in Seal of Biliteracy earners and CTE pathway completions. However, A-G completion declined to a low of 11.4% in 2024, prompting the course code corrections. While AP course enrollment increased, AP exam passage rates declined.

The Intervention Counselor and IYT mentor are strengthening student support by providing individualized academic monitoring and mentoring. These interventions, along with dual enrollment and AP offerings, aim to boost long-term college readiness, especially for high-needs students. The district expects improved A-G rates with corrected data and ongoing targeted support.

CAREER READINESS
These efforts have significantly contributed to career readiness by exposing students to real-world skills and industry-aligned experiences. Active CTE pathways offer practical training and insight into high-demand careers, while specialized programs for students with disabilities ensure inclusive access to workplace preparation. Despite some staffing setbacks, the overall impact of CTE offerings continues to equip students with the tools and confidence needed to transition successfully into the workforce.
Students with disabilities gained pre-employment skills through hands-on work experience and classroom-based lessons. RSP and SDC students received monthly instruction on topics like resume building, workplace safety, and customer service. Students in the Transition Partnership Program received targeted support in job exploration, counseling, self-advocacy, and work-based learning.

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.

CHS Intervention Counselor position been added to Goal 4, Action Action 2. Counselor will identify students who are credit-deficient, off-track for A-G, or underperforming in math and reading, and coordinate academic interventions, access to credit recovery, and ongoing monitoring of student progress. Responsibilities and metrics to measure effectiveness are detailed in Action 4.2.

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	EDUCATIONAL ENVIRONMENT	The Maintenance and Operations Department oversees the CJUSD Master Plan, which outlines the condition of current facilities, as well as the necessary renovations and expansions needed to ensure a safe and supportive environment for all aspects of the educational experience.	$7,105,376.00	No

Action #	Title	Description	Total Funds	Contributing
		The Facilities and Operations staff, Campus Monitors, Custodians, and the Twin Rivers Police Department, work collaboratively to uphold the safety, cleanliness, and welcoming atmosphere of district and school sites for students, families, and the community. Adequate training and support are provided to empower staff with the necessary skills and resources to effectively fulfill their job responsibilities.		
4.2	COLLEGE READINESS, partially funded with LREBG	A-G COMPLETION Completing A-G requirements guarantees students graduate with essential prerequisites for UC or CSU admission, benefiting both college and career paths by providing equitable access to vital high school courses. A-G completion broadens opportunities, including workforce, military, trade schools, community colleges, or universities. Additionally, A-G coursework instills academic, critical thinking, and communication skills for success in any post-high school endeavor. To improve graduation rates, A-G completion, and student re-engagement, the Center HS Intervention Counselor will identify students in grades 9–12 who are credit deficient, off track for A-G, or performing below grade level in math and reading, and coordinate evidence-based academic and social-emotional supports. Counselor will collaborate with staff on interventions, ensure access to credit recovery and A-G courses, monitor progress toward graduation, and lead re-engagement efforts for students with chronic absenteeism. Effectiveness will be measured by graduation rates, A-G completion rates, Attendance/Chronic Absenteeism rates, statewide and local ELA and math assessments, Prepared for College & Career indicator, A-G and CTE Pathway Completion indicator. Learning Recovery Emergency Block Grant funds allocated: $129,223. To increase A-G completion rates, 9th graders will enroll in Biology and Integrated I mathematics or higher. Depending on enrollment, additional teaching positions will be added at Center HS to lower class sizes or to provide space within course sections for students needing to repeat courses. Summer school will be expanded to accommodate students needing to repeat courses in which they earned a D grade. School	$364,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counselors will guide students on the A-G pathway. The College and Career Coordinator will guide the exploration of post-secondary opportunities and aid students through the application and acceptance process. To increase A-G completion rates, Improve Your Tomorrow (IYT) will supplement the efforts of counselors, teachers, and administrators at Center High and WCR Middle to offer comprehensive services such as mentoring, college tours, academic study halls, family engagement initiatives, and personal development workshops. Membership in IYT is open to all students. Focused recruitment efforts will target young men of color to address achievement gaps as indicated by district data. DUAL ENROLLMENT Dual Enrollment enables high school students to earn both high school credits for graduation and college credits concurrently for the same coursework. At Center HS, dual enrollment is available in English 12, Astronomy, Entrepreneurship, Business (Consumer Finance), and Statistics. ADVANCED PLACEMENT Advanced Placement (AP) classes offer access to rigorous, college-level coursework. Center HS offers AP English Language, AP English Literature, AP Statistics, AP Calculus AB, AP US History, and AP Spanish. Enrollment is continuously monitored to ensure adequate representation. AVID AVID supports student success by preparing students with the necessary skills, knowledge, and mindset to thrive in college. PEER TUTORING The Peer Tutoring program offers biweekly tutoring from high-achieving Center HS students who assist peers with homework completion, study techniques, skill enhancement, and test preparation.		

Action #	Title	Description	Total Funds	Contributing
		Metrics to determine the effectiveness of Action 4.2 Center HS Intervention Counselor : Graduation rates, A-G completion rates, Attendance/Chronic Absenteeism rates, ELA and math assessments, Prepared for College & Career indicator, A-G and CTE Pathway Completion indicator Research to support Action 4.2 Center HS Intervention Counselor: Identifying students who are credit deficient or off track and providing coordinated academic and social-emotional support increases graduation rates and college readiness (Allensworth and Easton 2007; CASEL 2011). Offering credit recovery, access to A-G courses, and targeted support for chronically absent students helps re-engage learners, close achievement gaps, and ensure all students stay on the path to graduation and postsecondary success (U.S. Department of Education 2015; Balfanz and Byrnes 2012).		
4.3	CAREER READINESS	Career Readiness courses and pathways not only provide students with academic skills but also equip them with essential workplace abilities including critical thinking, communication, teamwork, leadership, research tools, creativity, and innovation. CAREER TECHNICAL EDUCATION CTE is an educational program comprising a multiyear sequence of courses that blend core academic knowledge with technical and occupational expertise, offering students a pathway to both postsecondary education and careers. CJUSD aims to establish a comprehensive K-12 CTE plan, connecting courses from elementary to high school, to boost completion rates in CTE Pathways. This initiative creates a seamless skill-building continuum, enabling students to explore CTE coursework early on and graduate high school with a completed CTE pathway. The plan development includes a thorough needs assessment to identify areas for improvement or expansion of CTE opportunities at all levels. Efforts will strategically	$659,651.00	No

Action #	Title	Description	Total Funds	Contributing
		promote CTE pathways, guiding students toward various high school options. CTE coursework offered at various elementary sites: STEAM, C-STEM, Graphic Design, Coding, Robotics CTE coursework offered at Riles Middle School: Broadcasting, PLTW, Coding CTE Pathways offered at Center HS: Graphic Design Pathway Media and Design Animation Pathway Residential Construction PLTW Engineering Entrepreneurship Pathway Public Safety Pathway Patient Care Pathway McClellan HS will explore additional ways to enhance career readiness through potential certificate programs, dual enrollment options with trade programs, and partnerships with local businesses. Staff will broaden student awareness of varied career opportunities by bringing in guest speakers who are trade professionals and planning field trips to local community colleges trade programs and other trade schools. The district is implementing a multi-year plan to expand opportunities for McClellan HS students, integrating CTE opportunities into their academic experience. Beginning in the fall of 2025, McClellan HS will relocate to a campus adjacent to Center HS. This move will allow MHS to preserve its unique identity as a separate school but add CTE course access. MHS students will attend core classes at MHS while accessing CTE coursework available on Center High's campus. OTHER CAREER READINESS OPPORTUNITIES Workability, in partnership with the Department of Rehabilitation, provides pre-employment skills training, employment placement, and follow-up for		

Action #	Title	Description	Total Funds	Contributing
		high school students in special education, aiding the transition from school to work, independent living, and postsecondary education or training. 911 Dispatch trains students for direct entry into a career as a 911 Dispatcher, call center dispatcher or other customer service call center positions. Pharmacy Tech prepares students for entry-level pharmacy technician positions. The district will partner with Center HS to establish district internships pairing high school students with the Coordinator of Communication and the Technology Department to gain valuable on-the-job experience.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027, Dudley will bridge gaps in literacy to improve student fluency and comprehension across all disciplines resulting in the following: • All student groups will be green or above on the Dashboard • Increase ELA and math by 5 percentage points per year as measured by CAASPP • Increase students on or above grade level in reading and math by 5 percentage points per year as measured by iReady • Reduce site suspension rate and student group suspension rates to 3%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dudley Elementary has been designated to receive Equity Multiplier Funding due to its high proportion of socioeconomically disadvantaged students and student transiency rates. The funding aims to bridge achievement and opportunity gaps for all students, especially those subgroups identified RED on the Dashboard.

Data shows a disparity in achievement and suspensions indicating a critical need for supports. Dashboard data revealed Dudley is ranked in the RED for overall ELA and math achievement, scoring below the state average in both areas. Student subgroups including African American, English learner, Hispanic, and Students with Disabilities scored in the RED for both ELA and math. Socioeconomically Disadvantaged and White subgroups scored in the RED in math. Suspensions for Hispanic, Homeless, Socioeconomically Disadvantaged and Students with Disabilities subgroups were ranked RED.

This goal has been developed to address literacy, knowing that evidence-based literacy programs will equip students with foundational skills that strengthen reading and provide a foundation for success across disciplines, including math. Additionally, improved literacy leads to

improved behavior as students gain the confidence and tools to navigate academic challenges. Consultation with Dudley's educational partners underscored an agreement with actions outlined in Goal 5.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELA and MATH DASHBOARD DATA	2023 ELA: overall 82.5 points below standard Student groups identified RED on the Dashboard in ELA: African American: 125.8 points below standard English Learners: 86.5 points below standard Hispanic: 94.8 points below standard Students with Disabilities: 159.6 points below standard 2023 MATH: overall 115.4 points below standard Student groups identified RED on the Dashboard in math. African American: 169.1 points below English Learner:124.5 points below standard	2024 ELA: overall 71.4 points below standard Student groups identified RED on the Dashboard in ELA: Asian: 71 points below standard EL: 92.4 points below standard 2024 Math: overall 95.8 points below standard No student groups identified RED on the Dashboard in math		Overall ELA and MATH will be at standard or above on the Dashboard All student groups will be GREEN or above on the Dashboard	11.1 point INCREASE in ELA achievement 19.6 point INCREASE in math achievement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 126.3 points below standard Socioeconomically Disadvantaged: 121.2 points below standard Students with Disabilities:183.8 points below standard White: 100.7 points below standard				
5.2	CAASPP DATA	2022-23 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 21% 4th: 12% 5th: 22% 6th: 26% MATH Standards Met or Exceeded 3rd: 20% 4th: 7% 5th: 11% 6th: 14%	2023-24 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 25% 4th: 21% 5th: 13% 6th: 36% MATH Standards Met or Exceeded 3rd: 23% 4th: 14% 5th: 5% 6th: 21%		All grade levels and all student groups will increase by 5 percentage points each year on ELA and MATH CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 36 % 4th: 27% 5th: 37% 6th: 41% MATH Standards Met or Exceeded 3rd: 35% 4th: 42% 5th: 26% 6th: 29%	ENGLISH/ LANGUAGE ARTS 3rd +4 4th +9 5th -9 6th +10 MATH 3rd +3 4th +7 5th -6 6th +7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	IREADY DATA	2023-24 Diagnostic 3 Reading 34% on or above grade level 34% one grade level below 33% two or more grade levels below Math 22% on or above grade level 48% one grade level below 31% two or more grade levels below	2024-25 Diagnostic 3 Reading 39% on or above grade level 28% one grade level below 33% two or more grade levels below Math 27% on or above grade level 45% one grade level below 28% two or more grade levels below		Increase students on or above grade level in Reading and math by 5 percentage points each year: Diagnostic 3 Reading 49% on or above grade level Math 37% on or above grade level	READING 5 point INCREASE on or above grade level MATH 5 point INCREASE on or above grade level
5.4	SUSPENSION DATA	2023 Suspension Data: 6% of students suspended at least one day Student groups identified RED on the Dashboard: Hispanic: 9.2% suspended at least one day Homeless: 12.3% suspended at least one day	2024 Suspension Data: 3.8% of students suspended at least one day Student groups identified RED on the Dashboard: African American: 8.6% suspended at least one day Students with Disabilities: 8.4%		Reduce site suspension rate to 3% Reduce suspension rates for student groups: 3%	2.2 point DECLINE in student suspensions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 7% suspended at least one day Students with Disabilities: 8.1% suspended at least one day	suspended at least one day			

Goal Analysis [2024-25]

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

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

The Literacy Specialist used student assessment data to identify learning needs and guide instruction using research-based teaching practices. This included supporting both core instruction and intervention efforts.

The Specialist worked closely with teachers and staff, leading Professional Learning Communities (PLCs) to help analyze student work, plan lessons, and improve instruction. They also played a key role in developing and supporting Tier 1, Tier 2, and Tier 3 interventions. Progress monitoring data was regularly collected to adjust instruction to better meet student goals.

To support teacher growth, the Literacy Specialist provided instructional coaching. This included modeling effective teaching strategies, co-teaching lessons, and offering constructive feedback to help improve classroom practices and student outcomes.

A dedicated substitute was initially assigned to support the Specialist’s work, but this position was not maintained for the full school year.

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

5.1) The Literary Specialists' actual cost is $189,607 when $155,000 was estimated. The dedicated substitute position was eliminated when that substitute was placed in a long-term position at the district's expense. This was a savings of approximately $120,000. With the excess funds, Dudley partnered with the Sacramento County Office of Education for ELA training and support.

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

There has been insufficient time to measure the impact of these actions on long-term indicators such as CAASPP scores or Dashboard metrics, as these data points are reported on a one-year delay. However, short-term data from the i-Ready Diagnostic 3 assessments indicated a 5 point increase in the percentage of students reading on or above grade level, as well as a 5 point increase in the percentage of students performing on or above grade level in math.

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.

Although Dudley is no longer eligible to receive new funding, there is $506,470 in Equity Multiplier carryover. These remaining funds will be used at Dudley to continue the work of the Literacy Specialist to address student skill development, increase academic achievement and provide professional development and other supports to increase effective teaching. Dudley will continue to fund a dedicated substitute teacher, but the schedule will be modified to be utilized during high need time periods.

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	LITERACY SPECIALIST	Dudley will hire a Literacy Specialist to address student needs, guaranteeing that each student receives the essential support and guidance required to overcome learning gaps and enhance reading skills. This effort increases academic achievement across all subjects, including mathematics. By focusing on targeted skill development, students will experience a boost in confidence and academic success, reducing behaviors often exacerbated by academic frustrations, lack of achievement, and low confidence in their academic abilities. The Literacy Specialist will gather and analyze student data to identify areas of need. Employing evidence-based curriculum and instructional strategies, interventions will be tailored to suit the individual needs of each student. This process will involve close collaboration with administrators, teachers, and other school personnel to accurately identify students requiring Tier II and Tier III intervention. A structured system of short-term intervention cycles will then be established to ensure targeted support and monitor student progress effectively. Ongoing assessment of students' reading development will inform ongoing intervention adjustments.	$275,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The Literacy Specialist will provide valuable professional development opportunities to classroom teachers, equipping them with the latest research findings and innovative instructional techniques to increase literacy and further enhance student learning outcomes. Dudley will employ a dedicated substitute teacher for high need time periods to prevent the Literacy Specialist or other support staff from being pulled from their roles to fill in for the absence of a classroom teacher. This ensures continuity of support for all students, particularly high-need students. Additionally, by employing a teacher who is familiar with Dudley's policies and procedures, this position ensures consistency for all students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By 2027, McClellan will increase graduation rates, improve academic achievement, and decrease behaviors through targeted ELA and math intervention resulting in the following: • Increase overall ELA and math by 50% as reported by the Dashboard • Increase ELA and math scores by 5 percentage points each year as measured by CAASPP • Increase students on or above grade level in reading and math by 5 percentage points each year as measured by iReady • Increase graduation rate to 80% • Reduce site suspension rate to 7% and no student groups in the RED on the Dashboard	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

McClellan High School has been designated to receive Equity Multiplier Funding due to its high proportion of socioeconomically disadvantaged students and student transiency rates. The purpose of the funding is to bridge achievement and opportunity gaps for all students, especially those subgroups identified as RED on the Dashboard.

Dashboard data revealed MHS is ranked in the RED for overall ELA and math achievement, scoring below the state average in both areas. Graduation rate is RED overall with the Socioeconomically Disadvantaged subgroup also RED. Suspension rates are RED overall with Hispanic, Socioeconomically Disadvantaged, and White subgroups also RED. College and Career indicators ranked MHS VERY LOW overall and the Socioeconomically Disadvantaged subgroup was also ranked VERY LOW.

The data reveals disparities in achievement, graduation rates, and suspension rates, signaling a critical need for support. This goal has been developed to address the need for ELA and math intervention, recognizing that targeted intervention will bridge gaps and provide students with essential skills. These skills not only enhance reading and math abilities but also establish foundational skills for success in college and

career pathways post-high school. Additionally, improved academic achievement is anticipated to raise graduation rates and improve behavior, as students acquire the skills and confidence to navigate academic expectations. Consultation with McClellan's educational partners underscored an agreement with actions outlined in Goal 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA and MATH DASHBOARD DATA	2023 ELA: 139.2 points below standard Math: 217.8 points below standard	2024 ELA: 98.8 points below standard Math: 192.1 points below standard		Increase overall ELA and MATH by 50% as reported on the Dashboard	40.4 point INCREASE in ELA achievement 25.7 point INCREASE in math achievement
6.2	CAASPP DATA	2022-23 ENGLISH/ LANGUAGE ARTS: 11th grade Standards Met or Exceeded:13% Standards Nearly Met: 28%* MATH: 11th grade Standards Met or Exceeded: 0% Standards Nearly Met: 9%* *Added Nearly Met metric to show a more	2023-24 ENGLISH/ LANGUAGE ARTS: 11th grade Standards Met or Exceeded: 9% Standards Nearly Met: 50% MATH: 11th Grade Standards Met or Exceeded: 0% Standards Nearly Met: 5%		Increase student ELA and MATH CAASPP scores by 5 percentage points each year ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 11th: 28% MATH Standards Met or Exceeded 11th: 15%	ENGLISH/ LANGUAGE ARTS 4 point DECLINE in Standards Met or Exceeded 22 point INCREASE in 11th grade students Standards Nearly Met MATH No change in Standards Met or Exceeded 4 point DECLINE in Standards Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		complete picture of student achievement				
6.3	IREADY DATA	2023-24 Diagnostic 3 grades 10th and 12th ONLY Reading 6% on or above grade level 12% one grade level below 82% two or more grade levels below Math 0% on or above grade level 3% one grade level below 97% two or more grade levels below	2024-25 Diagnostic 3 Reading: 10th only 0% on or above grade level 8% one grade level below 93% two or more grade levels below Math: 10th & 12th 6% on or above grade level 6% one grade level below 88% two or more grade levels below		Increase students on or above grade level in Reading and Math by 5 percentage points each year: Diagnostic #3 READING 21% of students will be on or above grade level MATH 15% of students will be on or above grade level	READING 6 point DECLINE on or above grade level MATH 6 point INCREASE on or above grade level
6.4	GRADUATION RATE	2023 Graduation Rate: 65.5% Student Groups identified RED on the Dashboard: Socioeconomically Disadvantaged: 61.2% grad rate	2024 Graduation Rate: 75% No Student Groups identified RED		80% graduation rate as reported by the Dashboard No student groups will be in the RED on the Dashboard	9.5 point INCREASE in graduation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.5	SUSPENSION RATE	2023 Suspension Rate: 15.4% of students suspended at least one day Student groups identified RED on the Dashboard: Hispanic: 11.3% suspended at least one day Socioeconomically Disadvantaged: 17.5% suspended at least one day White: 24.3% suspended at least one day	2024 Suspension Rate: 14% of students suspended at least one day No Student Groups identified RED		Reduce suspension rate to 7% No student groups will be in the RED on the Dashboard	1.4 point DECLINE in students suspended at least one day
6.6	COLLEGE CAREER INDICATOR	2024 CCI Indicator: 3.6% are prepared for college or career Student groups identified RED on Dashboard: Socioeconomically Disadvantaged: 0%			10% as reported by the Dashboard No student groups will be in the RED on the Dashboard	

Goal Analysis [2024-25]

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

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

The Intervention Teacher addressed academic gaps in ELA and math through targeted instruction and data-driven support. The Intervention Teacher taught two periods of Corrective Reading to students who qualified using the Corrective Reading screener. The Intervention Teacher provided pull-out support for students who needed additional help in math and English. The Intervention Teacher also extended support to students struggling in other subjects as needed, ensuring that interventions were tailored and responsive to individual academic needs.

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.

No material differences.

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

The effectiveness of the Intervention Teacher's role is demonstrated through the consistent use of data to identify students in need and to tailor instruction to address specific learning gaps. By utilizing evidence-based curricula and instructional strategies, the Intervention Teacher provided targeted support to strengthen foundational skills in reading and math. Regular data collection and analysis ensured appropriate student placement in interventions and timely exits when sufficient progress was made.

Because the position was only funded for one year, there was insufficient time to measure its impact on long-term indicators such as CAASPP scores, graduation rates, or Dashboard metrics, as these data points are reported on a one-year delay. Available short-term data from the i-Ready Diagnostic 3 assessments showed mixed results. 10th-grade iReady reading scores declined by 6 points compared to the previous year, when both 10th and 12th graders were assessed. iReady math scores, assessed for both 10th and 12th grades in both years, showed a 6 point improvement.

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.

McClellan will continue to receive Equity Multiplier funding, but not enough to support an intervention teacher. $34,333 will partially fund a school counselor who will support college and career, graduation, post high school preparation, academic support. Additional funds will support skill development through math intervention lessons.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	SCHOOL COUNSELOR	The counselor will work with each student to create individualized transition plans, which include multiple interest inventories, identification of strengths and challenges, and comprehensive planning for graduation and their paths beyond. Progress toward graduation and post high school plans will be monitored through established benchmarks and monthly check-ins. To increase family involvement in the transition plans, site will host an event where students present their transition plans to parents, staff, and community members. The counselor will develop and lead college and career-related lessons and activities during Advisory periods, partner with CHS counselors to support student transitions to or from MHS, partner with CHS College/Career Coordinator to ensure MHS students take advantage of the services and offerings and participate in College/Career Fair. The counselor will plan in-person and virtual tours of colleges, trade schools, and other post-high school pathways tailored to student interests. The counselor will actively research additional CTE pathways, including the Health Assistant pathway, and investigate the feasibility of national certifications to broaden student opportunities.	$155,000.00	No
6.2	MATH INTERVENTION LESSONS	Math teacher to create math warm-ups based on identified gaps in math concepts as measured by CASSPP. These warm-ups will be used in every class period to provide practice for CAASPP. Skill demonstration through warm-ups will be assessed to identify students who need more intense intervention.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$9,016,332	$577,844

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.056%	0.000%	$0.00	17.056%

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
1.3	**Action:** PARENT and FAMILY SUPPORTS **Need:** District is 61% Socioeconomically Disadvantaged. Homeless is RED on Dashboard for ELA and math. English Learners and SED ORANGE on Dashboard for ELA and math. Graduation rate	Access to resources and meeting basic needs greatly influence students' academic success. By ensuring essentials such as food, clothing, and school supplies are met, students can attend classes and engage fully. This increases attendance and participation, enhances social-emotional well-being, reduces behaviors, and increases academic achievement,	Attendance rates, Parent and Student Panorama Surveys, Academic Achievement, Graduation Rates, Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for homeless, EL and SED is ORANGE. Chronic Absenteeism for EL is 18%, Homeless is 33%, Food, clothing, school supplies, academic support and social emotional supports are identified needs. **Scope:** LEA-wide		
2.1	**Action:** LITERACY **Need:** High-needs student groups ranked in Orange and Red bands on CDE Dashboard for ELA achievement. High-need student groups score below peers as measured by iReady Reading Diagnostic and CAASPP ELA scores. **Scope:** LEA-wide	The action of flexing hours at school site libraries directly contributes to increasing literacy by providing students with increased access to a diverse range of literary materials. This is particularly significant for high-needs students who may have limited access to reading materials suitable for their reading levels outside of school. By granting students access to a variety of academically appropriate literature, we create an environment that fosters literacy and ultimately improves academic achievement. For English Learners and Long-Term English Learners, bilingual assistants offer crucial additional support. These assistants help bridge the gap between two languages, facilitating language acquisition and bolstering academic achievement. By providing support in both languages, bilingual assistants empower EL and LTEL students to engage more effectively with academic content, thereby enhancing their overall academic performance.	Dashboard, CAASPP scores, iReady scores, EL and LTEL reclassification rates

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:** TIER 1 INSTRUCTION **Need:** CDE Dashboard data in ELA and math is ranked ORANGE, indicating students are scoring below standard in both areas. Many high-need student groups including English Learners, Socioeconomically disadvantaged and special education students are ranked RED on the Dashboard in ELA and/or math. CAASPP and IReady data in reading and math also show anticipated growth is not being made. **Scope:**	Effective teachers, flexible seating, instructional technology, and technology specialists enhance Tier I instruction for all students, particularly high-needs students. Skilled teachers offer engaging lessons and differentiated instruction to meet the diverse needs of learners, employing research-based instructional strategies that cater to various learning styles and abilities, and providing targeted Tier I support. Flexible seating promotes student engagement, focus, and learning outcomes by providing options to choose seating that best suits their learning preferences and needs. For high-needs students who may struggle with traditional classroom setups, flexible seating offers opportunities for movement, comfort, and personalized learning experiences, ultimately enhancing their engagement and academic success. Technology tools and resources can support differentiated instruction, provide interactive learning experiences, and offer accessibility to accommodate diverse learning needs. For high-needs students, instructional technology is a valuable tool for scaffolding learning, providing individualized support, and accessing content at their own pace. Technology specialists ensure that technology is effectively integrated into the classroom, fostering personalized and accessible learning experiences. They also ensure that technology is used	Dashboard, CAASPP scores, iReady scores, EL and LTEL reclassification rates

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
		inclusively and effectively to support the diverse learning needs of all students.	
2.3	**Action:** TIER 2 INSTRUCTION, partially funded by LREBG **Need:** Low graduation rates, low ELA and math achievement as measured by the CDE Dashboard, CAASPP, iReady ELA and iReady math data **Scope:** LEA-wide	Summer school and MHS continuation high school enhance Tier II instruction, particularly for high-needs students. Summer School provides additional opportunities to make up coursework and prevent further academic setbacks. Teachers tailor instruction to fill gaps identified through data analysis, offering personalized support to meet individual student needs. MHS continuation high school effectively addresses learning gaps through personalized instruction and targeted curriculum. With lower class sizes, MHS can offer more opportunities for targeted instruction, remediation, and enrichment activities, benefiting high-needs students who may require additional support to catch up or stay on track academically. Both programs offer focused, targeted curriculum designed to address specific academic needs and goals, providing a structured and intentional approach to instruction. Additionally, they employ dedicated staff trained to work with high-needs students, ensuring they receive the necessary support and resources for academic success.	Dashboard, CAASPP scores, iReady scores, EL and LTEL reclassification rates, graduation rates
2.7	**Action:** LEADER GROWTH & DEVELOPMENT **Need:**	Empowering administrators with effective leadership tools leads to positive outcomes for students, staff, and overall school climate, especially for high-need students. This is achieved	Walkthrough data on instruction, CDE Dashboard CAASPP achievement, IReady

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
	Leaders to support instruction to improve achievement **Scope:** LEA-wide	by providing targeted support, fostering a supportive environment, and promoting collaborative, data-driven approaches to school improvement. Administrators prioritize teaching and learning, offering guidance to teachers in implementing evidence-based practices tailored to high-need students' diverse needs, resulting in improved academic outcomes. They also create an inclusive school environment that fosters belonging and supports learning and growth, particularly for high-need students facing additional challenges. By analyzing student data and implementing targeted interventions, administrators strategically allocate resources to maximize student success. Investing in teachers' professional growth enhances their ability to effectively support diverse learners, contributing to overall student achievement.	achievement, EL Progress Indicator, Panorama Staff Survey data, Panorama Student Survey data
3.1	**Action:** ATTENDANCE & ENGAGEMENT **Need:** increase attendance, decrease chronic absenteeism, decrease undesirable behaviors and suspensions, increase engagement in school through extracurricular activities **Scope:** LEA-wide	Providing athletics, health services, transportation, and attendance outreach to parents can significantly enhance attendance and school engagement for all students, particularly those with high needs. Participation in clubs or sports often serves as a strong motivator for regular school attendance, offering diverse avenues for engagement beyond the classroom. Access to medical care, counseling, and other health resources on campus increases the likelihood of regular attendance, addressing crucial health needs, especially for high-need students who may encounter barriers to healthcare access outside of school. Transportation services play a vital role in ensuring that all students, regardless of their family's transportation situation, can attend school regularly, thereby removing a common barrier to attendance, particularly for students from low-	Daily Attendance, Chronic Absenteeism, Club Offerings, Athletic Offerings, Suspension Rates, Panorama Student Survey data

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
		income families. By offering transportation options, schools not only increase regular attendance but also facilitate increased participation in extracurricular activities, particularly for high-need students facing transportation challenges. Additionally, outreach efforts play a pivotal role in identifying and addressing barriers to attendance, such as transportation issues or health concerns, fostering support and communication that are especially impactful for high-need students coming from families with limited resources or facing various challenges, ultimately promoting attendance and engagement.	
3.2	**Action:** SOCIAL EMOTIONAL SUPPORT, partially funded through LREBG **Need:** Attendance and chronic absenteeism, social, referrals for Tier 1 and Tier 3 SEL supports, inappropriate behaviors resulting in suspension, **Scope:** LEA-wide	PBIS, SEL, Safe School Ambassadors, school counselors, and psychologists play vital roles in fostering an inclusive and supportive educational environment by providing social-emotional support for all students, particularly those with high needs. School counselors and psychologists offer individual and group support to students facing academic, social, or emotional challenges. This targeted assistance aims to address underlying issues that could contribute to poor attendance, behavior problems, or disengagement. In addition to these targeted supports, various campus-wide programs are in place to further assist high-need learners. PBIS (Positive Behavioral Interventions & Supports) initiatives enhance attendance and engagement, while SEL (Social-Emotional Learning) programs equip students with tools to manage emotions, build relationships, and make responsible decisions. Safe School Ambassadors	Panorama Student Survey data, attendance rates, chronic absenteeism rates, suspension rates, referrals for Tier 2 and Tier 3 SEL supports

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
		exemplify positive behavior and facilitate conflict resolution.	
4.2	**Action:** COLLEGE READINESS, partially funded with LREBG **Need:** Low A-G completion rates, low AP Passage rates and low A-G and CTE Pathway completion rates and lower graduation rates for high needs students. **Scope:** Schoolwide	While supporting all students, the CHS College and Career Coordinator focuses specifically on students from high-needs backgrounds, many of whom are the first in their families to consider higher education. These students receive tailored assistance from the Coordinator in navigating college and career choices, including guidance through the application process, financial aid options, and career pathways. The Coordinator facilitates access to resources such as scholarships, internships, and vocational training programs. The Coordinator organizes field trips to college campuses, including in-state institutions and historically black colleges and universities, broadening students' perspectives and opportunities for higher education	A-G Completion rates, AP Passage rates, A-G and CTE Pathway Completion rates, Graduation Rates

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

Through 2.1, 2.2 and 2.3, we are maintaining an increased number of certified and classified staff at Spinelli Elementary, North Country Elementary, Dudley Elementary, Elementary, Oak Hill Elementary, Riles Middle School, and McClellan HS to focus on supporting the linguistic and academic needs of English learners, including long-term ELs. Strategies include Tiered Literacy Instruction, Integrated Language Development, and Designated Language Development. Efforts are informed by data analysis, allowing us to track student progress and ensure English Learners achieve their grade-level academic goals and reach reclassification.

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	39:1	29:1
Staff-to-student ratio of certificated staff providing direct services to students	18:1	16:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$52,863,209	$9,016,332	17.056%	0.000%	17.056%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$57,502,456.00	$10,757,130.00	$669,644.00	$4,888,739.00	$73,817,969.00	$53,750,597.00	$20,067,372.00

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	SCHOOL CULTURE	All	No			All Schools	2024-27	$0.00	$30,950.00	$30,950.00	$0.00	$0.00	$0.00	$30,950.00	
1	1.2	OUTREACH and PARTNERSHIPS	All	No			All Schools	2024-27	$200,291.00	$26,000.00	$226,291.00	$0.00	$0.00	$0.00	$226,291.00	
1	1.3	PARENT and FAMILY SUPPORTS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$473,579.00	$46,946.00	$257,447.00	$0.00	$129,018.00	$134,060.00	$520,525.00	
1	1.4	SCHOOL SITE BELONGING GROUPS	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	LITERACY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$879,150.00	$70,000.00	$949,150.00	$0.00	$0.00	$0.00	$949,150.00	
2	2.2	TIER 1 INSTRUCTION	All	No			All Schools	2024-27	$20,242,076.00	$2,809,047.00	$23,051,123.00	$0.00	$0.00	$0.00	$23,051,123.00	
2	2.3	TIER 2 INSTRUCTION, partially funded by LREBG	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$13,878,163.00	$7,826,978.00	$17,856,918.00	$1,439,076.00	$0.00	$2,409,147.00	$21,705,141.00	
2	2.4	TIER 3 INSTRUCTION	All Students with Disabilities	No			All Schools	2024-27	$2,000.00	$3,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
2	2.5	WALKTHROUGHS & INSTRUCTIONAL PLANS	All	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	GROWTH and DEVELOPMENT of TEACHERS and other STAFF	All	No			All Schools	2024-27	$1,739,671.00	$62,500.00	$93,000.00	$1,611,671.00	$0.00	$97,500.00	$1,802,171.00	

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	2.7	LEADER GROWTH & DEVELOPMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$2,416,614.00	$25,000.00	$2,441,614.00	$0.00	$0.00	$0.00	$2,441,614.00	
2	2.8	PROFESSIONAL LEARNING COMMUNITIES	All	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	ATTENDANCE & ENGAGEMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$4,847,701.00	$5,776,466.00	$3,947,462.00	$4,589,392.00	$122,387.00	$1,964,926.00	$10,624,167.00	
3	3.2	SOCIAL EMOTIONAL SUPPORT, partially funded through LREBG	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,787,112.00	$114,960.00	$1,315,453.00	$2,074,236.00	$418,239.00	$94,144.00	$3,902,072.00	
4	4.1	EDUCATIONAL ENVIRONMENT	All	No			All Schools	2024-27	$4,261,827.00	$2,843,549.00	$7,105,376.00	$0.00	$0.00	$0.00	$7,105,376.00	
4	4.2	COLLEGE READINESS, partially funded with LREBG	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Center High School	2024-27	$234,538.00	$130,200.00	$212,672.00	$152,066.00	$0.00	$0.00	$364,738.00	
4	4.3	CAREER READINESS	All	No			All Schools	2024-27	$357,875.00	$301,776.00	$15,000.00	$455,689.00	$0.00	$188,962.00	$659,651.00	
5	5.1	LITERACY SPECIALIST	All	No			Specific Schools: Dudley Elementary	2024-27	$275,000.00	$0.00	$0.00	$275,000.00	$0.00	$0.00	$275,000.00	
6	6.1	SCHOOL COUNSELOR	All	No			Specific Schools: McClellan High School	2024-27	$155,000.00	$0.00	$0.00	$155,000.00	$0.00	$0.00	$155,000.00	
6	6.2	MATH INTERVENTION LESSONS														

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$52,863,209	$9,016,332	17.056%	0.000%	17.056%	$26,980,716.00	0.000%	51.039 %	**Total:**	$26,980,716.00
								LEA-wide Total:	$26,768,044.00
								Limited Total:	$0.00
								Schoolwide Total:	$212,672.00

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	**1.3**	PARENT and FAMILY SUPPORTS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,447.00	
2	**2.1**	LITERACY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$949,150.00	
2	**2.3**	TIER 2 INSTRUCTION, partially funded by LREBG	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,856,918.00	
2	**2.7**	LEADER GROWTH & DEVELOPMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,441,614.00	
3	**3.1**	ATTENDANCE & ENGAGEMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,947,462.00	
3	**3.2**	SOCIAL EMOTIONAL SUPPORT, partially funded through LREBG	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,315,453.00	

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 (%)
4	4.2	COLLEGE READINESS, partially funded with LREBG	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Center High School	$212,672.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$73,994,407.00	$78,782,503.00

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**	SCHOOL CULTURE	No	$5,116.00	$30,950
1	**1.2**	OUTREACH and PARTNERSHIPS	No	$183,000.00	$223,268
1	**1.3**	PARENT and FAMILY SUPPORTS	Yes	$324,152.00	$442,128
2	**2.1**	LITERACY	Yes	$949,150.00	$1,006,370
2	**2.2**	TIER 1 INSTRUCTION	No	$23,051,123.00	$23,074,445
2	**2.3**	TIER 2 INSTRUCTION	Yes	$22,072,556.00	$23,549,735
2	**2.4**	TIER 3 INSTRUCTION	No	$5,000.00	$5,000
2	**2.5**	WALKTHROUGHS	No	$0.00	$0
2	**2.6**	GROWTH and DEVELOPMENT of TEACHERS and other STAFF	No	$1,724,171.00	$1,720,881
2	**2.7**	LEADER GROWTH & DEVELOPMENT	Yes	$2,441,614.00	$2,319,677

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	PROFESSIONAL LEARNING COMMUNITIES		$0.00	$0
3	3.1	ATTENDANCE & ENGAGEMENT	Yes	$10,624,167.00	$11,444,984
3	3.2	SOCIAL EMOTIONAL SUPPORT	Yes	$3,902,072.00	$3,833,964
3	3.3	DIVERSITY, EQUITY & INCLUSION	Yes	$152,521.00	$152,701
4	4.1	EDUCATIONAL ENVIRONMENT	No	$7,105,376.00	$9,706,582
4	4.2	COLLEGE READINESS	Yes	$364,738.00	$317,013
4	4.3	CAREER READINESS	No	$659,651.00	$563,917
5	5.1	LITERACY SPECIALIST	No	$275,000.00	$244,607
6	6.1	INTERVENTION TEACHER	No	$155,000.00	$146,281

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,452,461	$10,902,784.00	$10,349,091.00	$553,693.00	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	1.3	PARENT and FAMILY SUPPORTS	Yes	$158,180.00	$204,093		
2	2.1	LITERACY	Yes	$949,150.00	$905,411		
2	2.3	TIER 2 INSTRUCTION	Yes	$1,725,732.00	$1,404,241		
2	2.7	LEADER GROWTH & DEVELOPMENT	Yes	$2,441,614.00	$2,319,677		
3	3.1	ATTENDANCE & ENGAGEMENT	Yes	$3,947,462.00	$4,124,110		
3	3.2	SOCIAL EMOTIONAL SUPPORT	Yes	$1,315,453.00	$1,051,068		
3	3.3	DIVERSITY, EQUITY & INCLUSION	Yes	$152,521.00	$152,701		
4	4.2	COLLEGE READINESS	Yes	$212,672.00	$187,790		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$48,386,877	$8,452,461	0%	17.468%	$10,349,091.00	0.000%	21.388%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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