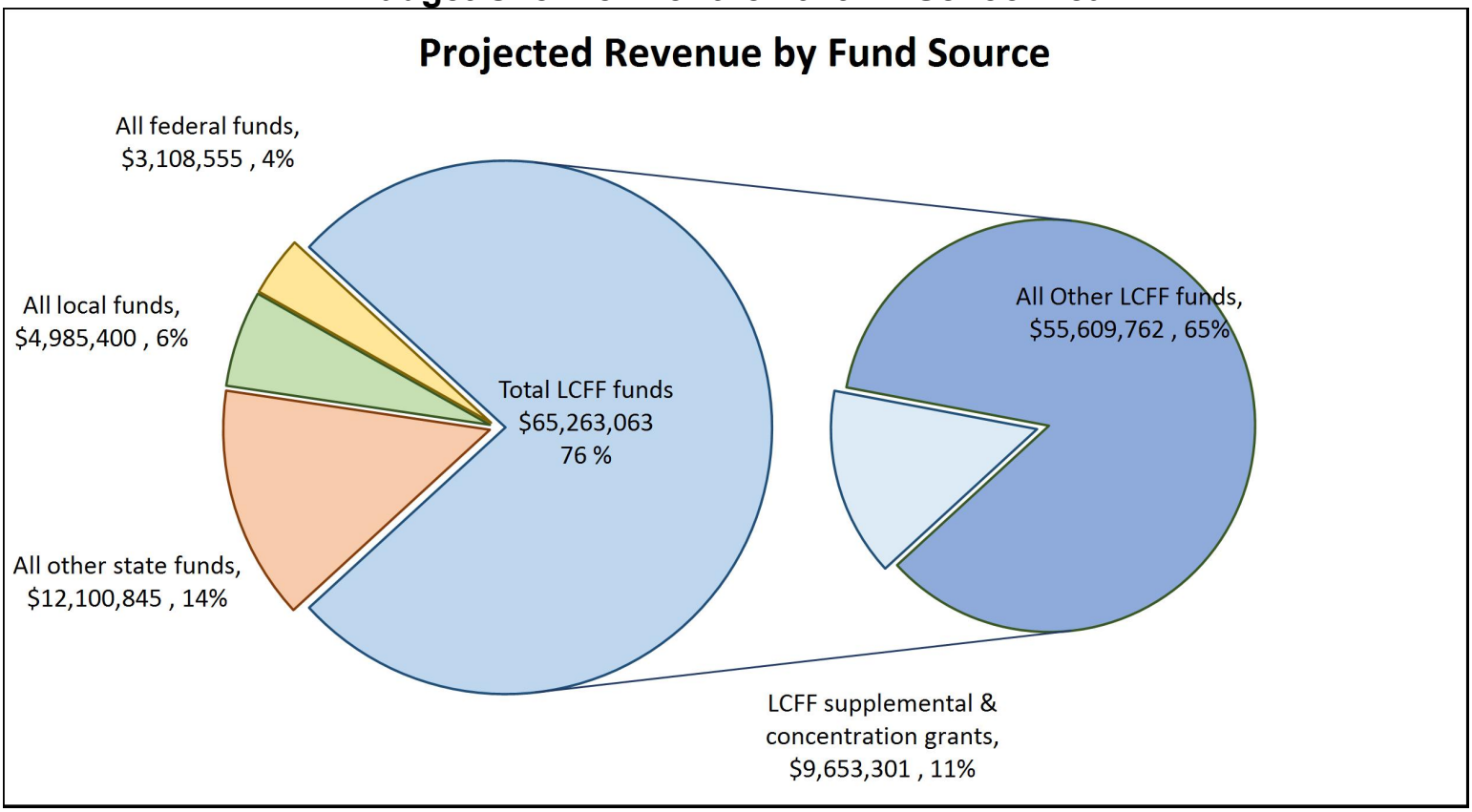
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Center Joint Unified School District
CDS Code: 34-73973 0000000
School Year: 2026-27
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 2026-27 School Year

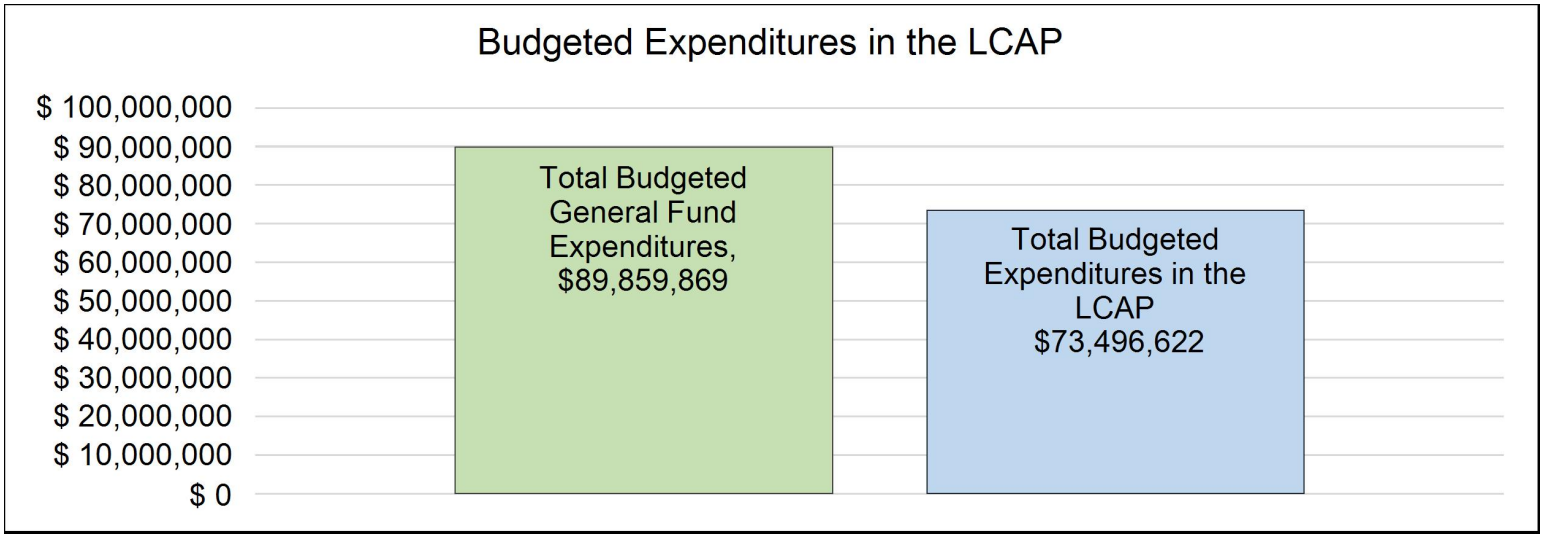


This chart shows the total general purpose revenue Center Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Center Joint Unified School District is $85,457,863, of which $65,263,063 is Local Control Funding Formula (LCFF), $12,100,845 is other state funds, $4,985,400 is local funds, and $3,108,555 is federal funds. Of the $65,263,063 in LCFF Funds, $9,653,301 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Center Joint Unified School District plans to spend $89,859,869 for the 2026-27 school year. Of that amount, $73,496,622 is tied to actions/services in the LCAP and $16,363,247 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

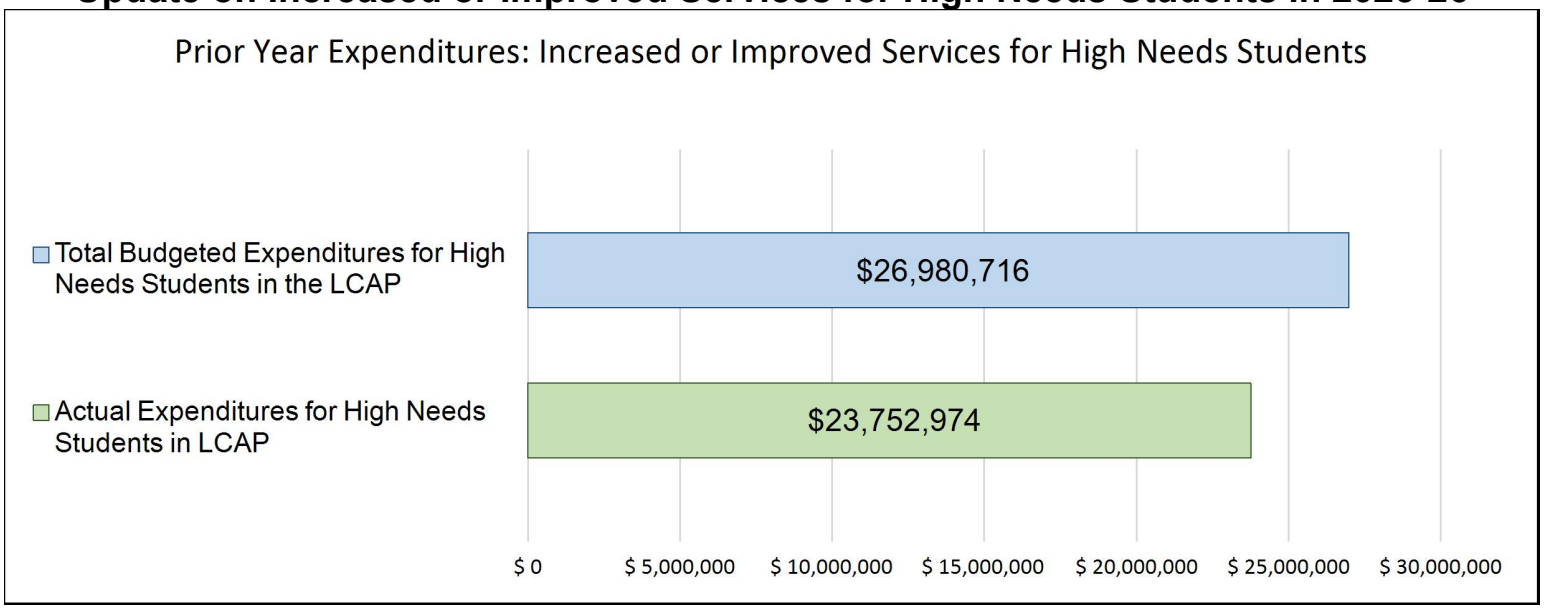
General operating costs, encompassing areas like the Business Department and Maintenance & Operations, are generally not itemized in the LCAP's General Fund budget expenditures. Similarly, general supply costs and most personnel costs for substitutes, managers, and non-academic support staff fall outside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

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

In 2026-27, Center Joint Unified School District is projecting it will receive $9,653,301 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 $27,020,577 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Center Joint Unified School District's LCAP budgeted $26,980,716 for planned actions to increase or improve services for high needs students. Center Joint Unified School District actually spent $23,752,974 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,227,742 had the following impact on Center Joint Unified School District's ability to increase or improve services for high needs students:

The Learning Recovery Emergency Block Grant and the expiring Art, Music, and Instructional Materials Discretionary Block Grant were used to fund positions and programs that the LCFF Supplemental/Concentration funds have covered in the past and will cover again in the future. No actions or services for high needs students were impacted.

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 [2026-27]

General Information

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

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 4749 students from transitional kindergarten (TK) through 12th grade. Five elementary schools serve grades TK-6; Cyril Spinelli (enrollment: 368), Arthur S. Dudley (enrollment: 520), North Country (enrollment: 561), Oak Hill (enrollment: 668), and Rex Fortune (enrollment: 565). These schools feed into Wilson C. Riles Middle School, which serves 702 students in grades 7-8. The district's two high schools include Center High School (grades 9-12, enrollment: 1,257) and McClellan Continuation High School (grades 10-12, enrollment: 78).

CJUSD's student population reflects a rich diversity: 32% White, 28% Hispanic, 14% Asian, 11% African American, 7% identifying as two or more races, 4% Filipino, 0.84% Pacific Islander, and 0.53% American Indian. Key student subgroups include 17% English Learners, 60% socioeconomically disadvantaged, 15% students with disabilities, 8% experiencing homelessness, and 0.2% 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 with 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. Both Dudley Elementary School and McClellan High School are designated as Equity Multiplier schools by the State, meaning they will each receive targeted State funding to close achievement gaps.

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.

SCHOOL CULTURE, CLIMATE and FAMILY ENGAGEMENT
The district continued efforts to improve school climate and student connectedness through PBIS, restorative practices, social-emotional learning supports, mentoring, and family outreach. All schools reviewed Panorama survey data and used the information to guide improvements in their School Plans for Student Achievement.
Student and Family Support Services (SFSS) expanded communication, mentoring, transportation support, housing resources, and family engagement activities. The district hosted community events such as the Back-to-School Bash, food distribution events, and parent workshops to strengthen relationships with families and increase access to support services.

Panorama survey data reflected both progress and ongoing areas of concern. At the elementary level, schools demonstrated strong student participation in the survey process, with Dudley and Spinelli Elementary achieving 100% participation. Students reported improved perceptions of school safety and teacher-student relationships, showing that PBIS, restorative practices, and relationship-building efforts are having a positive impact. However, student engagement, school belonging, and school climate remain below pre-pandemic levels, indicating a continued need to strengthen student connectedness.
At the secondary level, McClellan High School and Wilson C. Riles Middle School demonstrated positive growth in student belonging and engagement. Districtwide, secondary students showed modest improvement in school belonging, safety, and relationships, suggesting that advisory, PBIS, restorative practices, and student voice opportunities are beginning to improve connectedness. However, engagement levels remained relatively flat, and Center High School continues to show ongoing concerns related to school climate and student connectedness. Overall, district actions were moderately effective in improving school culture, relationships, and family engagement. Continued focus on student voice, inclusive school activities, restorative practices, and family partnerships will remain important to improving school connectedness across all grade levels.
Academic Achievement

The district prioritized improving instruction through literacy initiatives, classroom walkthroughs, intervention systems, professional development, and data-driven collaboration. Implementation included structured elementary ELA blocks, literacy and phonics training, Tier I,

II, and III interventions, monthly walkthroughs, and Professional Learning Community collaboration using the district's PDSA model.
Local iReady assessment data showed positive academic growth:

- Reading at or above grade level increased by 7 percentage points.
- Math at or above grade level increased by 8 percentage points.
- English Learners and Socioeconomically Disadvantaged students demonstrated strong gains in both reading and math.
- Students with Disabilities demonstrated slower progress, particularly in reading.

Despite local growth, California Dashboard results indicate that academic achievement remains an area of concern.

ENGLISH LANGUAGE ARTS
Districtwide ELA performance remained in the ORANGE band, with students scoring 35.7 points below standard. English Learners, Students with Disabilities, and students experiencing homelessness remained in the RED band. African American students, Asian students, Long-Term English Learners, and Socioeconomically Disadvantaged students remained areas of high concern.
Hispanic and White students demonstrated improvement and moved into the YELLOW band. Filipino students remained the only subgroup performing above standard despite declining from BLUE to GREEN.
Schools with student groups in the RED band for ELA include:

- Wilson C. Riles Middle School
- Arthur S. Dudley Elementary School
- Oak Hill Elementary School
- Cyril Spinelli Elementary School

MATHEMATICS
Mathematics performance improved slightly, moving from ORANGE to YELLOW overall, but students continue to perform significantly below standard.
Long-Term English Learners, African American students, Students with Disabilities, and students experiencing homelessness were identified in the RED band. Hispanic and White students improved into the YELLOW band, while Filipino students remained the only subgroup at or above standard.
Schools with RED student groups in mathematics include:

- Center High School
- Wilson C. Riles Middle School
- Arthur S. Dudley Elementary School
- Oak Hill Elementary School

SCIENCE
Science achievement improved, earning a GREEN Dashboard rating, with no student groups identified in the RED band.

ENGLISH LEARNER PROGRESS
English Learner progress also improved significantly, moving from ORANGE to GREEN on the Dashboard, with 55.1% of English Learners making progress toward English proficiency.

TEACHER ASSIGNMENTS

The district reported that 79.5% of teachers are appropriately assigned, which remains below average and continues to be an area of need. Overall, the district demonstrated strong implementation of instructional systems and local academic growth, but state assessment data shows continued achievement gaps for several student groups.

ATTENDANCE, ENGAGEMENT and STUDENT SUPPORTS
The district strengthened attendance and engagement systems through attendance campaigns, counseling services, mentoring, Expanded Learning Opportunities Programs, and social-emotional supports.
Positive outcomes included:

- Daily attendance increased from 90.63% to 91.35%.
- Chronic absenteeism decreased from 29.2% to 21.4%.
- Dropout rates decreased from 4% to 2%.
- Suspension rates decreased from 7.1% to 5.2%.

Despite improvement, chronic absenteeism remains an area of concern, and the district moved from YELLOW to ORANGE on the Dashboard.
Schools with RED student groups for chronic absenteeism include:

- Wilson C. Riles Middle School
- Arthur S. Dudley Elementary School
- North Country Elementary School
- Oak Hill Elementary School
- Cyril Spinelli Elementary School

The district maintained a YELLOW suspension rating, though American Indian students and Pacific Islander students remain in the RED band.
Overall, attendance and engagement actions were effective in improving attendance, reducing chronic absenteeism, and lowering suspension and dropout rates. However, disparities remain for several student groups, including Students with Disabilities, foster youth, and African American students.

COLLEGE and CAREER READINESS
The district expanded college and career readiness supports through counseling, tutoring, mentoring, college tours, CTE pathways, and career exploration opportunities.
Positive outcomes included:

- Graduation rate increased to 91.9%, maintaining a GREEN Dashboard rating.
- McClellan High School demonstrated significant graduation growth.
- AP exam performance improved.
- Seal of Biliteracy attainment increased.
- College and Career Indicator results improved.

Challenges remain in:

- A-G completion rates for Students with Disabilities, African American students, and English Learners

- Limited AP participation growth
- Declining CTE pathway completion rates

Overall, the district demonstrated progress in graduation rates and college and career readiness, but subgroup disparities indicate the need for additional support and expanded access to rigorous coursework and career pathways.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Following a comprehensive district-wide needs assessment using California Dashboard data on ELA and math achievement, chronic absenteeism rates, and local academic data, the district identified five school sites 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, 2025-26 Local Control and Accountability Plan for Center Joint Unified School District Page 11 of 146 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 implemented by elementary intervention teachers and instructional specialists, which emphasizes 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 are 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 align with the district's MTSS framework and have been proven to improve attendance, reduce behavioral incidents, and increase student engagement.

At the secondary level, Center High School has appointed an Intervention Counselor to 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 coordinates academic and socio-emotional supports, facilitates access to credit recovery and A–G-aligned coursework, monitors progress, and leads 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. $840,735 remains in the LREBG as of June 2026.

SUMMARY
Center Joint Unified School District demonstrated strong implementation of LCAP actions and made progress in several important areas, including:

- Graduation rates
- English Learner progress
- Science achievement
- Attendance and chronic absenteeism
- Reading and math growth on local assessments
- Family engagement and student supports

At the same time, significant challenges remain in academic achievement, chronic absenteeism, and disproportionality among student groups, particularly for English Learners, Students with Disabilities, African American students, homeless students, foster youth, and Socioeconomically Disadvantaged students.
Moving forward, the district will continue focusing on strengthening instruction, expanding interventions, improving student connectedness, and increasing equitable access to academic and social-emotional supports to improve outcomes for all students.

Reflections: Technical Assistance

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

The district has been participating in the Differentiated Assistance (DA) program to address performance concerns identified by the California School Dashboard.

Eligibility:
Year 1: African American students, students experiencing homelessness, and students with disabilities (identified for academic achievement, chronic absenteeism), and students with disabilities identified for college/career indicator.
Year 2: Long-Term English Learners (LTELs) (identified for academic achievement, chronic absenteeism, suspension rates, and college/career indicator data).

District Actions (in partnership with the Sacramento County Office of Education):
Instruction: Refined classroom walk-throughs to ensure regular administrative feedback for all teachers.

Collaboration: Implemented monthly meetings between special and general education teachers to improve service delivery for students with an IEP.
Policy: Revised district handbook policies and communication regarding students experiencing homelessness and chronic absenteeism.
LTEL Support: Joined the Sacramento County Office of Education LTEL Network to improve instructional delivery and services for LTEL students.

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: 5/12/2026, 6/2/2026	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: 5/5/2026	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.
Student Representatives on the Superintendent's Advisory Council 5/5/2026	Student representatives participated in this Council and discussed/reviewed/ and added their input to the development of the LCAP.
District English Learner Advisory Council (DELAC): 9/23/2025, 4/28/2026	In-person meetings facilitated by District English Learner Coordinator. Interpreters actively translate for attendees. Student representatives also participated in these meetings.
Panorama Survey - Students/Parents/Staff. Conducted in Fall 2025 and Spring 2026.	Students, parents, and staff provided feedback on the surveys. The answers from the surveys were analyzed and used to develop the LCAP.
CUTA: 5/19/2026 CSEA:5/20/2026	LCAP Draft shared with CUTA and CSEA Leadership
SELPA: May 2026	LCAP Draft emailed to SELPA Director, Debbie Morris, for feedback.
Draft LCAP posted online 5/29/2026	All educational partners invited to comment.

Educational Partner(s)	Process for Engagement
CJUSD Public Meeting 6/10/2026	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 6/17/2026	LCAP submitted to the CJUSD Board for approval.
Superintendent responded in writing to questions and comments received from DELAC and Parent Advisory by June 5, 2026.	No questions were posed for response.
Student Engagement Focus Groups - Spring of 2026	Student focus groups of middle school and high school students were held broken down by grade level throughout the second semester to gain student insight into how to improve their educational and social experiences in the district.
Dudley Elementary School Site Council and Staff Meetings: SSC = 9/4/2025, 1/20/2026, 2/19/2026. Staff Meeting = 9/4/2025	Dudley Elementary School staff parents and students were engaged in consultation to developed the equity multiplier goal for their site.
McClellan High School = Numerous weekly staff meetings throughout the second semester.	The district LCAP Coordinator became the McClellan High School principal in January 2026 and included weekly consultation and participation of McClellan H.S. staff to develop the equity multiplier goal for the site. This occurred during the weekly early out day collaboration meetings.

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

The CJUSD Leadership Team continues 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 SPSAs 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, which included both parent and student representatives, 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 addresses concerns about engagement and behavior by implementing actions to increase student engagement and reduce 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, in which parents advocated 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.

Dudley Elementary and McClellan High School staff and families were actively involved in developing the adopted equity multiply goal for their respective sites. Consultation with Dudley's educational partners, including the literacy specialist, underscored an agreement with actions outlined in Goal 5, including the addition of an MTSS specialist. Consultation with McClellans' educational partners, including the counselor, staff, and PBIS coordinator, was instrumental in forming Goal 6 in raising the graduation rate and lowering the suspension rate.

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 the strength of the social connection 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

School Climate remains a relative area of strength districtwide at 70%, despite a slight 2-point decline from the previous year. Several sites demonstrated positive momentum and strong staff perceptions of school culture and connectedness. MHS (64%), WCR (87%), Dudley Elementary (82%), and North Country Elementary (74%) all showed growth, suggesting that relationship-building efforts, improved collaboration, and site-level culture initiatives are positively impacting staff experiences. WCR and Dudley, in particular, stand out for maintaining especially high climate ratings. However, declines at CHS (53%), Oak Hill (60%), Fortune (68%), and Spinelli (86%) indicate that staff perceptions of school culture and working conditions remain inconsistent across sites and may require more targeted support, communication, and collaboration opportunities.

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	SPRING 2026 STUDENTS: 80% (2814) responded Dudley Elementary: 98% North Country Elementary: 89% Oak Hill Elementary: 92% Spinelli Elementary: 99% Fortune Elementary: 97% Riles Middle School: 78% McClellan High School: 72% Center High School: 67% STAFF: 46% (298/641) staff responded FAMILIES: 767 responses	STUDENTS: 85% response rate STAFF: 73% response rate FAMILIES: 1000 responses	Data changes from 2024 Baseline to 2026 current year: 0.5 point INCREASE in overall student responses 12 point DECLINE in staff responses 91 more parents responses
1.2	School Climate Survey Results	SPRING 2024 STUDENTS grades 3-5 (973 responses) School Belonging: 56% School Climate: 55% School Engagement: 47%	SPRING 2025 STUDENTS grades 3-5 (932 responses) School Belonging: 50%	SPRING 2026 STUDENTS grades 3-5 (1008 responses) School Belonging: 52%	SPRING 2027 Increase favorable responses by 5 percentage points yearly in each area measured	Data changes from 2024 Baseline to 2026 current year: STUDENTS grades 3-5 School Belonging: 4 point DECLINE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	School Climate: 50% School Engagement: 43% School Safety: 57% Teacher-Student Relationships: 67% STUDENTS grades 6-12 (1806 responses) School Belonging: 37% School Climate: 37% School Engagement: 25% School Safety: 52% Teacher-Student Relationships: 43% STAFF School Climate: 70% FAMILIES Safety: 71% School Climate: 70%	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 Safety: 83% School Climate: 85%	School Climate: 5 point DECLINE School Engagement: 4 point DECLINE3School Safety: 2 point INCREASE Teacher-Student Relationships: 3 point DECLINE STUDENTS grades 6-12 School Belonging: 9 pt INCREASE School Climate: 1 point DECLINE School Engagement: 2 point INCREASE School Safety: 4 point INCREASE Teacher-Student Relationships: 2 point INCREASE STAFF School Climate: 16 point INCREASE Safety: not measured FAMILIES Safety: 3 point INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						School Climate: 15 point INCREASE
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	2025-26 Total 51 site meetings held among 8 sites CHS: 8 SSC, 2 ELAC MHS: 1 SSC WCR: 2 SSC Oak Hill: 7 SSC North Country: 7 SSC, 2 ELAC Spinelli: 4 SSC, 4 ELAC Dudley: 5 SSC, 2 ELAC RFE: 5 SSC, 2 ELAC	Quarterly School Site Council meetings Quarterly English Learner Advisory Council (ELAC) meetings	Data changes from 2024 Baseline to 2026 current year: Site level parent advisory meetings DECREASED by 3 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 Advisory Council (DELAC): 2	2024-25: 13 district advisory meetings Student Advisory Council (VOICES): 8 Parent Advisory Council Meetings: 3 District English Learner Advisory Council (DELAC): 2	2025-26: 4 district advisory meetings Parent Advisory Council Meetings: 2 District English Learner Advisory Council (DELAC): 2	Quarterly VOICES Student Advisory Council at Center HS, expand to McClellan HS and Riles MS. Quarterly Parent Advisory Council Meetings Quarterly District English Learner Advisory Council (DELAC) Meetings	Data changes from 2024 Baseline to 2026 current year: District level advisory meetings DECREASED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2025-26 2 Session workshop:Communication, Better Understood" 35 Parents/Guardians Participated	Increase parent/guardian participation by 2% each year.	Data changes from 2024 Baseline to 2026 current year: Sessions and participants DECREASED

Goal Analysis [2025-26]

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

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

SCHOOL CULTURE
Every school site prioritized School Climate and Culture by including a goal in their 2025-26 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 2026, district and site administrators, along with school staff, engaged in a comprehensive review of Spring 2026 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 2026-26 SPSA, with a continued focus on improving school climate and culture.

OUTREACH and PARTNERSHIPS
The Communications Coordinator strengthened consistent communication between the district and families through targeted outreach on social media and regular district newsletters. Ongoing efforts to maintain current district and school websites ensure families have access to timely and accurate information
The Bell, the district's outreach bus, has been utilized throughout the 2025-26 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 84 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 55 school requests for student and family assistance. SFSS provided support in the form of enrollment help for 57 families, 95 transportation services, 22 housing resources, 9 employment supports, 19 health, vision, and dental referrals, and activity fee assistance for 68 students.

To increase community connections, SFSS hosted the 4th Annual Back to School Bash with over 1,500 attendees. Nearly 900 students received backpacks filled with essential school supplies to ensure a strong start to the year. All school sites and departments, including 19 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 193 backpacks, 196 school supplies, 180 clothing items, 110 hygiene kits, and 9 diapers. Food access was provided through 10 events, with two more to go, in partnership with Sacramento Food Bank events, serving 1,974 households and more than 10,344 individuals. Additionally, 64 Center High School students volunteered at food distribution events, helping to build stronger school-community connections.

During the holiday season, 47 families and 82 students received support through Thanksgiving and Christmas programs. In partnership with North Highlands Food Ministry, SFSS also distributed 65 food boxes.

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

The Expanded Learning Program hosted 13 family events across 4 sites, with participation from approximately 200 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, 434 students have been identified, nearly 8% 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 30 students through 479 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.

1:3 Actual expenditures exceeded the projection due to the addition of $352,923 for the Children & Youth Behavioral Health Initiative.

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

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 across the district who responded favorably to School Belonging increased 2 points to 52%.

Fortune (60) Spinelli (48%) North Country (56%) Oak Hill (46%) Dudley (49%)

- Grades 6-12, the percentage of students who responded favorably to School Belonging increased 3 points to 37%.

CHS (34%) MHS (51%) WCR (38%)

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 increased 2 points to 50%.

Fortune (60%), Spinelli (53%), North Country (54%), Oak Hill (43%), Dudley (46%)

- Grades 6-12, the percentage of students who responded favorably to School Climate increased 5 points to 37%.

CHS (34%) MHS (57%) WCR (38%)

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

- Grades 3-5, the percentage of students who responded favorably to School Engagement increased 1 point to 43%.

Fortune (51%), Oak Hill (38%), North Country (49%), Dudley (39%), Spinelli (42%)

- Grades 6-12, the percentage of students who responded favorably to School Engagement increased 2 points to 25%.

CHS (21%) MHS (27%) WCR (25%)

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 2 points to 57%.

Spinelli (55%), Oak Hill (55%), Fortune (64%), North Country (54%), Dudley (56%)

- Grades 6-12, the percentage of students who responded favorably to School Safety increased 5 points to 52%.

CHS (50%) MHS (64%) WCR (53%)

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 increased 3 points to 68%.

Spinelli (71%), Fortune (74%), Oak Hill (59%), North Country (74%), Dudley (67%)

- Grades 6-12, the percentage of students who responded favorably to Teacher-Student Relationships increased 2 points to 43%.

CHS (37%) MHS (51%) WCR (40%)

ANALYSIS OF GRADE 3-5 SURVEY RESULTS
Across the five Panorama measures for grades 3–5 (School Engagement, School Belonging, School Climate, School Safety, and Student-Teacher Relationships), results from 2021 to 2026 reflect both important successes and areas for continued growth in school climate and culture. One of the strongest indicators of progress was the increase in student participation and engagement in the survey process. Dudley Elementary and Spinelli Elementary both achieved 100% student participation, demonstrating strong student voice and engagement. North Country Elementary increased participation from 87.7% at baseline to 90.2% in Year 2, while Oak Hill Elementary maintained participation above 92%. These participation rates reflect intentional efforts by school sites to engage students and ensure their voices are heard.

Elementary students also continued to report positive perceptions in areas related to safety and relationships. Districtwide, School Safety increased from 54% to 57%, reflecting steady improvement after previous declines and indicating that students generally feel physically and emotionally safe at school. Student-Teacher Relationships, while declining over time from 80% to 65%, showed modest recovery to 68% and remain a relative strength compared to other measures. These results reflect the positive impact of relationship-building efforts, PBIS implementation, restorative practices, advisory activities, and social-emotional supports across elementary campuses. Together, these areas highlight the strong foundation schools are building to create supportive and caring learning environments.

At the same time, the data identified continued needs in student belonging, school climate, and engagement. School Engagement declined overall from 59% in 2021 to 42% in 2025, with only a slight increase to 43% in 2026, suggesting that current strategies have not yet been effective in significantly increasing student engagement in learning. School Belonging followed a similar pattern, decreasing from 71% to 50% before rebounding slightly to 52%, indicating that students' sense of connection to school has weakened over time, though recent efforts may be beginning to positively impact student connectedness. School Climate also declined significantly from 74% to 48% before increasing slightly to 50%, suggesting that earlier strategies were insufficient to sustain positive perceptions, but recent adjustments may be beginning to improve student experiences.

Overall, the elementary data suggests that district and site actions have had limited effectiveness in preventing declines across several measures over time; however, recent upward trends in Safety, Climate, Belonging, and Student-Teacher Relationships indicate that refined and more targeted supports are beginning to positively impact the student experience. Continued focus on PBIS, restorative practices, student leadership opportunities, SEL supports, inclusive school activities, and family engagement efforts outlined in site SPSAs and the LCAP will remain essential to strengthening school culture and improving student connectedness across elementary schools.

ANALYSIS OF GRADE 6–12 SURVEY RESULTS
Across the five Panorama measures for grades 6–12, results from 2021 to 2026 show mixed but more encouraging evidence of effectiveness, particularly in the area of student belonging and connectedness.

Several secondary schools demonstrated strong growth in student connectedness and engagement. MHS showed particularly strong progress, increasing student survey participation from 79.7% to 86.1% while also demonstrating significant gains in students' sense of belonging. WCR also showed positive momentum through increased engagement and participation in school climate efforts, reflecting the impact of relationship-focused supports and alternative education programming. These site successes contributed to districtwide gains in student belonging, engagement, and safety at the secondary level.

Districtwide, School Engagement remained relatively stable over time, fluctuating between 23% and 27%. While this indicates that district

actions have helped maintain baseline engagement levels, the data also suggests that strategies have not yet produced substantial growth in student engagement. School Belonging demonstrated the strongest area of improvement, increasing from the low 30% range in prior years to 37% in the most recent year. This upward trend suggests that efforts such as advisory, restorative practices, student voice opportunities, PBIS, relationship-building strategies, and SEL supports are beginning to positively impact students' sense of connection to school.

School Climate and School Safety both showed long-term declines followed by modest recovery. School Climate declined from 54% in 2021 to 32% before rebounding to 37%, while School Safety decreased from 70% to 47% before improving to 52%. Although these measures remain below earlier levels, the recent increases suggest that adjusted strategies and increased focus on school culture and connectedness are beginning to improve student perceptions. Student-Teacher Relationships declined from 51% to the low 40% range before stabilizing and slightly increasing to 43%, indicating that efforts to strengthen student-adult relationships are helping maintain important school connections.

Although student participation at CHS increased from 72.4% to 78.5%, school climate indicators did not improve at the same rate as other secondary sites. The data suggest a continued need to strengthen student belonging, engagement, and overall school connectedness at CHS.

Overall, the secondary data suggest that district and site actions have been moderately effective in stabilizing engagement and relationships and are beginning to show a stronger impact on student belonging and connectedness. The positive gains at MHS and WCR demonstrate that focused relationship-building efforts and targeted supports can improve school culture outcomes, while continued areas of concern at CHS and across climate and safety measures indicate that sustained implementation and additional targeted supports will be necessary to achieve long-term improvement across all secondary schools.

PANORAMA STAFF SURVEY
Analysis of the 2025–2026 Panorama Staff Survey data shows mixed results across the district, with overall district declines alongside several notable site-based successes. Across all three measures, School Climate, School Leadership, and Professional Growth, staff feedback highlights both areas of strength and opportunities for continued improvement.

School Climate remains a relative area of strength districtwide at 70%, despite a slight 2-point decline from the previous year. Several sites demonstrated positive momentum and strong staff perceptions of school culture and connectedness. MHS (64%),
WCR (87%), Dudley Elementary (82%), and North Country Elementary (74%) all showed growth, suggesting that relationship-building efforts, improved collaboration, and site-level culture initiatives are positively impacting staff experiences. WCR and Dudley, in particular, stand out for maintaining especially high climate ratings. However, declines at CHS (53%), Oak Hill (60%), Fortune (68%), and Spinelli (86%) indicate that staff perceptions of school culture and working conditions remain inconsistent across sites and may require more targeted support, communication, and collaboration opportunities.

School Leadership emerged as a greater area of concern, declining 5 percentage points districtwide to 62%. Despite the district decline, several sites demonstrated strong improvement. MHS showed exceptional growth with a 91% favorable rating, while WCR (88%) and Dudley (78%) also reflected strong confidence in site leadership. These results suggest that staff at these sites feel increasingly supported, included in decision-making, and aligned with leadership vision and communication. In contrast, continued declines at North Country (63%), Oak Hill (47%), Fortune (54%) along with CHS remaining low at 41% with no improvement, indicate ongoing concerns related to communication, transparency, staff voice, and leadership effectiveness at some sites.

Professional Growth showed the greatest districtwide decline, dropping 6 percentage points to 52%, signaling a need to strengthen staff support for professional learning, collaboration, and instructional development. Even within this trend, some schools demonstrated encouraging growth. MHS (57%), WCR (61%), Dudley (62%), and Spinelli (73%) improved in staff perceptions of professional learning opportunities, suggesting that targeted site-level supports and collaboration structures may be positively impacting staff growth experiences. However, declines at CHS (36%), North Country (54%), Oak Hill (45%), and Fortune (43%) indicate that many staff continue to desire more meaningful, relevant, and consistent professional development opportunities, along with increased time for collaboration and instructional planning.

Overall, the data reflect that while districtwide staff perceptions declined in several areas, there are important examples of site-based success that can help inform future actions. The strong growth seen at MHS, WCR, and Dudley demonstrates that focused leadership, relationship-building, collaboration, and intentional culture efforts can positively impact staff experience. Moving forward, the district will continue using staff feedback to strengthen communication, leadership practices, collaboration opportunities, and professional learning systems in order to improve staff morale, retention, and overall school culture across all sites.

OUTREACH and PARTNERSHIPS
The district's outreach, partnership, and family support efforts demonstrated strong implementation and meaningful impact on family engagement, access to resources, and school-community connection. The addition of a Communications Coordinator significantly improved the consistency and visibility of district communication through regular social media outreach, biweekly newsletters, and updated district and school websites. These efforts increased access to information for families, staff, and students and created more opportunities to celebrate student learning and school achievements across the district.

PARENT and FAMILY SUPPORTS
Student and Family Support Services (SFSS) expanded direct outreach and support to families through multilingual communication, targeted family engagement, and individualized support services. Bilingual SFSS staff identified and supported 84 Spanish-speaking families experiencing homelessness, while district-issued cell phones improved communication between schools and families. The addition of a full-time Office Assistant increased efficiency and allowed SFSS staff to focus more directly on mentoring, outreach, home visits, and family support services.

The effectiveness of these actions is reflected in the level of support provided districtwide. SFSS responded to 55 school requests for assistance and provided enrollment support to 57 families, 95 transportation services, 22 housing resources, 9 employment supports, 19 health-related referrals, and activity fee assistance for 68 students. These supports helped reduce barriers to attendance, participation, and academic engagement for students and families experiencing hardship.

Family and community engagement efforts also showed strong participation and impact. The 4th Annual Back to School Bash welcomed more than 1,500 attendees and provided nearly 900 backpacks filled with school supplies. Nineteen community partners participated, helping distribute over 400 grocery bags and boxes to families. Additional basic needs supports included the distribution of backpacks, school supplies, clothing, hygiene kits, and diapers to families throughout the year. Food distribution events served 1,974 households and more than

10,344 individuals, while 64 Center High School students volunteered at these events, strengthening school-community partnerships and student leadership opportunities.

The Bell outreach bus expanded family engagement efforts by conducting nine visits across school sites during family-centered events, providing direct access to resources, programs, and survey participation opportunities. Holiday assistance programs supported 47 families and 82 students, while partnerships with organizations like North Highlands Food Ministry helped provide 65 food boxes to families in need.

Expanded Learning Programs and parent workshops also strengthened home-school connections. The Together We Thrive parent workshops addressed academic support, emotional regulation, and trauma-informed parenting, while the Expanded Learning Program hosted 13 family events across four school sites with approximately 200 parents participating. These efforts increased opportunities for families to engage in their children's education and build stronger relationships with schools.

The continued identification and support of 434 students experiencing homelessness, representing nearly 8% of district enrollment, demonstrates both the growing needs within the community and the district's increased outreach and awareness efforts. Mentoring services provided to 30 students through 479 mentoring sessions offered individualized academic, attendance, and post-secondary support, helping students remain connected to school and future goals. Overall, the data reflects that district outreach and partnership efforts are increasing access to services, strengthening relationships with families, and creating a more connected and supportive school community.

School Site Belonging Groups (Action 1.4) - School Site Belonging Groups as a separate entity were not developed districtwide. Instead, this work was incorporated into school site council and staff meetings/trainings. Action item 1.4 will be removed from the plan.

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

The only change for this goal is to eliminate Action Item 1.4 - School Belong Groups. As noted above, this work as been incorporated into other already established groups and meetings.

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	$30,950.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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	$226,291.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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	$408,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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.		

Action #	Title	Description	Total Funds	Contributing
1.4	SCHOOL SITE BELONGING GROUPS - Discontinued for 2026-2027	Discontinued for 2026-2027 - 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 Belonging Groups within their School Plan for Student Achievement (SPSA).	$0.00	No

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 2024
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. The Educating all Students questions were eliminated from the survey after the 2024 survey.

- 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	2025-26 100% 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	2025-26 100% 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	2023-2024 79.5% districtwide clear	Data not yet released by CDE	94% districtwide clear	The current different is -14.5% between the 2023-2024 data and the end goal (94-79.5=14.5).
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	2025: ELA: overall 35.7 points below standard Student groups identified RED in ELA: English Learners, Homeless, Students with Disabilties MATH: 65.7 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	Data changes from 2023 Baseline to 2025 current year: 4.7 point INCREASE in ELA achievement, from 40.4 BELOW standard in 2023 to 35.7 BELOW standard in 2025. ELA is in the ORANGE band. 5.4 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	Student groups identified RED on the Dashboard: African American, Homeless, LTEL, Students with Disabilities		from 71.1 points BELOW standard in 2023 to 65.7 points BELOW standard in 2025. Math is in the YELLOW band.
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	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	2024-2025 CAASPP ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 40% 4th: 32% 5th: 31% 6th: 37% 7th: 37% 8th: 35% 11th: 54% MATHEMATICS Standards Met or Exceeded 3rd: 35% 4th: 24% 5th: 17% 6th: 22% 7th: 25% 8th: 29% 11th: 29% ENGLISH/	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%	Data changes from 2023 Baseline to 2025 current year: LANGUAGE ARTS Standards Met or Exceeded 3rd: 9 point DECLINE 4th:1 point INCREASE 5th: 3 point DECLINE 6th: no change 7th: 1 point INCREASE 8th: 1 point INCREASE 11th: 12 point INCREASE MATHEMATICS Standards Met or Exceeded 3rd: 7 point INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standards Met or Exceeded 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%	Standards Met or Exceeded 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%	LANGUAGE ARTS and MATH Standards Met or Exceeded by STUDENT GROUPS: SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: 33% 4th: 24% 5th: 25% 6th: 30% 7th: 29% 8th: 27% 11th: 49% Math 3rd: 30% 4th: 16% 5th: 17% 6th: 17% 7th: 19% 8th: 26% 11th: 25% STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts	8th: 40% 11th: 36% 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	4th: 3 point INCREASE 5th: 3 point DECLINE 6th: 3 point DECLINE 7th: 1 point DECLINE 8th: 4 point INCREASE 11th: 8 point INCREASE SOCIOECONOMICALLY DISADVANTAGED Standards Met or Exceeded English/Language Arts 3rd: no change 4th: point DECLINE 5th: point DECLINE 6th: 6 point DECLINE 7th: 8 point DECLINE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th: 14% 8th: 12% 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%	4th: 18% 5th: 17% 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%	English/Language Arts 3rd: 15% 4th: 10% 5th: 11% 6th: 12% 7th: 16% 8th: 2% 11th: 19% Math 3rd: 21% 4th: 10% 5th: 13% 6th: 9% 7th: 7% 8th: 5% 11th: 8% ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 18% 4th: 15% 5th: 5% 6th: 3% 7th: 4% 8th: 4% 11th: 18% Math 3rd: 21% 4th: 15% 5th: 7%	3rd: 35% 4th: 33% 5th: 29% 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: 9 point DECLINE 11th: 2 point INCREASE Math 3rd: 5 point DECLINE 4th: 14 point DECLINE 5th: 7 point DECLINE 6th: 7 point DECLINE 7th: 4 point DECLINE 8th: 5 point INCREASE 11th: 7 point INCREASE STUDENTS with DISABILITIES Standards Met or Exceeded English/Language Arts 3rd: 4 point DECLINE 4th: 8 point DECLINE 5th: 6 point DECLINE 6th: 1 point DECLINE 7th: 2 oint INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11th: 3%	6th: 10% 7th: 5% 8th: 15% 11th: 20%	8th: 23% 11th: 22%	8th: 10 point DECLINE 11th: 2 point DECLINE Math 3rd: 3 point DECLINE 4th: 8 point DECLINE 5th: no change 6th: 1 point DECLINE 7th: 2 point DECLINE 8th: 2 point DECLINE 11th: 3 point INCREASE ENGLISH LEARNERS Standards Met or Exceeded English/Language Arts 3rd: 3 point INCREASE 4th: 2 point INCREASE 5th: 6 point DECLINE 6th: 5 point DECLINE 7th: 3 point DECLINE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						8th: 1 point DECLINE 11th: 11 point INCREASE Math 3rd: no change 4th: no change 5th: 1 point DECLINE 6th: 4 point INCREASE 7th: no change 8th: 11 point INCREASE 11th: 17 point INCREASE
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%	2024-2025 CAST Standards Met or Exceeded 5th grade: 24% 8th grade: 25% Grade 12: 34%	All grade levels will increase by 5 percentage points each year 5th: 36% 8th: 34% 12th: 43%	Data changes from 2023 Baseline to 2025 current year: 5th: 3 point INCREASE 8th: 6 point INCREASE 12th: 6 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	2024-25 Diagnostic #3, Administered March 2025 43% on or above grade level SOCIOECONOMICALLY	2025-2026 Diagnostic #3, READING Administered March 2026 44% on or above grade level SOCIOECONOMICALLY	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	Data changes from 2024 Baseline to 2026 current year: 8 point INCREASE on or above grade level SOCIOECONOMICALLY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STUDENTS WITH DISABILITIES 25% on or above grade level ENGLISH LEARNERS 16% on or above grade level	DISADVANTAGED 37% on or above grade level STUDENTS WITH DISABILITIES 22% on or above grade level ENGLISH LEARNERS 24% on or above grade level	DISADVANTAGED 37% on or above grade level STUDENTS WITH DISABILITIES 26% on or above grade level ENGLISH LEARNERS 25% on or above grade level	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 ENGLISH LEARNERS 31% on or above grade level	DISADVANTAGED 5 point INCREASE on or above grade level STUDENTS WITH DISABILITIES 1 point INCREASE on or above grade level ENGLISH LEARNERS 9 points INCREASE 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	2024-25 Diagnostic #3 Administered March 2025 PHONOLOGICAL AWARENESS Kindergarten 75% Met/Exceeded 1st 49% Met/Exceeded 2nd	2025-2026 Diagnostic #3 Administered March 2026 PHONOLOGICAL AWARENESS Kindergarten 76% Met/Exceeded 1st 54% Met/Exceeded 2nd	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	Data changes from 2024 Baseline to 2026 current year: PHONOLOGICAL AWARENESS Kindergarten: 10 point INCREASE 1st: 5 point INCREASE 2nd: 3 point INCREASE PHONICS Kindergarten:16 point INCREASE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kinder 60% Met/Exceeded 1st 49% Met/Exceeded 2nd 50% Met/Exceeded	84% Met/Exceeded PHONICS Kindergarten 76% Met/Exceeded 1st 52% Met/Exceeded 2nd 55% Met/Exceeded	84% Met/Exceeded PHONICS Kindergarten 76% Met/Exceeded 1st 56% Met/Exceeded 2nd 52% Met/Exceeded	81% Met/Exceeded 1st 64% Met/Exceeded 2nd 96% Met/Exceeded PHONICS Kinder 75% Met/Exceeded 1st 64% Met/Exceeded 2nd 65% Met/Exceeded	1st: 7 point INCREASE 2nd: 2 point INCREASE
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	2024-25 Diagnostic #3 administered March 2025 36% on or above grade level SOCIOECONOMICALLY DISADVANTAGED 31% 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	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	Data changes from 2024 Baseline to 2026 current year: 8 point INCREASE on or above grade level SOCIOECONOMICALLY DISADVANTAGED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% on or above grade level ENGLISH LEARNERS 15% on or above grade level	STUDENTS WITH DISABILITIES 20% on or above grade level ENGLISH LEARNERS 24% on or above grade level	STUDENTS WITH DISABILITIES 20% on or above grade level ENGLISH LEARNERS 24% on or above grade level	DISADVANTAGED 39% on or above grade level STUDENTS WITH DISABILITIES 33% on or above grade level ENGLISH LEARNERS 30% on or above grade level	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
2.10	PANORAMA STAFF SURVEY results	Spring 2024 Educating All Students: 73% School Leadership: 69% Professional Learning: 57% (315 staff responses)	Spring 2025 Climate: 72% School Leadership: 67% Professional Learning: 58% (416 staff responses)	Spring 2026 Climate: 70% School Leadership: 62% Professional Learning: 52% (298 staff responses)	Increase favorable responses from Staff Survey by 5 percentage points each year Climate: 88% School Leadership: 84% Professional Learning:72%	Data changes from 2024 Baseline to 2026 current year (Educating for All Students questions were eliminated after 2024 surveys): 2% point DECLINE on Climate from 2025 to 2026 7 point DECLINE on School Leadership 5 point DECLINE on Professional Learning
2.11	EL PROGRESS INDICATOR as reported by the CDE Dashboard	2023 51.2% of English Learners made	2024 48.7% of English Learners made	2025 55.1% of English Learners made	55% or above of English Learners will make	Data changes from 2023 Baseline to 2025 current year:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		progress towards English language proficiency as reported by the Dashboard.	progress towards English language proficiency as reported by the Dashboard.	progress towards English language proficiency as reported by the Dashboard.	progress toward English language proficiency as reported by the Dashboard	3.9 point INCREASE 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	2025-26: 15.7% (126/800 students) were Redesignated Fluent English Proficient	20.5% of English Learners will be Redesignated Fluent English Proficient	Data changes from 2024 Baseline to 2026 current year: 1.2 point INCREASE in English Learners Redesignated Fluent English Proficient
2.13	LONG-TERM ENGLISH LEARNER (LTEL) as reported by the CDE Dashboard 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	2023-24 local data: 131 LTELS 51 at risk 2025 Dashboard will establish LTEL baseline data	2024-25 local data: 17.5% (140 ELs) LTELs 6.5% (52 ELs) At Risk	2025-26 local data: 20% (161 ELs) LTELs 4% (35 ELs) At Risk	Decrease LTELS by 2 percentage points each year. Target established when baseline data is released through the Dashboard.	Number of LTEL students INCREASED by 30 students while the number of EL students at-risk of becoming LTEL DECREASED by 14 students
2.14						

Goal Analysis [2025-26]

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

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

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 continues to be implemented at all elementary school sites.

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. Each site conducted monthly Tier 1 instructional walkthroughs, focusing on the quality of ELA instruction. All district teachers in grades 3-6 were trained in the 6-step syllabication and morphology lesson plan.

The district along with each elementary site partnered with Luminous Minds to host Parent Literacy Nights, focusing on supporting early readers. 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 continues to implement the 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.

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, Multitudes, 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, all site administrators were to complete one walk-through for every teacher on campus once a month.

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 and a new teacher orientation was provided. 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, 38 district teachers are participating in the program, receiving mentorship and guidance from 23 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 principal at Rex Fortune/North Country has been strategically partnered with a district director, providing them with mentorship and guidance to support a smooth transition into their new role.

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 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.

2.3) Additional LREBG funds allowed for the continuation of all intervention teachers increasing the expended amount by $519,514. Special Education costs have increased beyond the estimated projection. 2.4 - No funds were expended and actions were implemented using existing staff for professional development and walk throughs. 2.6) PE teacher positions added to allow for collaboration time were no longer funded. This reduced the estimated expenditures by $412,137.

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

Comparing Baseline to Year 2 and Year 1 to Year 2 data, the district's actions have been largely effective in improving student achievement, particularly at the elementary level. The strongest and most consistent growth occurred in grades K–6, especially in early literacy. Significant gains in phonics were seen across primary grades, including a 16 point increase in Kindergarten, a 3 point increase in 1st grade, and a 5 point increase in 2nd grade. Districtwide, students reading at or above grade level increased by 7 points. These improvements suggest that the district's literacy initiatives, including the dedicated ELA block, explicit phonics instruction, and teacher training, are positively impacting student outcomes. The data indicates that district systems and supports are most effective at the elementary level, where foundational literacy skills are the primary focus and implementation has been more consistent.

At the middle school level (grades 7–8), growth appears more moderate and less consistent compared to elementary grades. While interventions, Tier II supports, PLC collaboration, and walkthrough systems are in place, student outcomes show more variability. Data suggests that students continue to need support with reading comprehension and foundational literacy gaps. Although the district's systems are supporting student learning, the impact at the middle school level has not yet reached the level of effectiveness seen in K–6.

At the high school level (grades 9–12), growth appears more limited and uneven. Programs such as MHS continuation high school, targeted interventions, and smaller class sizes provide important support for students who are behind academically. Focused courses and individualized supports are helping prevent further learning loss and providing opportunities for credit recovery and intervention. However, accelerating students to grade level remains a challenge, and achievement gains are less evident than at the elementary level.

Overall, the data demonstrates that district actions, particularly in literacy, Tier I instruction, teacher training, walkthroughs, and intervention systems, have been most effective in the early grades where foundational skills are being developed. As students progress into secondary grades, academic gaps become more difficult to close, and while current interventions are providing support, they are not yet producing the same level of accelerated growth observed in K–6.

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

The only change made is to eliminate the Educating for All section of the staff metrics for the Panorama yearly survey. These questions were eliminated after the 2024 survey.

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)	$949,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 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		

Action #	Title	Description	Total Funds	Contributing
		• 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, 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.	$23,051,123.00	No

Action #	Title	Description	Total Funds	Contributing
		• Optimize the learning environment and promote collaboration, autonomy, and student-centered learning through flexible grouping and flexible seating. • Pay particular attention to subgroups, including LTELs and those identified as underperforming, as indicated by the RED ranking on the Dashboard PROFESSIONAL LEARNING • 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, including long-term 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	$23,242,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 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		

Action #	Title	Description	Total Funds	Contributing
		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).		
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

Action #	Title	Description	Total Funds	Contributing
2.5	WALKTHROUGHS & INSTRUCTIONAL PLANS	WALKTHROUGHS Provide ongoing support to teachers and students through consistent and meaningful classroom walkthroughs, concentrating on three essential 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.	$0.00	No
2.6	GROWTH and DEVELOPMENT of	• Recruit and hire highly effective teachers, administrators, and support staff. Increase staff retention by providing essential	$213,000.00	No

Action #	Title	Description	Total Funds	Contributing
	TEACHERS and other STAFF	resources, professional learning and effective leadership in a positive, supportive, professional environment. • 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		

Action #	Title	Description	Total Funds	Contributing
		collaboration between special education and general education teachers. • 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.	$2,441,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide other professional development opportunities based on identified needs. 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 2024 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%	2025-26 P2 Districtwide Attendance 91.35%	2026-27 P2 Districtwide Attendance: 95%	<Data changes from 2024 Baseline to 2026 current year: INCREASED 0.7 percentage points
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%	2023-24 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%	2024-25 Chronic Absenteeism: 21.4% Student groups in RED on Dashboard: African American, Homeless, LTEL, Students with Disabilities Everyday Pro software was not utilized by the district this school year. Therefore, the Everyday Pro data has not been entered as in previous years.	2026-27 Chronic Absenteeism: 15%	Data changes from 2024 Baseline to 2026 current year: DECREASED Chronic Absenteeism by 7.8 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)	2025-26 25% (1228/4749) of TK-12 students connect to school through Clubs Center HS: 18 Clubs 20% (257/1257) participation McClellan HS: 1 Club 41% (32/78) Riles Middle: 5 Clubs 12% (87/682) Dudley: 12 Clubs 27% (145/520) North Country: 30 Clubs+15 Academies 35% (200/561) RFE: 16 Clubs 41% (237/565) Spinelli: 7 Clubs 22% (84/368) Oak Hill: 17 Clubs 27% (186/668)	Maintain club offerings while increasing student participation to 29%	Data changes from 2024 Baseline to 2026 current year: Participation in clubs rose by 2% when comparing 2023-2024 to 2025-2026.

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)	2024-25 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)	2025-26 24% (497/2017) of 7-12 students connect to school through Athletics Center HS Programs: 19 Teams: 29 Athletes: 29% (367/1257) McClellan HS Programs: 4 Teams: 4 Athletes: 30% (24/78) Riles Middle Programs: 5 Teams: 7 Athletes: 15% (106/682)	Maintain athletic offerings while increasing student participation to 29%	Data changes from 2024 Baseline to 2026 current year: Participation in 7-12 athletics INCREASED by 1 percentage point
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	2023-24: 8% (33 students) districtwide dropouts in a cohort of 402 as reported by DataQuest in a 4 year Cohort outcome report	2024-25: 2% (9 students) districtwide dropouts in a cohort of 355 as reported by DataQuest in a 4 year Cohort outcome report	Dropouts not to exceed 1%	Data changes from 2023 Baseline to 2025 current year: DECREASED drop out rate by 2 percentage points
3.6	MIDDLE SCHOOL DROP OUT RATE as reported by DataQuest	2022-23 Zero middle school dropouts	2023-24 Zero middle school dropouts	2024-25 Zero middle school dropouts	Maintain zero middle school dropouts	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-25 district suspension rate: 5.2% suspended at least one day Percent suspended at least one day: African American: 11.8% American Indian: 11.4% Hispanic: 6.1% Homeless: 7% Students with Disabilities: 8.4% Foster Youth: 17.4% LTEL: 6.2% Pacific Islander: 11.4%	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%	Data changes from 2023 Baseline to 2025 current year: DECREASED suspensions by 0.7 percentage points
3.8	EXPULSION RATE as reported by DataQuest	2022-23: 6 expulsions	2023-24: 7 expulsions	2024-25: 5 expulsions	Expulsions not to exceed 4	Data changes from 2023 Baseline to 2025 current year: DECREASED by 1 expulsion

Goal Analysis [2025-26]

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

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

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, CJUSD has reached 5,018 students through communications including 5,038 chronic absence letters and over 57,000 text messages. These efforts prompted 604 family responses requesting information on attendance, transportation, and community resources. SFSS also lead student and school engagement campaigns, such as September's 21-Day Attendance Challenge, which recognized 373 students in grades TK, 2nd, 3rd, 4th, and 6th for high attendance, and the 2nd Annual "March Madness Attendance Challenge," which celebrated schools with the most improved attendance. Dudley was this year's winning school. They increased their overall attendance rate by a full percentage point and, out of the 20 school days in March, had more days exceeding February's overall attendance rate.
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) continues to operate 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 continues to grow, with 201 students attending the summer intersession's Literacy Camp, and additional student participation during fall (178 students) and spring (119 students) camps, and ongoing school-year programming (504 students currently enrolled. This is an increase of 119 compared to last year.)

SOCIAL EMOTIONAL SUPPORT
Districtwide counseling meetings continue monthly to assess districtwide needs and coordinate supports. 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 and Spinelli Elementary Schools. Forty-four student ambassadors were actively engaged, supported by 9 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.

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.

Comparing baseline data to Year 2 outcomes, the district demonstrated mixed effectiveness in implementing actions related to attendance, engagement, school connectedness, and student behavior. Several metrics showed measurable improvement, while others reflected inconsistent progress across student groups.

Daily attendance improved from 90.63% at baseline to 91.35% in Year 2, an increase of 0.7 percentage points. While this reflects moderate effectiveness of attendance interventions and outreach efforts, attendance remains below the Year 3 target of 95%, indicating continued need for stronger Tier I attendance supports and family engagement systems.

Chronic absenteeism showed one of the strongest areas of improvement. Districtwide chronic absenteeism decreased from 29.2% at baseline to 21.4% in Year 2, a reduction of 7.8 percentage points. This suggests the district's attendance and engagement systems, including targeted outreach and supports through SFSS, were largely effective. English Learners improved significantly from 18.2% to 14.8%, and homelessness rates also declined from 33.9% to 31.4%. However, several student groups continue to experience disproportionately high absenteeism rates, including students with disabilities (28.7%), foster youth (28.6%), African American students (26.4%), and Pacific Islander students (24.4%). These outcomes indicate that while districtwide systems improved attendance overall, targeted interventions for high-needs student groups have not yet been consistently effective.

Club participation reflected moderate effectiveness in increasing student connectedness through extracurricular opportunities. Districtwide participation increased from 23% of TK–12 students at baseline to 25% in Year 2. While the district expanded and maintained club offerings across schools, participation growth remained modest and below the Year 3 target of 29%, suggesting that increased access alone did not consistently translate into increased student engagement.

Athletic participation also demonstrated limited overall growth. Districtwide participation increased slightly from 23% at baseline to 24% in Year 2. These outcomes suggest that while athletic opportunities remained available, expanded offerings did not consistently result in sustained increases in student participation.

The district dropout rate showed substantial improvement overall. After increasing from 4% at baseline to 8% in Year 1, the rate dropped to 2% in Year 2. This represents a 2 percentage point improvement from baseline and indicates that district actions supporting engagement, intervention, and graduation monitoring became more effective over time. The middle school dropout rate remained at zero across all years, demonstrating strong effectiveness in maintaining middle school student retention.

Suspension rates also improved steadily. Districtwide suspension rates decreased from 7.1% at baseline to 5.2% in Year 2. This reflects moderate effectiveness of behavioral supports and intervention systems. Most student groups showed improvement, including African American students, whose suspension rate declined from 15.7% to 11.8%, and students with disabilities, whose rates declined from 11.3% to 8.4%. However, some groups remain disproportionately impacted. American Indian students increased from 6.1% in Year 1 to 11.4% in Year 2, and foster youth continued to experience high suspension rates at 17.4%. These trends indicate inconsistent effectiveness of restorative and behavioral supports for specific student populations.

Expulsion rates showed slight improvement, decreasing from 6 expulsions at baseline to 5 in Year 2 after rising to 7 in Year 1. While the district reduced expulsions overall, outcomes remain above the Year 3 target of no more than 4 expulsions, suggesting continued need for preventive behavioral interventions and alternative supports before disciplinary removal.

Overall, the data demonstrates that district actions were generally effective in improving chronic absenteeism, reducing dropout rates, and lowering suspensions and expulsions. However, effectiveness remained inconsistent across student groups. Persistent disparities among

foster youth, students with disabilities, African American students, American Indian students, homeless students, and Pacific Islander students indicate that additional targeted interventions and monitoring are needed to ensure equitable outcomes districtwide.

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

The goal, metrics, target outcomes and actions will remain unchanged.

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. 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.	$10,624,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	SOCIAL EMOTIONAL SUPPORT,	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	$3,902,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
	partially funded through LREBG	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. 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 utilizing $1,487,003. SAFE SCHOOL AMBASSADORS		

Action #	Title	Description	Total Funds	Contributing
		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).		

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.

The 2023 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% prepared 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 passed the 2025 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	2024-25: 91.1% as reported by the Dashboard 85.4% African American 92.5% Asian 94.3% Hispanic 90.6% White 89.7% Two or more races 88.4% English Learners 83.3% LTEL 92% Socioeconomically Disadvantaged 76.8% Students with Disabilities 87.8% Homeless Students *Reporting students in the 5 year graduation rate cohort	90% graduation rate as reported by the Dashboard	Data changes from 2023 Baseline to 2025 current year: 6.2 point INCREASE in district graduation rate
4.3	A-G COMPLETION as reported on the Dashboard Pathway Completion Report	2022-23: 19.9% seniors (58 students) met all a-g requirements	2023-24: 11.4% seniors (40 students) met all a-g requirements as reported on the	2024-25: 31% seniors (101 students) met all a-g requirements as reported on the	40% seniors meet all a-g requirements as reported on the Dashboard	Data changes from 2023 Baseline to 2025 current year:

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	Dashboard 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	Dashboard Pathway Completion Report for Center HS. 14.3% African American 42.5% Asian 62.5% Filipino 31.8% Hispanic 31.3% White 28.6% Two or more races 17.6% English Learners 28.7% Socioeconomically Disadvantaged 2.2% Students with Disabilities 18.8% Homeless Students 5.9% Long-Term English Learners	Pathway Completion Report	11.1 point INCREASE in a-g completion
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)	2025-26 AP Enrollment 12% (153/1257) White: 35% (54/153) Hispanic: 24% (38/153) African American: 5% (8/153)	Increase AP enrollment to 25%	Data changes from 2023 Baseline to 2025 current year: 1 point INCREASE in AP Enrollment

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)	Other Asian: 11% (18/153) Filipino: 7% (12/153) Asian Indian: 3% (6/153) Vietnamese 2% (4/153) Chinese: 0.6% (1/153) Japanese 0.6% (1/153)		
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 79.6% (51/64) of students earned a score of 3 or higher on one AP exam in 2023 as reported by College Board	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 77.6% (73/94) of students earned a score of 3 or higher on one AP exam in 2024 as	20% (75 students in 360 cohort) earned a score of 3 or higher on two AP exams as reported by the 2025 Dashboard College/Career Levels and Measures Report 83% (92/111) of students earned a score of 3 or higher on one AP exam in 2025 as	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 80% of students earn a score of 3 or higher on one AP exam as reported by College Board	Data changes from 2023 Baseline to 2025 current year: 12 percentage point INCREASE in students earning score of 3 or higher on two AP exams 3.4 percentage point INCREASE in students earning a 3 or higher on one AP exam from 2023 to 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams	reported by College Board *Reporting students in the 4 & 5 year graduation rate cohort for 2 AP exams	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 Career Measures Report	2024-25: 15% of graduates (57/360) earned Seal of Biliteracy as reported by the Dashboard College and Career Measures Report	10% of graduates earn Seal of Biliteracy as reported by the Dashboard College and Career Measures Report	Data changes from 2023 Baseline to 2025 current year: 10 point INCREASE in graduates earning the Seal of Biliteracy
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"	2025 Dashboard measuring graduates prepared for post-high school college and career: 48.3% of graduates are "Prepared" for College and Career 30.8% of graduates are "Approaching Prepared" 21% of graduates are "Not Prepared"	40% of graduates are "Prepared" for College and Career as reported by the Dashboard	Data changes from 2023 Baseline to 2025 current year: 16.9 point INCREASE in graduates are "Prepared" for College and Career 0.3 point INCREASE in graduates are "Approaching Prepared" 17.1 point DECREASE in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						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 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	2024: 5.5% (23 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 completed a-g and at least one CTE pathway: 4.2% African American 8.8% Asian 3.3% Hispanic 7.2% White 11.1% Two or more races 3.0% English Learners 5.1% Economically Disadvantaged 0% Students with Disabilities 4.4% Homeless Students	2025: 12.2% (45 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 completed a-g and at least one CTE pathway: 0 % African American 20% Asian 7.5% Hispanic 14.1% White 10.3% Two or more races 4.3% English Learners 10% Economically Disadvantaged 1.8% Students with Disabilities 4.9% Homeless Students	16.5% of students complete a-g requirements AND at least one CTE Pathway as reported on the Dashboard CTE Pathway Completion Report	Data changes from 2023 Baseline to 2025 current year: 0.5 point DECREASE in students completing a-g requirements AND at least one CTE Pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. *Reporting students in a 4 and 5 year graduation rate cohort **Daseline data needed to be corrected to ensure consistency	2024-25: CHS offered 10 CTE courses and 29 sections. 24.6% (102 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report.	2025-26: CHS offered 16 CTE courses and 26 sections. 21.7% (69 students) completed one CTE Pathway as reported by the Dashboard CTE Pathway Completion Report.	Maintain CTE course offerings while increasing students completing one CTE Pathway to 28.5%	Data changes from 2024 Baseline to 2026 current year: DECREASE in CTE courses offered from 2024 to 2026. DECREASE in CTE sections offered from 2024-2026 0.8 point DECREASE in students completing one CTE Pathway.

Goal Analysis [2025-26]

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

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

COLLEGE READINESS
The district graduation rate increased from 84.9% in 2023 to 91.1% in 2025. This rate reflects graduates from both Center High School and McClellan High School. During this time, Center High's graduation rate increased by 3.4 percentage points, while McClellan High's graduation rate increased significantly by 24.4 percentage points.

CJUSD conducted an audit of A-G course coding at Center High School to strengthen college readiness efforts. The review found that several courses were inaccurately reported to the state, which lowered the reported A-G completion rate. Course coding was corrected to reestablish an accurate baseline, resulting in an updated A-G completion rate of 31%.

The CHS College and Career Coordinator has played a critical role in promoting college and career readiness for all students, with a focused commitment to supporting students from high-needs backgrounds. The Coordinator provided individualized support with college applications, financial aid, career exploration, and connections to scholarships, internships, and vocational programs. In addition, the Coordinator

organized college tours and the College and Career Fair to expand students' exposure to postsecondary opportunities and raise aspirations for higher education.

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 had a strong impact on supporting the academic and social-emotional development of young men of color.

Peer Tutoring was offered twice weekly for students in grades 9–12 across all subject areas, with math being the most frequently requested area of support.

CAREER READINESS.
CJUSD offered a variety of CTE pathways, serving 608 students across courses such as 911 Dispatch, Animation 1, Animation 2, AP Computer Science, Construction 1, Construction 2, Entrepreneurship, Graphic Design 1, Graphic Design 2, Intro to Media and Design, Intermediate Media and Design, Advanced Media and Design, PLTW Intro to Engineering, PLTW Principles of Biomedical Science, PLTW Human Body Systems, PLTW Medical Interventions, Theater Arts 1

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.

4.3) A position for the WorkAbility/DOR TPP program was vacated and not filled. Those WorkAbility/DOR TPP grants and the MCA grant were not fully expended.

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

Comparing baseline data to Year 1 and Year 2 outcomes indicates that the district's actions produced mixed results across college and career readiness measures. While several indicators showed improvement over time, progress was uneven across metrics and student groups, and some areas demonstrated continued decline or limited growth.

The district graduation rate increased from 84.9% at baseline to 87.2% in Year 1 and 91.1% in Year 2, representing an overall increase of 6.2 percentage points. Both comprehensive and alternative school sites contributed to this improvement. Center High School experienced a moderate increase in graduation rates, while McClellan High School demonstrated a more significant increase of 24.4 percentage points during this period. Several student groups also improved over the two years, including English Learners, socioeconomically disadvantaged students, students with disabilities, and homeless students. Despite this progress, some student groups continued to graduate at rates below

the district average, particularly students with disabilities at 76.8% and African American students at 85.4%, indicating ongoing disparities in outcomes.

A-G completion results showed improvement overall but fluctuated significantly during implementation. The district increased from 19.9% of seniors meeting A-G requirements at baseline to 31% in Year 2. However, Year 1 results declined substantially to 11.4% before rebounding in Year 2 following a district audit and correction of A-G course coding at Center High School. The revised coding established a more accurate baseline and improved state reporting. Some student groups showed gains by Year 2, particularly Hispanic students, Filipino students, and socioeconomically disadvantaged students. However, several subgroups continued to demonstrate very low A-G completion rates, including students with disabilities at 2.2%, African American students at 14.3%, and English Learners at 17.6%. These results suggest that equitable access to and completion of college preparatory coursework remains inconsistent across student groups.

AP enrollment showed limited overall growth. Enrollment increased from 11% at baseline to 13.9% in Year 1 before declining to 12% in Year 2. This reflects only a one percentage point increase over the two-year period and suggests difficulty sustaining expanded participation in advanced coursework. Participation among some student groups, including African American and Filipino students, declined between Year 1 and Year 2.

Although AP participation growth remained limited, AP exam performance improved over time. The percentage of students earning a score of 3 or higher on two AP exams increased from 8% at baseline to 20% in Year 2. Similarly, the percentage of students earning a score of 3 or higher on one AP exam increased from 79.6% to 83%. These results indicate improved performance among students already enrolled in AP coursework, even as overall participation growth remained modest.

Seal of Biliteracy attainment increased steadily over the two years, rising from 5% of graduates at baseline to 15% in Year 2. The district exceeded its Year 3 target in this area, suggesting that supports for multilingual learners and promotion of biliteracy opportunities contributed to increased participation and recognition.

The College and Career Indicator showed moderate improvement overall. The percentage of graduates identified as “Prepared” for college and career increased from 31.4% at baseline to 48.3% in Year 2. At the same time, the percentage of graduates categorized as “Not Prepared” decreased from 38.1% to 21%. While these outcomes reflect improvement, more than half of graduates still remained either “Approaching Prepared” or “Not Prepared” in Year 2, indicating a continued need for expanded college and career readiness supports.

Measures related to CTE pathway completion demonstrated limited progress and some continued decline. The percentage of students completing both A-G requirements and a CTE pathway decreased slightly overall, from 12.7% at baseline to 12% in Year 2. Several student groups, including students with disabilities and English Learners, remained at or near zero participation rates.

CTE course offerings and pathway completion rates also declined over the implementation period. The number of CTE courses decreased from 17 at baseline to 16 in Year 2, while sections decreased from 29 to 26. The percentage of students completing a CTE pathway also declined slightly from 22.5% to 21.7%. These outcomes suggest ongoing challenges in maintaining and expanding CTE programming and ensuring students complete pathway sequences.

Overall, the data reflects gradual improvement in several college and career readiness indicators, particularly graduation rates, AP exam performance, Seal of Biliteracy attainment, and college and career preparedness. However, growth was inconsistent across measures, several indicators showed minimal improvement or decline, and subgroup disparities remained evident across many outcomes. Continued focus will be needed to improve equitable access to rigorous coursework, expand CTE pathway completion, and strengthen outcomes for historically underperforming student groups.

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

No changes are being made to this goal, metrics, target outcomes, or actions.

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. 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.	$7,105,376.00	No
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.	$364,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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,		

Action #	Title	Description	Total Funds	Contributing
		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. 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).		

Action #	Title	Description	Total Funds	Contributing
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 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	$526,916.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 as RED on the Dashboard.

Data show disparities 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, Socioeconomically Disadvantaged, Asian, White, and Students with Disabilities scored in the RED for ELA, math, and science. Suspensions for Hispanic, African American, and Socioeconomically Disadvantaged subgroups were ranked RED. In the area of chronic absenteeism, African American, Homeless, Students with Disabilities, and White subgroups were all in the 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 2025 White: 94.3 points below standard SED: 122.8 points below standard Asian: 113.4 points below standard 2023 MATH: overall 115.4 points below standard Student groups identified RED on the Dashboard in math.	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	2025 ELA: overall 111.2 points below standard Student groups identified RED on the Dashboard in ELA: African American: 126 points below standard Asian: 113.4 points below standard EL: 128.6 points below standard Hispanic: 124.4 points below standard SED: 122.8 points below standard SWD: 189.5 points below standard 2025 Math: overall 137.1 points below standard African American: 158.1 points below standard Asian: 135.5 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	Data changes from 2023 Baseline to 2025 current year: 28.7 point DECLINE in ELA achievement 21.7 point DECLINE in math achievement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 169.1 points below English Learner:124.5 points below standard 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		EL: 132 points below standard Hispanic: 153.1 points below standard SED: 148.7 points below standard SWD: 227 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%	2024-2025 ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: 32% 4th: 17% 5th: 16% 6th: 33% MATH Standards Met or Exceeded 3rd: 19% 4th: 14% 5th: 14% 6th: 28%	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%	Data changes from 2023 Baseline to 2025 current year: ENGLISH/ LANGUAGE ARTS Standards Met or Exceeded 3rd: Increased 11% 4th: Increased 5% 5th: Decreased 6% 6th: Increased 7% MATH Standards Met or Exceeded 3rd: Decreased 1% 4th: Increased 7% 5th: Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					4th: 42% 5th: 26% 6th: 29%	6th: Increased 14%
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	2025-26 Diagnostic 3 Reading 43% on or above grade level 31% one grade level below 27% two or more grade levels below Math 30% on or above grade level 41% 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	Data changes from 2024 Baseline to 2026 current year: READING 9 point INCREASE on or above grade level MATH 8 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	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	2025 Suspension Data: 6.4% of students suspended at least one day Student groups identified RED on the Dashboard: African American: 11.6% suspended at least one day	Reduce site suspension rate to 3% Reduce suspension rates for student groups: 3%	Data changes from 2023 Baseline to 2025 current year: 0.4 point INCREASE in student suspensions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 12.3% suspended at least one day Socioeconomically Disadvantaged: 7% suspended at least one day Students with Disabilities: 8.1% suspended at least one day	Students with Disabilities: 8.4% suspended at least one day	Hispanic: 8.1% suspended at least one day Socio Economically Disadvantaged: 7.1% suspended at least one day		
5.5	Chronic Absenteeism	2024-2025 Dashboard Chronically Absent African American: 36.2% Homeless: 50% White: 24% Students with Disabilities: 39.1%			New metric for 2026-2027. Reduce chronic absenteeism for African American, Homeless, Students with Disabilities, and White subgroups by 5%.	
5.6	Science	2024-2025 Science Socioeconomically Disadvantaged: Dropped 13.4 points.			New Metric for 2026-2027 Socioeconomically Disadvantaged Students will increase by ten points from the 2024-2025 Dashboard results.	

Goal Analysis [2025-26]

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

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

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.

The actions of the Literacy Specialist at Dudley Elementary demonstrated moderate effectiveness, particularly in foundational literacy and math growth as measured by iReady data. From baseline to Year 2, students reading on or above grade level increased from 34% to 43%, while students performing two or more grade levels below decreased from 33% to 27%. Math performance also improved, with students on or above grade level increasing from 22% to 30%. These gains suggest that data-driven instruction, targeted interventions, PLC collaboration, and instructional coaching positively supported student learning outcomes.

CAASPP results showed some evidence of improvement, particularly in third and sixth grade ELA and sixth grade math, indicating that instructional supports and intervention efforts may be beginning to impact student achievement. However, results remained inconsistent across grade levels, and overall Dashboard indicators in ELA and Math continued to decline, suggesting that gains in foundational skills have not yet fully translated into broader academic performance outcomes.

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

The metrics were changed to add chronic absenteeism and science. Asian, white, and SED groups were added to the Baseline and Year 2 metrics.

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. 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	$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students. Additionally, by employing a teacher who is familiar with Dudley's policies and procedures, this position ensures consistency for all students.		
5.2	MTSS SPECIALIST	MTSS Specialist will support academics, behavior and SEL for students utilizing our MTSS framework to include Tier 1, 2 and 3 supports. They will provide support working directly with students, partner with families and provide coaching and feedback to our site teams.	$165,000.00	No

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.

2025 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 reveal 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	2025: ELA: 109.5 points below standard Math: 176.6 points below standard Due to the small number of students, no color ratings for any subgroups was identified on the Dashboard.	Increase overall ELA and MATH by 50% as reported on the Dashboard	Data changes from 2023 Baseline to 2025 current year:: 29.7 point INCREASE in ELA achievement 41.2 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%*	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%	2024-2025 ENGLISH/ LANGUAGE ARTS: 11th grade Standards Met or Exceeded:9% Standards Nearly Met: 39% MATH: 11th grade Standards Met or Exceeded: 0% Standards Nearly Met: 9%	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%	Data changes from 2023 Baseline to 2025 current year: ENGLISH/ LANGUAGE ARTS 4 point DECLINE in Standards Met or Exceeded 11 point INCREASE in Standards Nearly Met MATH

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Added Nearly Met metric to show a more complete picture of student achievement				Continue to have 0 students reaching Standards Met or Exceeded No change in students reaching Standards Nearly Met
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 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	2025-26 Diagnostic 3 Reading: 10th 15% on or above grade level 20% one grade level below 65% two or more grade levels below Math: 10th 4% on or above grade level 13% one grade level below 83% 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	Data changes from 2024 Baseline to 2026 current year: READING 9 point INCREASE on or above grade level MATH 4 point INCREASE on or above grade level
6.4	GRADUATION RATE	2023 Graduation Rate: 65.5%	2024 Graduation Rate: 75%	2025 Graduation Rate: 89.4%	80% graduation rate as reported by the Dashboard	Data changes from 2023 Baseline to 2025 current year:

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: Socioeconomically Disadvantaged: 61.2% grad rate	No Student Groups identified RED	No Student Groups identified RED. Overall, a GREEN rating and Socioeconomically Disadvantaged students rated GREEN.	No student groups will be in the RED on the Dashboard	23.9 point INCREASE in graduation rate
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	2025 Suspension Rate: 2.2% of students suspended at least one day McClellan High School was rated GREEN overall for suspension rate. Hispanic and Socioeconomically Disadvantaged students were rated GREEN. White students were too few to to register a color rating.	Reduce suspension rate to 7% No student groups will be in the RED on the Dashboard	Data changes from 2023 Baseline to 2025 current year: 13.2 point DECLINE in students suspended at least one day
6.6	COLLEGE CAREER INDICATOR	2023: VERY LOW 5.7% Prepared	2024 CCI Indicator: 3.6% are prepared for college or career	2025 CCI Indicator: 5% are prepared for college or career	10% as reported by the Dashboard No student groups will be in the RED on the Dashboard	Data changes from 2023 Baseline to 2025 current year:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups identified VERY LOW on Dashboard: Socioeconomically Disadvantaged:	Student groups identified RED on Dashboard: Socioeconomically Disadvantaged	No Student Groups identified RED. Socioeconomically Disadvantaged Students rated ORANGE.		0.7 point DECREASE in students prepared for college or career

Goal Analysis [2025-26]

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

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

The site implemented a comprehensive college and career readiness lens, focusing efforts on helping students open doors of opportunity for their futures. The counselor regularly monitored student progress toward graduation goals through benchmarks and frequent check-ins that occurred more often than monthly. College and career exploration was integrated into Advisory through counselor-led lessons and activities. The counselor also arranged tours of CTE programs at CHS and coordinated in-person and virtual tours of colleges including Sierra and American River Colleges, trade schools, and other postsecondary pathways. In addition, the counselor researched national certifications that MHS students could earn to assist them with finding living wage employment. The counselor was also instrumental in the June 2026 purchase of the Why Try Program, which will be implemented during the 2026-2027 school year.

Math intervention lessons as described in Action 6.2 were completed on a limited basis during the Advisory period. The logistics of having each class period complete and then review math warm-ups proved to be too complicated and time-consuming to continue. This action will be removed from the plan for the 2026-2027 school year.

Corrective Reading sections were successful during the first and second trimesters. By the third semester, all MHS students had tested out of the Corrective Reading program. All students were also given the opportunity to read text aloud each day in each class period.

Two staff members attended PBIS training and started the reboot of PBIS on the campus by training the MHS staff. This included conducting restorative circles during advisory periods in order to mediate conflicts among students.

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

6.1 The original LCAP included the cost of an intervention teacher. That position was reduced and the partial cost of the school counselor's salary was added. The counselor's cost is $34,343.43.

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

The data comparing baseline to Year 1 and Year 2 shows mixed effectiveness of the actions implemented under Goal 6, with the strongest gains occurring in graduation rates and student behavior, while academic achievement outcomes remain inconsistent and, in some areas, ineffective.

Academic achievement data demonstrates limited overall effectiveness. Dashboard performance improved in both ELA and Math from the 2023 baseline to 2025. ELA improved from 139.2 points below standard to 109.5 points below standard, a 29.7-point increase, while Math improved from 217.8 points below standard to 176.6 points below standard, a 41.2-point increase. Although these gains indicate positive movement, students continue to perform well below standard overall.

CAASPP results indicate that actions have not yet produced measurable improvement in standards mastery. In ELA, students meeting or exceeding standards declined from 13% at baseline to 9% in both Year 1 and Year 2, reflecting a 4-point decline. However, students scoring at the “Nearly Met” level improved from 28% to 39%, suggesting some movement toward proficiency. Math performance remains a significant concern, with 0% of students meeting or exceeding standards across all three years. While students scoring “Nearly Met” increased from 9% at baseline to 9% in Year 2 after dipping in Year 1, overall math achievement continues to show little evidence of substantial effectiveness.

i-Ready Diagnostic data shows some evidence that interventions are beginning to support foundational skill development, particularly in reading. Students reading on or above grade level increased from 6% at baseline to 15% in Year 2, a 9-point increase. Additionally, students performing two or more grade levels below declined from 82% to 65%, indicating gradual improvement in reading intervention effectiveness. Math growth was more limited. Students on or above grade level increased from 0% to 4%, while the percentage of students two or more grade levels below improved from 97% to 83%. Although these trends are positive, the majority of students remain significantly below grade level, demonstrating that academic interventions require continued refinement and intensity.

The most significant evidence of effective actions is reflected in graduation and suspension data. Graduation rates increased substantially from 65.5% at baseline to 89.4% in Year 2, representing a 23.9-point increase and exceeding the Year 3 target of 80%. Additionally, student groups previously identified as RED on the Dashboard were no longer identified in Year 1 or Year 2, indicating meaningful improvement in student completion outcomes.

Suspension data also reflects highly effective implementation of behavioral and school climate supports. Suspension rates declined from 15.4% at baseline to 2.2% in Year 2, a 13.2-point reduction that far exceeded the target of reducing suspensions to 7%. Student groups previously identified as RED, including Hispanic, socioeconomically disadvantaged, and White students, were no longer identified as RED in subsequent years. This suggests that behavioral interventions, restorative practices, and student supports have been successful in improving school climate and reducing exclusionary discipline.

College and Career Indicator (CCI) outcomes demonstrate limited effectiveness. The percentage of students considered prepared for college or career decreased from 5.7% at baseline to 5% in Year 2 after declining to 3.6% in Year 1. Although there was slight recovery in Year 2, performance remains well below the 10% target, indicating that actions designed to strengthen college and career readiness pathways have not yet resulted in substantial measurable 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.

Added actions to support ELA and suspensions. Metric 6.6 was added for CCI in 2025. Action 6.2 was eliminated for the 20236-2027 school year.

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.	$35,000.00	No
6.2	MATH INTERVENTION LESSONS - This	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	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Action Step will be eliminated for the 2026-2027 school year.	through warm-ups will be assessed to identify students who need more intense intervention.		
6.3	ELA Intervention and Support	Implement Corrective Reading intervention for students who test into the program. Support fluency through the implementation of a school wide literacy campaign which provides the opportunity for every student in every class to read aloud every day.	$15,000.00	No
6.4	Suspensions	Restart Positive Behavioral Interventions and Supports (PBIS) school-wide to strengthen school climate, enhance student engagement, and reduce disciplinary issues. Staff and students will participate in ongoing Restorative Practices training to build stronger relationships, promote respect, and create a more connected school community. Students will complete the Why Try program in Advisory to motivate "unmotivated" or at-risk youth, improve academic engagement, reduce truancy and violence, and support students dealing with trauma.	$16,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$9,653,301	$660,250

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
17.530%	0.000%	$0.00	17.530%

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:** Homeless is RED on Dashboard for ELA and math. English Learners and SED ORANGE on Dashboard for ELA and math. Graduation rate for homeless, EL and SED is ORANGE.	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
	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
2.3	**Action:** TIER 2 INSTRUCTION, partially funded by LREBG	Summer school and MHS continuation high school enhance Tier II instruction, particularly for high-needs students.	Dashboard, CAASPP scores, iReady scores, EL and LTEL reclassification rates, graduation 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
	Need: Unduplicated students are showing 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 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.	
2.7	**Action:** LEADER GROWTH & DEVELOPMENT **Need:** Unduplicated students are demonstrating low achievement in ELA and math. **Scope:** LEA-wide	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 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	Walkthrough data on instruction, CDE Dashboard CAASPP achievement, IReady achievement, EL Progress Indicator, Panorama Staff Survey data, 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
		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.	
3.1	**Action:** ATTENDANCE & ENGAGEMENT **Need:** Unduplicated students show high chronic absenteeism, undesirable behaviors that lead to suspensions, and low engagement in school, as reflected in data on 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-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,	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
		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:** Unduplicated students show high chronic absenteeism, undesirable behaviors that lead to suspensions, and low engagement in school, as reflected in data on extracurricular activities. **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 exemplify positive behavior and facilitate conflict resolution.	Panorama Student Survey data, attendance rates, chronic absenteeism rates, suspension rates, referrals for Tier 2 and Tier 3 SEL supports
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	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	A-G Completion rates, AP Passage rates, A-G and CTE Pathway Completion rates, Graduation 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
	completion rates and lower graduation rates for high needs students. **Scope:** Schoolwide	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	

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.

N/A

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$55,067,733	$9,653,301	17.530%	0.000%	17.530%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$57,584,317.00	$10,542,541.00	$550,626.00	$4,819,138.00	$73,496,622.00	$52,265,600.00	$21,231,022.00

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	$309,605.00	$98,500.00	$277,205.00	$0.00	$10,000.00	$120,900.00	$408,105.00	
1	1.4	SCHOOL SITE BELONGING GROUPS - Discontinued for 2026-2027	All	No			All Schools	2024-2026	$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	$14,379,811.00	$8,862,309.00	$17,873,137.00	$3,016,287.00	$0.00	$2,352,696.00	$23,242,120.00	
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	$75,000.00	$138,000.00	$90,000.00	$0.00	$0.00	$123,000.00	$213,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	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	$1,319,337.00	$2,074,236.00	$418,239.00	$90,260.00	$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	$258,875.00	$268,041.00	$60,000.00	$299,560.00	$0.00	$167,356.00	$526,916.00	
5	5.1	LITERACY SPECIALIST	All	No			Specific Schools: Dudley Elementary	2024-27	$165,000.00	$0.00	$0.00	$165,000.00	$0.00	$0.00	$165,000.00	
5	5.2	MTSS SPECIALIST	All	No			Specific Schools: Dudley Elementary School	2025-2027	$165,000.00	$0.00		$165,000.00			$165,000.00	
6	6.1	SCHOOL COUNSELOR	All	No			Specific Schools: McClellan High School	2024-27	$35,000.00	$0.00	$0.00	$35,000.00	$0.00	$0.00	$35,000.00	
6	6.2	MATH INTERVENTION LESSONS - This Action Step will be eliminated for the 2026-2027 school year.	All	No			Specific Schools: McClellan High School	2025-2027	$0.00	$10,000.00		$10,000.00			$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.3**	ELA Intervention and Support	All	No			Specific Schools: McClellan High School	2024-2027	$0.00	$15,000.00		$15,000.00			$15,000.00	
6	**6.4**	Suspensions	All	No			Specific Schools: McClellan High School	2024-2027	$6,000.00	$10,000.00		$16,000.00			$16,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$55,067,733	$9,653,301	17.530%	0.000%	17.530%	$27,020,577.00	0.000%	49.068 %	**Total:**	$27,020,577.00
								LEA-wide Total:	$26,807,905.00
								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	$277,205.00	
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	$17,873,137.00	
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	$1,319,337.00	

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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$73,817,969.00	$75,723,792.72

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	$30,950.00	$28,309
1	**1.2**	OUTREACH and PARTNERSHIPS	No	$226,291.00	$235,516.08
1	**1.3**	PARENT and FAMILY SUPPORTS	Yes	$520,525.00	$738,340.88
1	**1.4**	SCHOOL SITE BELONGING GROUPS	No	$0.00	$0.00
2	**2.1**	LITERACY	Yes	$949,150.00	$931,791.67
2	**2.2**	TIER 1 INSTRUCTION	No	$23,051,123.00	$22,832,653.00
2	**2.3**	TIER 2 INSTRUCTION, partially funded by LREBG	Yes	$21,705,141.00	$24,481,103.81
2	**2.4**	TIER 3 INSTRUCTION	No	$5,000.00	$0.00
2	**2.5**	WALKTHROUGHS & INSTRUCTIONAL PLANS	No	$0.00	$0.00
2	**2.6**	GROWTH and DEVELOPMENT of TEACHERS and other STAFF	No	$1,802,171.00	$1,219,031.16
2	**2.7**	LEADER GROWTH & DEVELOPMENT	Yes	$2,441,614.00	$2,276,043.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	PROFESSIONAL LEARNING COMMUNITIES	No	$0.00	$0.00
3	**3.1**	ATTENDANCE & ENGAGEMENT	Yes	$10,624,167.00	$10,823,902.24
3	**3.2**	SOCIAL EMOTIONAL SUPPORT, partially funded through LREBG	Yes	$3,902,072.00	$3,579,857.19
4	**4.1**	EDUCATIONAL ENVIRONMENT	No	$7,105,376.00	$7,534,169.15
4	**4.2**	COLLEGE READINESS, partially funded with LREBG	Yes	$364,738.00	$342,108.88
4	**4.3**	CAREER READINESS	No	$659,651.00	$503,389.90
5	**5.1**	LITERACY SPECIALIST	No	$275,000.00	$163,218.36
6	**6.1**	SCHOOL COUNSELOR	No	$155,000.00	$34,358.40
6	**6.2**	MATH INTERVENTION LESSONS			

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$9,050,731	$26,980,716.00	$23,752,974.00	$3,227,742.00	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	$257,447.00	$263,083		
2	2.1	LITERACY	Yes	$949,150.00	$848,420		
2	2.3	TIER 2 INSTRUCTION, partially funded by LREBG	Yes	$17,856,918.00	$17,863,320		
2	2.7	LEADER GROWTH & DEVELOPMENT	Yes	$2,441,614.00	$1,613,878		
3	3.1	ATTENDANCE & ENGAGEMENT	Yes	$3,947,462.00	$2,074,141		
3	3.2	SOCIAL EMOTIONAL SUPPORT, partially funded through LREBG	Yes	$1,315,453.00	$891,995		
4	4.2	COLLEGE READINESS, partially funded with LREBG	Yes	$212,672.00	$198,137		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$52,205,143	$9,050,731	0%	17.337%	$23,752,974.00	0.000%	45.499%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- 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 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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