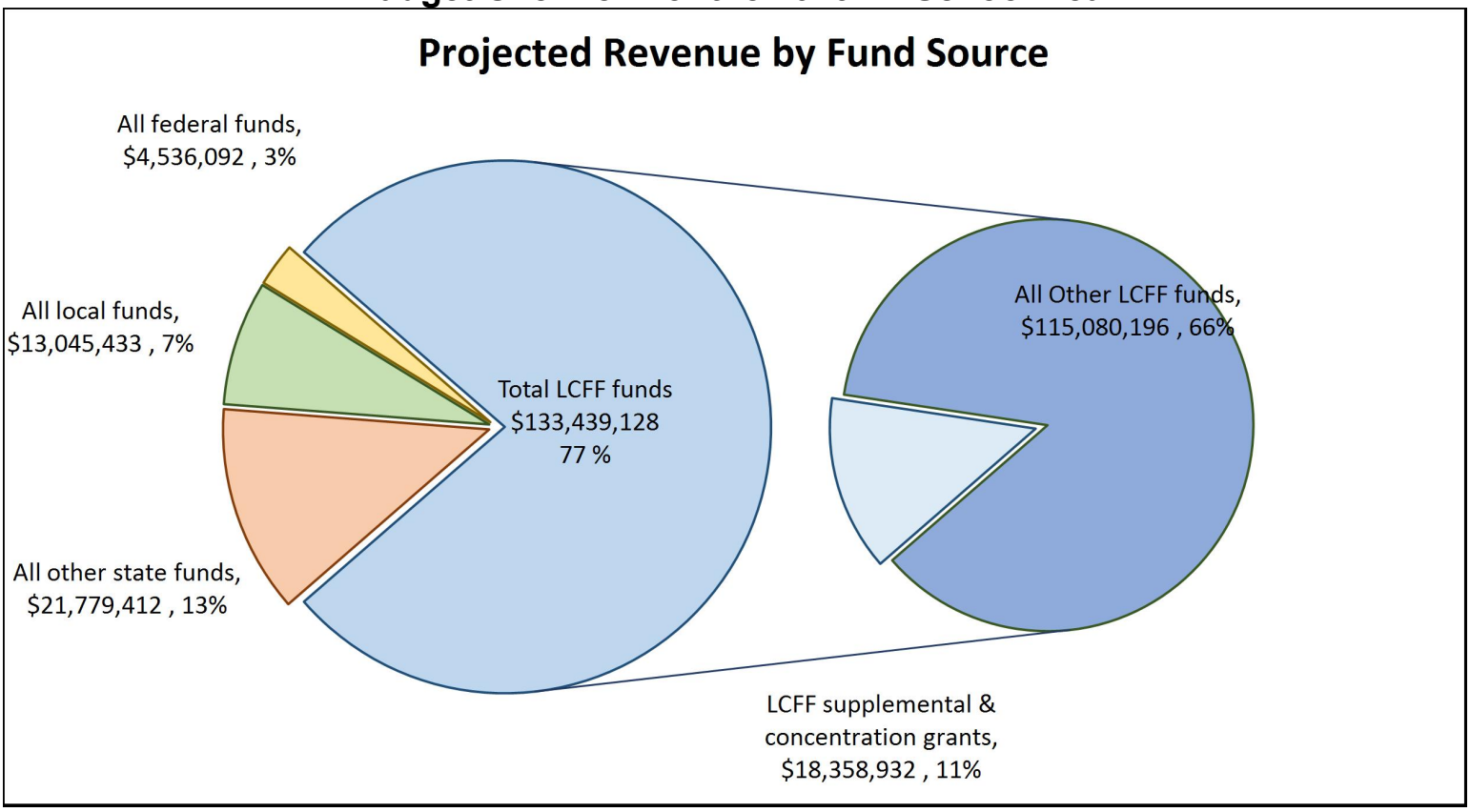
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Haven Unified School District
CDS Code: 01 61242 0000000
School Year: 2026-27
LEA contact information:
Dr. John Thompson
Superintendent
jthompson@nhusd.k12.ca.us
510-471-1100

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

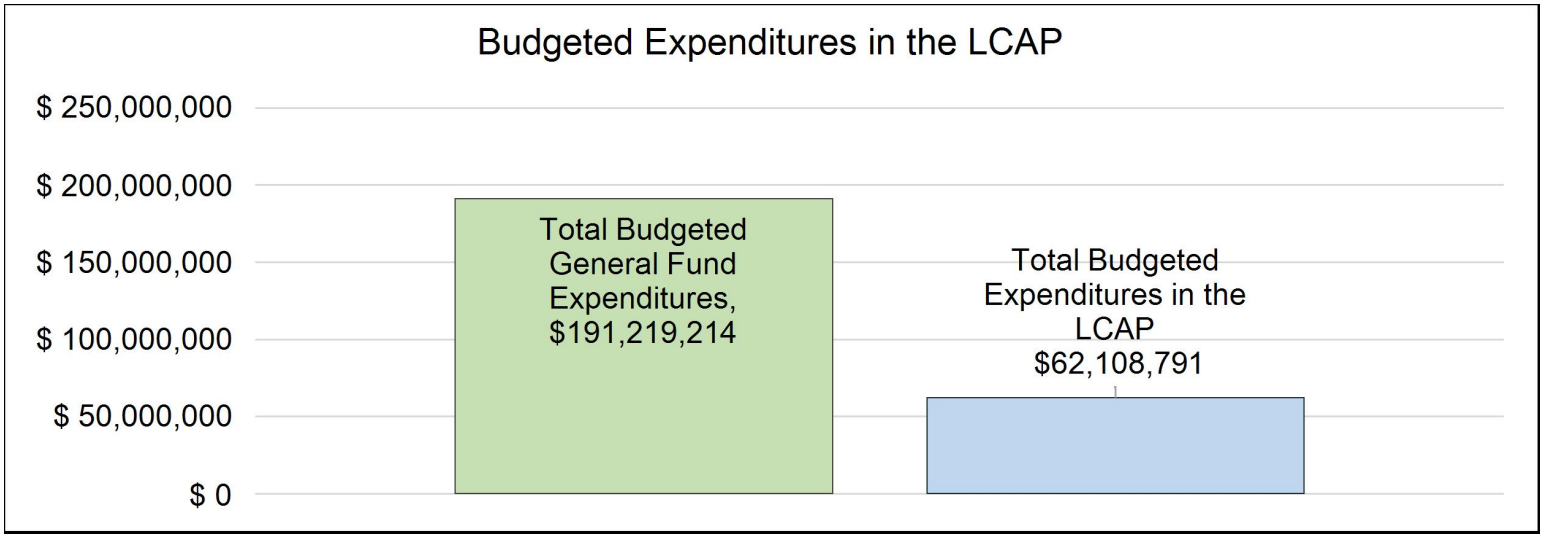


This chart shows the total general purpose revenue New Haven Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Haven Unified School District is $172,800,065, of which $133,439,128 is Local Control Funding Formula (LCFF), $21,779,412 is other state funds, $13,045,433 is local funds, and $4,536,092 is federal funds. Of the $133,439,128 in LCFF Funds, $18,358,932 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 New Haven 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: New Haven Unified School District plans to spend $191,219,214 for the 2026-27 school year. Of that amount, $62,108,791 is tied to actions/services in the LCAP and $129,110,423 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

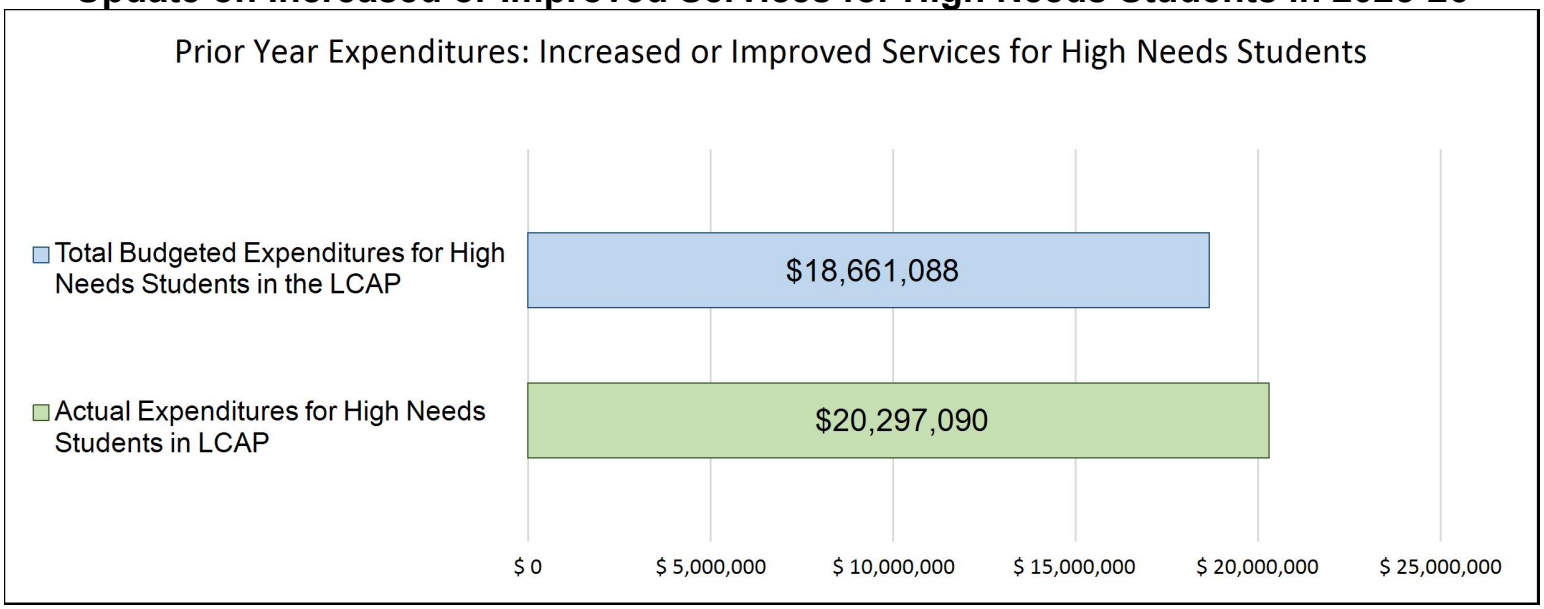
The differences between General Fund Expenditures not included in the LCAP are normal expenditures for operations.

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

In 2026-27, New Haven Unified School District is projecting it will receive $18,358,932 based on the enrollment of foster youth, English learner, and low-income students. New Haven Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. New Haven Unified School District plans to spend $20,934,104 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 New Haven 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 New Haven 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, New Haven Unified School District's LCAP budgeted $18,661,088 for planned actions to increase or improve services for high needs students. New Haven Unified School District actually spent $20,297,090 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Haven Unified School District	Dr. John Thompson Superintendent	jthompson@nhusd.k12.ca.us 510-471-1100

Plan Summary [2026-27]

General Information

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

The New Haven Unified School District, established in 1965, serves approximately 10,000 students across twelve schools in Union City and South Hayward, located in the San Francisco Bay Area. The district includes seven TK-5 elementary schools, two 6-8 middle schools, and two 9-12 high schools, including James Logan High School, one of the largest in California. It also encompasses Conley-Caraballo High School, identified as Equity Multiplier schools, as well as New Haven Adult School and New Haven Academy (formerly known as Decoto School for Indpendent Study). With a diverse student population speaking over 50 languages, NHUSD is committed to serving English Language Learners and underprivileged students, with 57% qualifying for free or reduced-price lunches. The district is known for its strong co-curricular and extracurricular programs, including Logan High School's nationally recognized band and athletics, and offers Two-Way Dual Language programs in Spanish and Mandarin, reinforcing its dedication to language proficiency and multicultural education. Since 1987, NHUSD has received strong community support through bond measures, enhancing facilities and ensuring a high-quality learning environment for all students.

Reflections: Annual Performance

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

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment for 2026-27 Proposed Funding:

During the 2025-26 school year, the district conducted a comprehensive needs assessment using California School Dashboard indicators,

local benchmark data, and feedback from educational partners. Upon review of the most recent California School Dashboard and local data, New Haven Unified School District demonstrates modest improvement in academic indicators, particularly in Mathematics, while continuing to experience persistent performance gaps among student groups.

In English Language Arts (ELA), the district remained essentially flat, moving from 5.9 points below standard in 2024 to 6 points below standard in 2025, representing an overall improvement of 0.8 points from 2023 to 2025. This limited growth indicates that current instructional strategies are producing incremental gains by increasing access to standards aligned instruction. However, the rate of improvement remains slow, suggesting that additional targeted supports are needed to accelerate progress.

In Mathematics, the district demonstrated more substantial progress, improving from approximately 46 points below standard to 34.9 points below standard, representing an improvement of approximately 13 points. This improvement suggests that recent efforts to strengthen math instruction and align practices across grade levels are beginning to address learning gaps because students are receiving more consistent access to grade level content and targeted supports.

Despite these gains, significant disparities persist across student groups. English Learners, Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students remain well below standard in both ELA and Mathematics. For example, English Learners remain more than 50 points below standard in ELA and more than 70 points below standard in Mathematics.

These gaps persist because current systems have not yet fully addressed barriers related to language acquisition, foundational skill development, and consistent access to rigorous, grade level instruction, particularly for unduplicated pupils and historically underserved student groups.

The district has also continued to identify Long Term English Learners (LTELs) as a critical subgroup requiring focused attention. Consistent with prior year findings, LTELs, English Learners, and Students with Disabilities continue to demonstrate lower performance across academic and engagement indicators.

At the systems level, implementation data indicates that key foundational conditions are in place, including full implementation of standards aligned instruction and access to instructional materials. However, student outcome data indicate that these conditions alone are insufficient to produce equitable outcomes, as differentiated supports and targeted interventions have not yet been consistently effective across all student groups.

Based on this analysis, the district will continue to refine LCAP goals and actions by:

- Strengthening Tier 1 instruction with increased differentiation and scaffolding
- Expanding targeted academic interventions in ELA and Mathematics
- Enhancing language development systems for English Learners and LTELs
- Utilizing data systems to monitor subgroup progress and adjust instruction in real time
- Continuing to monitor and support students in meeting graduation credits and offering Summer School for credit recovery

During the 2025–2026 school year, the district allocated Learning Recovery Emergency Block Grant (LREBG) funds to support secondary summer school credit recovery for students in grades 8–12 (Action 1.13). This program provided students who were credit deficient with

opportunities to recover credits, stay on track for graduation, and address learning gaps while also supporting middle school students in their transition to high school. With the newly allocated LREBG funds, the district will continue to support Action 1.13 during the 2026–2027 school year. The program will provide targeted instruction and enrichment activities designed to strengthen academic readiness, build student confidence, increase engagement, and support successful transitions to high school. Priority enrollment will be provided to students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth to ensure students with the greatest needs receive early and focused support.

The district will not have unexpended 2025-2026 LREBG funds as of July 1, 2026.

Reflections: Technical Assistance

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

To qualify for Differentiated Assistance, districts are identified based on student group performance at the district level. A student group qualifies if it is in the red performance level across two different state priority areas on the 2025 California School Dashboard.

Our Long Term English Learners and Students with Disabilities are no longer in Differentiated Assistance based on the 2025 Dashboard. Homeless student group are now in Differentiated Assistance in the areas of Academic indicators (ELA, Math), Chronic Absenteeism, and Suspension.

To initiate the Differentiated Assistance process, our leadership team began by analyzing the data to identify potential root causes. This analysis led us to adopt a similar approach to the one developed for student groups identified for Differentiated Assistance last year. We utilize a student success spreadsheet to track progress, including credits toward graduation, available services, and educational pathways.

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.

New Haven Academy (formerly known as Decoto K-12 School for Independent Study) no longer qualify 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Bargaining Units- Certificated and Mangagement (NHTA, CSEA), Principals, Site and District Admnistrators (NHAA), and other District Staff	Leadership Advance meeting July 23, 2025. This meeting included our labor partners (NHTA & CSEA) and our Leadership team (NHAA), consisting of site and district staff of principals, directors and other management staff. We provided update to our Strategic Goals, which are aligned with the LCAP goals. We asked the participants to identify areas of strength to continue and areas of opportunity/challenges to further strengthen. The participants were able to share their thoughts and suggestions in person, written on large chart paper, type them in digitally and leave comment cards.
Staff , Student and Parents	District wide surveys December 2025 to January 2026-To ensure our LCAP reflects the priorities of our school community, we administered a districtwide survey to families and staff, inviting them to identify key areas of need and focus for the upcoming LCAP cycle.
Parents (District African American Advisory)	Meeting- Superintendent provided update to our Strategic Goals, which are aligned with the LCAP goals. He asked for suggestions and comments.
Parents (Latino Advisory)	Meeting- Superintendent provided update to our Strategic Goals, which are aligned with the LCAP goals. He asked for suggestions and comments.
Parents (District English Learner Advisory Committee)	Meeting- Superintendent provided update to our Strategic Goals, which are aligned with the LCAP goals. He asked for suggestions and comments.
Parent and Student Advisory Commitee	Meetings- The Parent and Student Advisory Committee was invitied to review the process of the development of the Strategic Plan/LCAP

Educational Partner(s)	Process for Engagement
	Goals, including student data. The committee was then offered an opportunity to provide input and draft questions to the Superintendent for a formal response.
Special Education Local Plan Area (SELPA) Administrator	Meeting- We met withe the SELPA Director in April to solicit input of goals and actions.
Conley Caraballo (Equity Multiplier School)	In addition to all the meetings and surveys made available to all parents, staff and admins, there was additional outreach to offer opportunities to provide input at Conley Caraballo. This occured in staff meetngs and the School Site Council meetings.

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

Our three-year LCAP aligns with our district's Strategic Plan cycle. To maximize efficiency and ensure a unified approach, we opted to merge the two processes, facilitating community engagement for input. Our Superintendent spearheaded the review of our existing goals and metric outcomes, collaborating with educational partners to gather input on implementation strategies and ideas for new goals. This inclusive process involved various methods to solicit feedback and input from our partners.

We gathered input from our Educational Partners on an annual basis by compiling survey data, written comments and shared comments at public forums and organized the areas called out to prioritize in these areas:

Students
Facilities
Families
Staff

We organized the input into the following areas of focus: preparing students for college and life readiness by addressing both academic and social-emotional needs, with an emphasis on support from Tier 1 (in-class) to Tier 3 services. Additionally, there was a call to update and beautify campuses to promote learning. For families and staff, the focus was on creating a positive and inviting environment for work and visits,imporving social emoltional learning/mental health supports, and building partnerships in educating our students. Input from our Educational Partners in the 2025-2026 year prompts us to continue our Action Initiatives due to much of our success on the Dashboard areas. There are a few initiatives that fall into our existing Action Initiatives such as amping up credit recovery to promote graduation and continuing to work on climate at our school sites.

After reviewing all the feedback collected, assessing the metric outcomes detailed in the LCAP and Dashboard, as well as examining school-level data, we have continue our focus into these specific Goals and Action Initiatives:
Goal 1: Prepared & Empowered Students - All students are prepared for life, college, and careers by participating in relevant, rigorous, innovative, and accessible learning experiences.

Action Initiatives:
1.1 Engage students with rigorous, standards-based learning experiences using instructional strategies that maximize access.
1.2 Increase opportunities for students to participate in expanded learning programs before, during, and after school.
1.3 Ensure staff is supported using data and data systems to adjust instruction to meet students' needs throughout the year.
1.4 Expand innovative educational options for students in arts, music, biliteracy, science, technology, engineering, mathematics, and career-technical education.

Goal 2: Accessible and Equitable Support for Students -Students' social-emotional, behavioral, and academic needs are met systematically and comprehensively, which values dignity and creates belonging.
Action Initiatives:
2.1 Enhance support for students' academic, behavioral, and attendance needs.
2.2 Expand systems that meet students' socio-emotional, mental, and physical health needs.
2.3 Ensure that students learn in settings that honor their dignity in culturally and linguistically responsive ways.
2.4 Ensure that relationships between staff and students in our schools create a sense of belonging through dignity and mutual respect.

Goal 3: Valued and Engaged Employee Partners - All staff are partners who feel like they belong and have the opportunity to help create equitable access to learning for our students.
Action Initiatives:
Provide staff with support that enables them to grow and thrive.
3.1 Empower staff to connect with students and families in ways that honor dignity.
3.2 Create growth opportunities for all staff that meet individual needs and promote professional advancement.
3.3 Foster talent systems and structures that attract and retain a diverse, talented workforce.
3.4 Expand recognition opportunities to celebrate our employees' accomplishments and contributions to student success.

Goal 4: School, Family & Community Connections- Students and families will have access to information and district resources in a manner that fosters inclusiveness and belonging.
Action Initiatives:
4.1 Provide welcoming environments for all students and families.
4.2 Improve access to engagement opportunities for students and families.
4.3 Communicate in an aligned, consistent manner that respects dignity and promotes information sharing.
4.4 Develop and strengthen relationships with our community partners to provide services for our families.

Goal 5: Safe, Innovative, and Sustainable Learning Environments- Safe and innovative learning environments will be maintained and improved while incorporating sustainable practices and enhancing fiscal stability.
Action Initiatives:
5.1 Develop sustainable practices and systems for food services while seeking ways to improve food service and quality for students.
5.2 Review, monitor, and improve safety systems and structures in our schools to stay current with best practices.
5.3 Seek and implement strategies to continually provide clean, modern, innovative, and sustainable facilities and infrastructure.
5.4 Identify and implement systems and strategies to maintain a stable budget.

Goal 6: Equity Multiplier - Conley Caraballo Alternative High School
Action Initiatives:
Increase CCI and Graduation Overall
Increase graduation rates and College and Career access (Hispanic and Socioeconomic Disadvantage
Decrease Suspension (EL , Students with Disabilities, Socioeconomic Disadvantage)
Increase Attendance

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepared & Empowered Students - All students are prepared for life, college, and careers by participating in relevant, rigorous, innovative, and accessible learning experiences. Action Initiatives: 1.1 Engage students with rigorous, standards-based learning experiences using instructional strategies that maximize access. 1.2 Increase opportunities for students to participate in expanded learning programs before, during, and after school. 1.3 Ensure staff is supported using data and data systems to adjust instruction to meet students' needs throughout the year. 1.4 Expand innovative educational options for students in arts, music, biliteracy, science, technology, engineering, mathematics, and career-technical education.	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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been reviewed and updated based on analysis of new performance data, feedback from educational partners, and shifts in local conditions. While the majority of actions aligned to this goal have remained consistent to support long-term priorities, specific actions were revised in response to identified needs and opportunities for improvement.

Educational partner feedback was gathered from over 5,800 voices through surveys distributed to students, families, and staff. In addition, presentations and consultations were held with the Parent and Student Advisory Committee, District English Learner Advisory Committee (DELAC), and our Special Education Local Plan Area (SELPA). These engagement efforts provided valuable insight that directly influenced adjustments to this goal and its related actions.

These efforts are outlined here:
Cabinet met June 2025 to review the goals and action initiatives and created timeline and a plan to obtain feedback from our Educational

partners. We then asked our partners to identify district priorities in all aspects through a series of meetings and surveys.
Leadership Advance meeting July 23, 2025. This meeting included our labor partners (NHTA & CSEA) and our Leadership team (NHAA), consisting of site and district staff of principals, directors and other management staff
District wide survey to families, students (5th-12th) and staff in December 2025- January 2026
Presentations to our Parent an Student Advisory Committee Meetings in November 2025, February and April 2026

District wide Survey to Staff, Students and Families in December 2025- January 2026

- 3611 Students
- 1674 Families
- 533 Staff

Based on the feedback received, along with insights from our Dashboard and other data sources, we've identified a need to enhance teaching and learning. This goal is centered on improving outcomes across all Dashboard indicators. The key focus areas include enhancing access to a variety of student programs, boosting teacher efficacy, and strengthening foundational skills in all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Dashboard - Academic Indicator - English Language Arts - Increase the points above standard for the English Language Arts Indicator	6.8 Points Below Standard (2023 California Dashboard) English Learners - 60 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Homeless: 122 Points Below Standard Socioeconomically Disadvantaged - 37.8 points below standard	5.9 Points Below Standard (2024 California Dashboard) English Learners - 62.3 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Homeless - 102.2 points below standard	6 Points Below Standard (2025 California Dashboard) English Learners - 56.3 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Homeless - 97.8 points below standard	10 Points Above Standard English Learners - 54 points below standard Foster Youth - NA Homeless - 110 points below standard Socioeconomically Disadvantaged - 32 points below standard Students with Disabilities: 89 points below standard	0.8 Point Improvement English Learner - 3.7 point improvement Foster Youth - NA Homeless - 24.2 point improvement Socioeconomically Disadvantaged - 4.5point improvement Students with Disabilities - 0.5 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 102.4 points below standard	Socioeconomically Disadvantaged - 34.5 points below standard Students with Disabilities: 102 points below standard	Socioeconomically Disadvantaged - 33.3 points below standard Students with Disabilities: 101.9 points below standard		
1.2	California Dashboard - Academic Indicator - Mathematics - Increase the points to standard for the Mathematics Academic Indicator	47.9 Points Below Standard (2023 California Dashboard) English Learner - 93.4 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic: 96.5 points below standard Homeless: 147.9 points below standard Socioeconomically Disadvantaged - 81.4 points below standard	46 points below standard (2024 California Dashabord) English Learner - 93.8 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 93.3 points below standard Homeless - 131.2 points below standard Socioeconomically Disadvantaged - 76.1 points below standard	34.9 points below standard (2025 California Dashbord) English Learner - 74.3 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 84.3 points below standard Homeless - 128.3 points below standard Socioeconomically Disadvantaged - 65.5 points below standard	13.0 Points Below Standard English Learner - 85 points below standard Foster Youth - NA Hispanic - 87 points below standard Homeless - 134 points below standard Socioeconomically Disadvantaged - 74 points below standard	13 Point Improvement English Learner - 19.1 point improvement Foster Youth - NA Hispanic - 12.2 point improvement Homeless - 19.6 point improvement Socioeconomically Disadvantaged - 15.9 point improvement
1.3	California Dashboard - Graduation Rate Indicator - Increase the percentage of students	85.1% Graduated (2023 California Dashboard) English Learner - 76.9%	87.3% Graduated (2024 California Dashboard)	92% Graduated (2025 California Dashboard)	88.1% Graduated English Learner - 85.9%	6.9% Improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in the Graduation Rate Indicator	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 81.7% Hispanic - 78.9% Homeless - 57.5%	English Learner - 73.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Socioeconomically Disadvantaged - 85.9% Hispanic - 82.9% Homeless - 52.9%	English Learner - 85.4% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Socioeconomically Disadvantaged - 90.8% Hispanic - 91.2% Homeless - 77.5%	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 90.7% Hispanic - 87.9% Homeless - 66.5%	English Learner - 8.5 point improvement Foster Youth - NA Socioeconomically Disadvantaged - 9.1 point improvement Hispanic - 12.3 point improvement Homeless - 20 point improvement
1.4	Dataquest - Increase the Four Year Adjusted Cohort Graduation Rate	84.8% (Based on 22-23 Data Quest Data) English Learner - 75.9% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 81.2% Hispanic - 78.5% Homeless - 54.3%	86.9% (Based on 23-24 Data Quest Data) English Learners - 70.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Socioeconomically Disadvantaged - 85.3% Hispanic - 81.8% Homeless - 44.8%	91.6% (Based on 24-25 Data Quest Data) English Learners - 84.2% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Socioeconomically Disadvantaged - 90.4% Hispanic - 90.8% Homeless - 72.7%	87.8% English Learner - 84.9% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 90.2% Hispanic - 87.5% Homeless - 63.3%	6.8% Improvement English Learner - 8.3 point improvement Foster Youth - NA Socioeconomically Disadvantaged - 9.2 point improvement Hispanic - 12.3 point improvement Homeless - 18.4 point improvement
1.5	Dataquest - Increase the Five Year Cohort Graduation Rate	91.2% (Based on 22-23 Data Quest Data) English Learners - 74.8%	88.2% (Based on 23-24 Data Quest Data)	90.9% (Based on 24-25 Data Quest Data)	94.2% English Learners - 83.8%	0.3 Point Decline English Learner - 6.7point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 89.1% Homeless - 59.3% Socioeconomically Disadvantaged - 88.7%	English Learner - 85.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Hispanic - 84.7% Homeless - 68.6% Socioeconomically Disadvantaged - 85.7%	English Learner - 81.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students Hispanic - 86.7% Homeless - 69% Socioeconomically Disadvantaged - 89.4%	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 98.1% Homeless - 68.3% Socioeconomically Disadvantaged - 97.7%	Foster Youth - NA Hispanic - 2.4 point decline Homeless - 9.7 point improvement Socioeconomically Disadvantaged - 0.7 point improvement
1.6	Dataquest - Increase the Percentage of Students Scoring 3 or Above on Advanced Placement (AP)Test--Additional Reports and Data, College/Career Measures Only Report & Data	901 Students scored 3 or Better 77% of Students scored 3 or Better	529 Students Scored 3 or Better 1,062 Total Tests 3 or Better 77.23% of Students Scored 3 or Better	619 Students Scored 3 or Better 1,120 Total Tests 3 or Better 82.96% of Students Scored 3 or Better	86% of Students Score 3 or Better	5.96 point improvement
1.7	Dataquest - Increase the English Learners Reclassification Rate	15% (282 of 1,867 students) based on district reclassification data	Based on Local Data: 20.4% (361 of 1,769 Students)	Based on Local Data: 15.4% (260 of 1,699 Students)	21% based on district reclassification data	.4 point improvement
1.8	Dataquest - Decrease the percentage English Learners identified as Long Termed English Learners	11.3% (2022-23 Data Quest Data)	9.6% (2023-2024 Data Quest Data)	9.4% (2024-2025 Data Quest Data)	8.3%	1.9 point improvement
1.9	Dataquest - Decrease the Annual Adjusted Dropout Rate --Dropout	8.8% - High School 0% - Middle School	12.8% - High School	8% - High School 0.00% - Middle School	5.8% - High School	.8 point improvement - High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by Grade with School Data		0.00% - Middle School		0% - Middle School	Maintained 0%
1.10	Dataquest - Increase the percentage of students meeting A-G --Four Year Adjusted Cohort Graduation Rate	48.4% (2022-23 Data Quest Data) English Learners - 20.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 33.5% Homeless - 10.5% Socioeconomically Disadvantaged - 40.2% Students with Disabilities - 6.7%	48.1% (2023-2024 Data Quest Data) English Learner - 21.4% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 31.0% Homeless - 15.4% Socioeconomically Disadvantaged - 40.7% Students with Disabilities - 13.0%	45.2% (2024-2025 Data Quest Data) English Learner - 15.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 32.4% Homeless - 29.2% Socioeconomically Disadvantaged - 37.1% Students with Disabilities - 8.6%	57.3% English Learners - 24.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 35.2% Homeless - 14.7% Socioeconomically Disadvantaged - 41.7% Students with Disabilities - 13.6%	3.2 point point decline English Learner -4 point increase Foster Youth - NA Hispanic - 1.7 point increase Homeless - 4.2 point improvement Socioeconomically Disadvantaged - 1.5 point increase Students with Disabilities - 6.9 point improvement
1.11	California Dashboard - Percentage of 11th Grade Students who demonstrate college preparedness.	ELA - 55.41% of all students met or exceeded standard English Learners - 7.68% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 46.06%	ELA - 56.64% of all students met or exceeded standard English Learner - 7.21% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 47.57%	ELA - 58.91% of all students met or exceeded standard English Learner - 12.16% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeceonimically Disadvantaged - 51.16%	ELA - 64.41% of all students met or exceeded standard English Learners - 16.68% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 55.06%	ELA - 3.5 point improvement English Learners - 4.48 point improvment Foster Youth - NA Socioeconomically Disadvantaged - 5.1 point improvement Math - 5.42 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math - 27.35% of all students met or exceeded standard English Learners - 2.47% Foster Youth - 3.74% Socioeconomically Disadvantaged - 16.94%	Math - 29.08% English Learner - 2.65% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 19.63%	Math - 32.77% English Learner - 9.33% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 25.11%	Math - 36.35% of all students met or exceeded standard English Learners - 11.47% Foster Youth - 12.74% Socioeconomically Disadvantaged - 25.94%	English Learners - 6.86 point improvement Foster Youth - NA Socioeconomically Disadvantaged - 8.17 point improvement
1.12	Site / District Collected - Percentage of teachers who are observed implementing CA state standards and Board adopted curriculum	100%	100%	100%	100%	Maintained 100%
1.13	NHUSD Annual Surveys - Student Survey - Increase the number of students who respond as “Strongly Agree” /”Agree” to apply to a four year college, attend a 2 year community college or attend vocational school or military.	2,221 students	2,297 Students	2,044 Students	2,427 Students	- 177 students
1.14	Williams Report - Every pupil in the school district has sufficient access to standards-	No Williams Complaints - Insufficiency of instructional materials	No Williams Complaints - Insufficiency of instructional materials	No Williams Complaints - Insufficiency of instructional materials	No Williams Complaints - Insufficiency of instructional materials	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned instructional materials					
1.15	The percentage of students who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standard and frameworks.	0.3% of students (3 students) completed at least one Career Technical Education (CTE) Pathway per DataQuest	8.1% of students (77 students) completed at least one Career Technical Education (CTE) Pathway per DataQuest	13.1% of students (130 students) completed at least one Career Technical Education (CTE) Pathway per DataQuest	30% of CTE courses passed.	12.8 point increase
1.16	Local Audit - Course Enrollment - Provide a broad course of study that includes all subject areas required for Grades 1-12.	Class rosters / course enrollment that demonstrate students have open access to courses being offered students have access to programs and services.	Class rosters / course enrollment that demonstrate students have open access to courses being offered students have access to programs and services.	Class rosters / course enrollment that demonstrate students have open access to courses being offered students have access to programs and services.	Class rosters / course enrollment that demonstrate students have open access to courses being offered students have access to programs and services.	Maintained
1.17	Increase the percentage of students who are CTE Pathway Completers and have met A-G Graduation Requirements	0.1% (1 student) met the CTE and A-G requirements per DataQuest	3.5% (33 students) met the CTE and A-G requirements per DataQuest	5.7% (57 students) met the CTE and A-G requirements per DataQuest	19.7% 155 Students	5.6 point improvement
1.18	Increase the percentage of English learner students who make progress toward English proficiency as measured by the English Language	2023 ELPAC Student Overall Performance Levels ELPAC Taken in 2022-2023	2024 ELPAC Student Overall Performance Levels ELPAC Taken in 2023-2024	2025 ELPAC Student Overall Performance Levels ELPAC Taken in 2024-2025	Desired Outcomes Level 1 - 8.54% Level 2- 18.06 % Level 3 - 45.86% Level 4 - 27.54%	2025 ELPAC Student Overall Performance Levels ELPAC Taken in 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficiency Assessments for California.	Level 1 - 17.54% Level 2 - 27.06% Level 3 - 36.86% Level 4 - 18.54%	Level 1 - 20.99% Level 2 - 28.51% Level 3 - 33.72%. Level 4 - 16.77%	Level 1 - 23.65% Level 2 - 28.42% Level 3 - 32.40%. Level 4 - 15.53%		Level 1 - 6.11 point decrease Level 2 - 1.36 point increase Level 3 - 4.46 point decrease Level 4 - 3.01 point decrease
1.19	California Dashboard CAASPP Data - Increase the percentage or students who Meet/Exceeded Standards	ELA - 49.66% of all students met or exceeded standard English Learners - 10.85% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 37.35% Math - 34.84% of all students met or exceeded standard English Learners - 8.48% Foster Youth - 10.47% Socioeconomically Disadvantaged - 22.51%	ELA - 50.07% of all students met or exceeded standard English Learners - 10.38% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 38.52% Math - 35.68% of all students met or exceeded standard English Learners - 8.57% Foster Youth - 18.18% Socioeconomically Disadvantaged - 24.29%	ELA - 50.51% of all students met or exceeded standard English Learners - 11.27% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 39.95% Math - 38.45% of all students met or exceeded standard English Learners - 10.07% Foster Youth - In order to protect student privacy, data is suppressed since there are	ELA - 55.6% of all students met or exceeded standard English Learners - 19.87% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 44.27% Math - 43.62% of all students met or exceeded standard English Learners - Increase by 18.93% per year Foster Youth - In order to protect student privacy, data is suppressed	ELA - 0.85 point improvement English Learners - 0.42 improvement Foster Youth - NA Socioeconomically Disadvantaged - 2.6 point improvement Math - 3.61 point improvement English Learners - 1.59 point improvement Foster Youth - NA Socioeconomically Disadvantaged - 4.89 point improvement Science - 5.69 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science - 33.38% of all students met or exceeded standard English Learners - 4.15% Foster Youth - NA Socioeconomically Disadvantaged - 22.39% ELA Grade 3 - 42.86% EL- 12.81% Socioeconomically Disadvantaged 30.26% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. ELA Grade 4 - 50.92% EL - 17.6% Socioeconomically Disadvantaged - 40% Foster Youth - In order to protect student privacy, data is suppressed since there	Science - 33.38% of all students met or exceeded standard English Learners - 4.15% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 22.39% ELA Dashboard Grade 3 - 47.17% EL- 11.94% Socioeconomically Disadvantaged - 33.50% Foster Youth -In order to protect student privacy, data is suppressed since there are fewer than 11 students. ELA Dashboard Grade 4 - 45.37%	fewer than 11 students. Socioeconomically Disadvantaged - 27.40% Science - 35.33% of all students met or exceeded standard English Learners - 13.51% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 32.19% ELA Grade 3 - 49.30% EL- 11.94% Socioeconomically Disadvantaged - 37.76% Foster Youth -In order to protect student privacy, data is suppressed since there are	since there are fewer than 11 students. Socioeconomically Disadvantaged - 31.91% Science - 39.18% of all students met or exceeded standard English Learners - 11.32% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 28.32% ELA Dashboard Grade 3 - 51.86% EL - 21.81% Socioeconomically Disadvantaged - 39.26% Foster Youth - In order to protect student privacy, data is suppressed since there are	English Learners - 9.36 point improvement Foster Youth - NA Socioeconomically Disadvantaged - 9.8 point improvement ELA Dashboard Grade 3 - 6.44 point improvement EL - 0.87 point decline Socioeconomically Disadvantaged - 7.5 point improvement Foster Youth - NA ELA Dashboard Grade 4 - 1.95 point improvement EL- 3.45 point improvement Socioeconomically Disadvantaged - 3.72 point improvement Foster Youth - NA ELA Dashboard Grade 5 - 5.19 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are fewer than 11 students. ELA Grade 5 - 57.08% EL- 17.92% Socioeconomically Disadvantaged 42.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	EL- 12.02% Socioeconomically Disadvantaged - 35.15% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. ELA Dashboard Grade 5 - 56.15% EL - 21.71% Socioeconomically Disadvantaged 43.17% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	fewer than 11 students. ELA Grade 4 - 52.87% EL- 21.05% Socioeconomically Disadvantaged - 43.72% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. ELA Grade 5 - 51.89% EL - 13.24% Socioeconomically Disadvantaged 42.28% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	fewer than 11 students. ELA Dashboard Grade 4 - 24.6% EL - 21.81% Socioeconomically Disadvantaged - 49% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. ELA Dashboard Grade 5 - 66.08% EL - 26.92% Socioeconomically Disadvantaged - 51.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	EL -4.68 point decline Socioeconomically Disadvantaged - 0.22 point decline Foster Youth - NA
1.20	Basic Phonics Skills Test (BPST)	Collect baseline data in grades K-2 to create annual outcome goal	Winter of 2025: Utilizing grade level components of the BPST 4, and considering	Winter of 2026: Utilizing grade level components of the BPST 4, and considering	Kinder: 90% First Grade: 90% Second Grade 90%	Kinder: 4.15 point increase First Grade: 7.07 point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency at a pass rate of at least 80% per section of BPST 4. Below are the Winter scores of 80% or higher for the following grade levels: Kinder: 68.4% First Grade: 68.73% Second Grade: 70.03%	proficiency at a pass rate of at least 80% per section of BPST 4. Below are the Winter scores of 80% or higher for the following grade levels. Due to change of practice, only kindergartners were administered the BPST 4. Kinder: 69.3% Socioeconomically Disadvantaged: 59.1% EL: 49.3% Foster: 50% (1/2)		Second Grade: 4.43 point decrease
1.21	Percentage of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	ELD Self-Reflection Rating of 4	ELD Self-Refection Rating of 4	ELD Self-Refection Rating of 4	ELD Self-Reflection Rating of 5	Maintained Rating of 4

Goal Analysis [2025-26]

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

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

All planned actions under this goal were implemented largely as intended, with some differences from the original plan related to staffing adjustments, delivery models, and variability in site-level execution. The district executed a comprehensive suite of actions across four key

initiatives aligned to rigorous instruction, expanded learning, data-driven systems, and innovative programming to improve student outcomes and increase equitable access for unduplicated pupils.

Action Initiative 1.1: Rigorous, Standards-Based Instruction and Professional Learning (Actions 1.1–1.7, 1.9)

The district implemented a comprehensive system of professional development, instructional coaching, and curriculum alignment to strengthen access to rigorous, standards-based instruction. Professional learning focused on language acquisition (Action 1.1), literacy (Actions 1.4 and 1.9), mathematics (Action 1.5), science (Action 1.6), and broader instructional practices (Action 1.7), delivered through a combination of centralized sessions, job-alike collaboration, and site-based redelivery models. During the 2025–26 school year, the district also implemented Amira as a supplemental reading support platform for students in kindergarten through second grade following administration of the mCLASS screener. Teachers were expected to provide students with 20-minute Amira sessions three times per week; however, implementation varied across school sites, with student usage peaking at approximately 45% and often falling below one-third of eligible students in a given week. This included five full days of Math Studio training, ongoing NGSS-aligned science inquiry cycles, and structured literacy coaching, resulting in increased instructional coherence and stronger alignment across grade levels because teachers engaged in cycles of learning, application, and reflection. Targeted coaching for English learners (Action 1.3) expanded significantly, including approximately 290 student goal-setting meetings and increased classroom support, improving student engagement because students received individualized academic guidance.

Key successes included improved vertical alignment, increased teacher collaboration, and broader use of data-informed instructional strategies. However, implementation differed in several areas, including reliance on a train-the-trainer model (Action 1.1), integration of outreach into existing staff roles (Action 1.2), and reduced staffing capacity due to mid-year transitions (Action 1.3). Challenges included variability in implementation across sites, limited direct reach to all teachers, inconsistent student usage of supplemental literacy platforms, and insufficient collaboration time at the secondary level. Additional barriers included the absence of clearly defined outcome measures for professional development and inconsistent implementation of UDL practices due to multiple leaders supporting the work independently.

Action Initiative 1.2: Expanded Learning Opportunities and Student Engagement (Actions 1.10–1.13, 1.19)
The district expanded opportunities for student engagement through before-school, after-school, and intersession programming, as well as targeted enrichment and credit-recovery opportunities. Expanded Learning Opportunities (Action 1.10) increased participation from approximately 1,579 to 1,780 students and reduced waitlists through expanded partnerships, improving access because more students were able to participate in academic and enrichment activities. The district also implemented a secondary summer school program (Action 1.13), enrolling over 300 students to support credit recovery and transitions to high school, ensuring equitable access because all identified students were served. The Youth Cinema Project (Action 1.19) engaged students in hands-on, culturally relevant learning experiences, resulting in high participation and student involvement in public showcases.

Key successes included increased student participation, expanded access to enrichment, and improved engagement through culturally relevant programming. Challenges included limited systems to measure the academic impact of expanded learning programs and participation barriers related to scheduling, particularly for secondary students balancing extracurricular commitments.

Action Initiative 1.3: Data Systems, Assessment, and Progress Monitoring (Actions 1.2, 1.14–1.17)

The district strengthened data systems and assessment practices to support instructional decision-making and student progress monitoring. NWEA assessments (Action 1.14) were administered three times per year and used by teachers to identify learning gaps and guide instruction, while mCLASS DIBELS (Action 1.16) was implemented as both a screener and diagnostic tool to support early literacy development. Illuminate/Renaissance (Action 1.15) supported common assessments and collaboration, particularly at the elementary and high school levels, and the graduation monitoring tool (Action 1.17) established structured processes for tracking student progress and increasing communication with families.
A key success was improved use of data to inform instruction and interventions because staff had access to consistent and actionable information. Additionally, targeted outreach to long-term English learners (Action 1.2) supported approximately 40 students in reviewing progress and transitioning out of ELD courses. Challenges included inconsistent implementation of assessment systems at certain grade levels, delayed training for some staff on new tools, and the absence of formalized systems for tracking student interactions and outcomes in some areas.

Action Initiative 1.4: Innovative Programs and Access to Enriched Learning Experiences (Actions 1.8, 1.11, 1.18, 1.20)
The district expanded innovative programming and access to enriched learning experiences through curriculum development, media services, dual immersion programs, and STEM initiatives. Curriculum development efforts (Action 1.8) strengthened access for unduplicated pupils by integrating language supports and scaffolds across content areas, improving access because teachers were better equipped to support diverse learners. Media specialists and librarians (Action 1.11) expanded access to culturally relevant materials and programming, increasing student engagement because students had greater exposure to diverse perspectives. Dual immersion coaching (Action 1.18) supported language development through structured instructional practices, while the C-STEM partnership (Action 1.20) provided hands-on robotics and engineering experiences, fully implemented at the elementary level and increasing engagement because students participated in applied learning experiences.
Key successes included increased access to culturally responsive materials, expanded instructional coherence in dual immersion programs, and strong teacher engagement in STEM initiatives. Challenges included variability in curriculum leader support across sites, inconsistency in secondary implementation of STEM programming, and reliance on multiple funding sources, which created barriers to sustainability and expansion.

These multi-tiered actions were implemented with a high degree of alignment and collectively contributed to the district's goals of improving academic achievement, strengthening instructional practice, increasing student engagement, and advancing equitable outcomes for unduplicated pupils. While some variability in implementation and data systems remains, the district's integrated approach to professional learning, assessment, and student supports strengthened its ability to respond to diverse student needs because services were intentionally aligned across instructional, intervention, and enrichment systems.

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

There were some material differences between budgeted and actual expenditures across actions under this goal, primarily related to staffing adjustments, the use of existing personnel in place of planned expenditures, and increased demand for release time and professional development supports. Overall, most differences reflect implementation efficiencies or shifts in service delivery models rather than reductions

in services provided to students. No material differences in improved services percentages were identified based on the available information.

Action Initiative 1.1: Staffing and Personnel Adjustments (Actions 1.2, 1.3, 1.6, 1.7, 1.11)
Several actions experienced material differences due to staffing changes and personnel cost variations. Action 1.3 was underspent because a planned 1.6 FTE TOSA allocation was reduced to approximately 1.1 FTE following a mid-year role change, and salary costs were no longer charged to this action even though some work continued. Action 1.2 was also underspent because all services were delivered within existing staff roles, eliminating the need for additional compensation. In contrast, Action 1.6 experienced a slight overage of approximately $3,000 because additional teacher release days and collaboration time were required to fully implement science professional development. Actions 1.7 and 1.11 were implemented largely as budgeted, with full or near-full expenditure of allocated funds because staffing levels and program delivery aligned with projections. These differences occurred because staffing transitions, role reassignments, and embedded service delivery models shifted how personnel costs were incurred without substantially changing the scope of services.

Action Initiative 1.2: Professional Development and Service Delivery Model Shifts (Actions 1.1, 1.5, 1.8, 1.12)
Material differences in this grouping were primarily driven by how professional development was delivered. Action 1.1 exceeded its modest budget of approximately $5,000 because more substitute days and release time were required than originally anticipated to support collaboration and vertical alignment. Action 1.5 and Action 1.12 did not demonstrate material differences because services were delivered within existing structures or did not require dedicated expenditures. For Action 1.8, final expenditure data was not available, and differences cannot yet be determined; however, any variance is likely due to inconsistent access to curriculum leaders across sites. These differences occurred because the district expanded or embedded professional learning within existing staff time and structures, which either increased substitute costs or reduced the need for external expenditures depending on the action.

Action Initiative 1.3: Program Implementation and Expanded Learning Demand (Actions 1.10, 1.13, 1.19, 1.20)
Actions related to expanded learning and program implementation were largely aligned with budgeted expenditures. Actions 1.10, 1.13, and 1.19 were implemented within allocated budgets because program participation and service delivery matched projections. Action 1.13, Secondary Summer School was funded out of the LREBG funds. Action 1.20 also aligned closely with planned expenditures, although funding sources varied due to supplemental donations; this did not result in a material difference because the district's planned contribution was largely expended. These outcomes occurred because program demand and participation levels were consistent with expectations, allowing for stable implementation within projected costs.

Action Initiative 1.4: Assessment Systems and Contracts (Actions 1.4, 1.14–1.18)

Most assessment and contract-based actions were implemented without material differences. Actions 1.14, 1.15, and 1.16 fully expended their contracted amounts, and Action 1.18 expended its full allocation of approximately $283,048 for personnel and coaching support. Action 1.17 required no additional expenditures because services were delivered through existing staff responsibilities. Action 1.4 did have material differences between the planned and implemented budgets. Actual costs came in significantly less due to needing less hourly pay and materials than originally projected.

Overall, material differences across this goal were primarily driven by staffing changes, increased demand for release time, and strategic use of existing personnel in place of additional expenditures. In several cases, underspending occurred because services were delivered more

efficiently within existing roles, while overages occurred when additional time or staffing was required to fully implement planned activities. These differences did not significantly alter the scope or quality of services provided to students, because the district adjusted implementation strategies to maintain service delivery despite budget variances.

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

The actions under this goal demonstrated overall effectiveness in making progress toward improving instructional practice, student engagement, and academic outcomes, particularly for English learners, long-term English learners, socioeconomically disadvantaged students, and other unduplicated pupil groups. Effectiveness was strongest in areas where instructional practices, data systems, and targeted supports were aligned, while limitations were evident in areas where implementation was inconsistent or where outcome data was not yet available to fully measure impact.

Action Initiative 1.1: Instruction and Professional Learning (Actions 1.1–1.8)
Actions focused on professional development and instructional improvement were largely effective in building educator capacity and improving classroom practice. Actions 1.1 through 1.3 improved outcomes for English learners because structured collaboration, coaching, and student goal-setting increased the consistency of designated ELD instruction and reduced ELD course opt-outs from approximately 55 to 10, indicating improved student engagement and understanding of program value. Action 1.2 further supported long-term English learners, with approximately 20 students transitioning out of ELD courses because targeted conversations and coordinated counselor support clarified pathways and expectations.

Literacy and math-focused actions (1.4, 1.5, and 1.9) demonstrated mixed but emerging effectiveness. Actions 1.4 and 1.9 showed measurable gains in foundational literacy skills, including approximately 5% growth in short vowel recognition and nearly 5% growth in consonant-vowel-consonant (CVC) word reading, because teachers used progress monitoring data to design and deliver targeted small-group instruction aligned to whole-group lessons. This increased opportunities for socioeconomically disadvantaged students, English learners, and foster youth to practice specific phonics skills and strengthened early reading proficiency. Additional evidence of effectiveness was demonstrated through BPST-4 data, with the percentage of kindergarten students identifying 80% or more of grade-appropriate letter sounds and vocabulary increasing from 68.4% in winter 2025 to 69.3% in winter 2026. Disaggregated data showed 69.3% proficiency for socioeconomically disadvantaged students, 59.1% proficiency for English learners, and 50% proficiency for foster youth, indicating continued growth in foundational literacy development among targeted student groups. Action 1.5 showed improved instructional practice through the use of discourse and conceptual modeling strategies, but did not yet demonstrate measurable student achievement gains because most professional development occurred after assessment windows. However, broader Dashboard mathematics indicators did show improvement overall and for unduplicated student groups. English Learner “distance from standard” improved by 19.1 points and Socioeconomically Disadvantaged students improved by 15.9 points. Because most professional development occurred after the NWEA assessment window, these broader improvements may reflect emerging implementation impacts not yet fully captured in interim assessment data.

Action 1.6 demonstrated strong effectiveness, with chemistry passing rates increasing from approximately 62% to over 70% and biology outcomes improving because teachers implemented NGSS-aligned, inquiry-based instruction that increased student access to rigorous content. Actions 1.7 and 1.8 also improved instructional capacity because teachers received structured training and curriculum support. Targeted (Unduplicated) populations made improvements in both ELA and Math Dashboard indicators. EL students saw a 3.7 point

improvement in ELA and a 19.1 point improvement in math. Our Socioeconomically Disadvantaged students made a 4.5 point improvement in ELA and a 15.9 point improvement in math. Action 1.12 demonstrated emerging effectiveness in integrating Equity and Universal Design for Learning (UDL) practices within the MTSS framework because targeted professional development and instructional walkthroughs increased implementation of UDL-aligned Tier 1 instructional practices across school sites. Walkthrough data demonstrated evidence of modeling, collaborative learning structures, checks for understanding, scaffolds, visual supports, academic language supports, small-group instruction, and differentiated access strategies. District analysis of walkthrough responses identified evidence of UDL-aligned instructional practices in approximately 76% of walkthrough observations containing instructional strategy evidence, suggesting increased integration of instructional access strategies into classroom practice. The District also observed increased coherence between MTSS Tier 1 expectations and observed classroom instruction because walkthrough evidence reflected increased emphasis on reducing barriers to participation and engagement through multiple instructional access points. However, effectiveness remained somewhat limited because implementation varied across classrooms and school sites, and revisions to the walkthrough instrument between 2024 and 2025–26 limited direct year-to-year comparison of implementation trends.

Action Initiative 1.2: Student Supports and Engagement (Actions 1.10, 1.11, 1.13, 1.19, 1.20)
Actions focused on student engagement and expanded learning opportunities were effective in increasing access and participation, particularly for unduplicated pupils. Action 1.10 increased participation in expanded learning programs, indicating improved engagement because more students accessed enrichment and academic supports. Action 1.3 was deemed effective as our Summer School Credit Recovery courses allowed students to recover 4,281 credits towards graduation per our local student system data. We used our entire LREBG funds to support the Summer School. Action 1.19 demonstrated effectiveness in improving student confidence and communication skills because students engaged in writing, revising, and presenting work through hands-on learning experiences.

Action 1.20 was effective in increasing access to STEM learning for English learners and students with disabilities because robotics and engineering tasks provided visual and experiential learning opportunities that reduced language barriers. Action 1.11 supported engagement by increasing access to culturally relevant materials, which contributed to improved student connection to learning because students saw their identities reflected in instructional resources. This action aligned with broader districtwide improvements in ELA outcomes, with English Learners and Socioeconomically Disadvantaged students demonstrating 3.7- and 4.5-point improvements, respectively, on the ELA Dashboard Indicator. While these gains cannot be attributed solely to this action, increased access to culturally relevant instructional materials contributed to stronger student engagement and connection to learning.

However, effectiveness in this initiative was limited by the lack of direct academic outcome data linking participation to achievement, and Action 1.13 cannot yet be evaluated because final credit recovery outcomes are not available. These limitations indicate that while engagement increased, stronger systems are needed to measure academic impact.

Action Initiative 1.3: Assessment and Data Systems (Actions 1.14–1.17)
Assessment and data system actions were among the most clearly effective in improving student outcomes because they provided actionable data to guide instruction and intervention. Actions 1.14 through 1.16 strengthened data-driven practices, with NWEA data showing significant improvements across student groups, including English learners improving from 93.4 to 74.3 points below standard and socioeconomically disadvantaged students improving from 81.4 to 65.5 points below standard. These improvements occurred because teachers used assessment data to identify learning gaps and adjust instruction accordingly.

Action 1.17 demonstrated strong effectiveness, with graduation rates increasing from 85.1% to 92%, including gains for homeless and Hispanic students, because structured monitoring systems ensured regular review of student progress and timely intervention. Action 1.15 supported collaboration and alignment through common assessments, though its effectiveness is primarily evidenced through implementation rather than outcome data. Action 1.16 was effective as a diagnostic tool because it allowed teachers to identify reading needs, but its impact on long-term achievement is not yet established due to its first year of implementation.

Action Initiative 1.4: Specialized Programs and Language Development (Action 1.18)
Action 1.18 demonstrated effectiveness in supporting dual immersion students, with approximately 85% of students making at least one level of growth in language development because instructional strategies such as academic conversations and translanguaging increased opportunities for meaningful language use. However, overall Dashboard performance remained flat, and the inability to disaggregate dual immersion data limits the ability to fully evaluate broader academic impact.

Overall, the actions under this goal were effective in advancing progress toward improved student outcomes because instructional improvements, targeted supports, and data-driven systems were aligned to student needs and implemented with increasing coherence across the district. The strongest evidence of effectiveness is seen in improved graduation rates, literacy gains, increased student engagement, and reductions in ELD disengagement. However, effectiveness is uneven across initiatives due to inconsistent implementation, limited outcome data in some areas, and the early stage of certain programs. Continued refinement of data systems, clearer outcome metrics, and more consistent implementation will be necessary to strengthen the overall impact and ensure sustained progress for all 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.

Based on reflection and analysis of implementation and outcomes, the district will refine and strengthen actions under this goal to improve consistency, deepen instructional impact, and enhance the ability to measure outcomes for unduplicated pupils. While many actions will continue with similar structures, targeted adjustments will focus on improving clarity of roles, strengthening data systems, expanding access to supports, and increasing alignment between instructional practices and student outcomes because prior implementation revealed variability in execution and limitations in measuring effectiveness.

Action Initiative 1.1: Instruction and Professional Learning Refinements (Actions 1.1–1.8, 1.12, 1.18)
The district will refine professional development and instructional support systems to increase depth of implementation and improve classroom-level impact. Action 1.1 will shift to more targeted, grade-level and department-specific professional learning and increase funding for release time because broad site-based messaging resulted in awareness but did not consistently translate into instructional change. Action 1.3 will restructure the coaching model by reducing TOSA FTE and embedding coaches directly in classrooms as instructors because indirect coaching limited teachers' ability to fully internalize strategies; modeling instruction in real time is expected to improve instructional consistency and outcomes for English learners. Action 1.2 will establish clearer roles, structured check-ins, and a standardized tracking system because unclear ownership and inconsistent documentation limited the ability to scale impact across sites. Action 1.9 originally was

Chapter One contract which we planned on renewing but their quote triple for the new year and the organization had difficulty in sustaning instructors to provide the intervention. We had to pivot and look for a personalized online intervention tool to support students with achievement. We selected Amira for it's AI integration and personalization and the cost was much less, making it sustaninable and the fact we didn't need to rely on staffing, ensured all students who needed access to the support had it.

Additional refinements include expanding literacy supports beyond K–2 in Action 1.4 and streamlining curriculum to prioritize essential learning because inconsistent independent work reduced instructional effectiveness during small group time. Metric 1.20 was changed as a result of changes in the assessment plan for grades K-2. Instead of giving all students in grades K-2 the BPST three times a year, only kindergarten students will take the assessment that many times. This will continue moving forward. We found that the vast majority of students in grades 1 and 2 had mastered the skills assessed in the BPST 4, which led to this change. Action 1.5 will expand Math Studio to include Geometry teachers because focusing on key gateway courses is expected to improve graduation pathways and access for all students. Action 1.6 will deepen assessment alignment, expand Tier 2 supports, and strengthen scaffolding for unduplicated pupils because prior implementation strengthened Tier 1 instruction but did not fully address targeted intervention needs. Action 1.7 will increase funding for professional development because demand exceeded available resources, and Action 1.12 will establish a unified UDL implementation strategy because fragmented ownership reduced effectiveness. Action 1.18 will refine dual immersion instruction by focusing on writing development and improving data disaggregation because current data shows growth in language development but highlights gaps in writing and program-specific measurement.

Action Initiative 1.2: Student Support and Engagement Adjustments (Actions 1.10, 1.13, 1.19-1.21)
The district will strengthen alignment between student engagement programs and academic outcomes while expanding access. Action 1.10 will enhance data tracking and align expanded learning programming with site-specific academic goals because strong participation did not consistently translate into measurable academic impact. Action 1.13 will continue credit recovery programming while incorporating more social-emotional and transition supports for incoming ninth-grade students because strengthening school readiness is expected to improve long-term academic success. This action item is funded out of the LREBG funds. The action description has bee updated to include the amount of the LREBG funds and the metric that will be used to montior its effectiveness. Action 1.19 will expand the Youth Cinema Project to all fifth-grade classrooms and increase middle school access through flexible entry points because high engagement and positive feedback indicate strong value, while participation barriers limited broader access. Additionally, the district will implement surveys and data analysis to measure impact because prior implementation lacked outcome data. Action 1.20 will restructure the C-STEM program by shifting secondary robotics to standalone electives while maintaining elementary access because integrating multiple initiatives within core classes reduced instructional focus; separating the program is expected to improve depth and alignment with instructional goals. Action 1.21, which supported math initiatives and C-STEM implementation through a Math TOSA position, will be discontinued due to the expiration of grant funding and reduced districtwide demand for direct support, with the number of participating teachers declining from approximately 22 to 8. However, support for C-STEM and robotics-based math instruction will continue through site-funded curriculum leader positions at Hillview Crest Elementary and a partnership with Barobo, which will provide seven days of professional development during the 2026–27 school year to support implementation.

Action Initiative 1.3: Data Systems and Monitoring Improvements (Actions 1.14–1.17)
The district will strengthen data systems and monitoring practices to improve early identification of student needs and evaluation of program effectiveness. Actions 1.14 through 1.16 will continue without major structural changes because these tools are widely used and support instructional decision-making; however, ongoing refinement will focus on consistent implementation. Action 1.17 will expand use of the

graduation monitoring tool to all high school grade levels and begin implementation earlier in the year because delayed use limited opportunities for early intervention; earlier and more consistent monitoring is expected to improve graduation outcomes. Across actions, the district will implement clearer metrics and progress monitoring systems because the absence of consistent data limited the ability to evaluate effectiveness and guide decision-making.

Action Initiative 1.4: Continuation of Effective Systems (Actions 1.8, 1.11, 1.14–1.16)
Several actions will continue without significant changes because current implementation is meeting intended goals. Actions 1.8 and 1.11 will maintain existing structures because ongoing curriculum refinement and access to media resources are effectively supporting student engagement and access to grade-level content. Similarly, assessment tools (Actions 1.14–1.16) will continue as implemented because they are well-established and support data-driven instruction across grade levels.

Collectively, these changes are designed to strengthen implementation consistency, improve alignment between instructional practices and student outcomes, and enhance the district's ability to monitor effectiveness across actions. By refining professional learning, expanding targeted supports, and strengthening data systems, the district aims to improve academic achievement, engagement, and equitable outcomes for unduplicated pupils because services will be more coherent, measurable, and responsive to identified needs.

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	English Learner Professional Development	Provide professional development to K-12 teachers focusing on effective practices that promote language acquisition. Release and hourly for teacher planning and data analysis.	$5,000.00	No
1.2	Long Termed English Learner Supports	Intentional outreach to students identified as Long Termed English Learners at the secondary level to set academic goals and review language and academic progress	$5,000.00	No
1.3	EL Secondary Coaches	Coaches at the secondary level provide tier one support for teachers in addressing the unique needs of English Learners with a specific focus on the needs of our Long Termed English Learners. This is an area of our Differentiated Assistance support from ACOE.	$385,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Literacy Plan: Expansion of Science of Reading and University of Florida Literacy Institute (UFLI) implementation	Implement the University of Florida Literacy Institute (UFLI) Foundations program in all Kindergarten through 2nd grade classrooms to support systematic instruction in phonics, phonemic awareness, and decoding. Professional development will be provided to all elementary teachers (K-5) to ensure consistent implementation and vertical alignment across grade levels. Structured collaboration time will be scheduled regularly for teachers, intervention staff, and administrators to review student data, plan targeted interventions, and track progress—particularly for students demonstrating early literacy deficits. This action is designed to address the needs of socioeconomically disadvantaged students, English Learners (ELs), foster youth and Homeless Students, who have shown lower rates of early reading proficiency in both local and state assessments.	$20,000.00	Yes
1.5	Math Instructional Support and Professional Development	To strengthen articulation and instructional coherence in mathematics across grades 6–12, we will provide targeted professional development and coaching opportunities. These efforts will deepen teachers' understanding and implementation of research-based mathematical practices and build instructional alignment across grade levels. Professional development will include collaborative lesson design, equity-centered instructional strategies, and classroom-based coaching. Emphasis will be placed on supporting our most vulnerable student groups, including homeless youth, Hispanic students,Socioeconomically Disavantaged and English Learners through scaffolding, inclusive practices, and strategies that foster critical thinking in mathematics. The integration of coaching and job-embedded professional learning will ensure that educators are equipped to meet diverse student needs and close opportunity gaps. Ultimately, this approach aims to foster continuity and coherence in math instruction and strengthen the educational journey from middle to high school for all students.	$413,701.00	Yes
1.6	Science PD and Teacher on Special Assignment	Professional development will be provided in science instruction, focused on strategies to support students at risk of not meeting proficiency standards in science. The training will equip educators with tools to close	$165,743.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning gaps, foster scientific reasoning, and implement differentiated, inquiry-based instruction. Special emphasis will be placed on supporting unduplicated students—English Learners, socioeconomically disadvantaged students, and foster youth—who may require targeted scaffolds and access supports to thrive in science learning environments.		
1.7	Professional Develop of Practice	To strengthen instruction for African American students, homeless youth, Students with Disabilities, and English Learners, we will provide professional development for teachers and staff. This training will focus on implementing the curriculum to meet diverse student needs, particularly through additional scaffolding for Students with Disabilities and English Learners. By equipping teachers with effective strategies, we aim to improve educational outcomes and create an inclusive learning environment, bridging educational gaps and supporting all students, specifically English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	$600,000.00	Yes
1.8	Curriculum Alginment and Development	Curriculum development and enhancement efforts are focused on scaffolding content and providing targeted supports to meet the needs of Homeless Students and unduplicated pupils—English Learners, socioeconomically disadvantaged students, and foster youth. This work includes integrating language supports, culturally relevant materials, and differentiated instructional strategies to ensure equitable access to grade-level content and promote academic success.	$81,029.00	Yes
1.9	Amira Contract	Contract with Amira to provide Tier- I personalized learning on foundational literacy. These services will be offered within the school day in all K-2 classes. This program offers personalized learning modules based on diagnostic assessments, effective for delivering instructional support to Students with Disabilities, English Learners, African American students, homeless youth, Homeless students, and our Hispanic student group, who benefit from repetition and structured delivery.	$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Beyond the Bell /Beyond the Bell Alliance	Provide expanded learning opportunities for all TK-6th grade students at all elementary and middle schools. Program includes intersession, before and after school.	$7,579,729.00	No
1.11	K-5 Media Specialists and Secondary Librarians and Media Specialists	Media Specialists and Librarians support English Learners, Foster Youth, and Socioeconomically Disadvantaged students by providing tailored resources, inclusive programs, adaptable spaces, tech integration, and targeted support. These efforts ensure equitable access to expanded learning opportunities, aiming to improve educational outcomes and create an inclusive learning environment. By bridging educational gaps, we support all students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	$1,812,021.00	Yes
1.12	Professional Development Equity/UDL	Connecting Equity/UDL practices under the MTSS umbrella, providing staff PD to target areas of need according to the District wide walk through tool.	$0.00	No
1.13	Summer School (Grades 8-12) LREBG	Secondary Summer School to support middle school students in their transition to high school and provide high school students with opportunities for credit recovery. Students transitioning to high school often need additional support with academic readiness, social-emotional engagement, and navigating increased expectations. This program will include targeted instruction and enrichment activities to build confidence and connection to school. Research supports the use of summer learning programs as an effective strategy for addressing unfinished learning, supporting successful school transitions, and improving graduation outcomes. High quality summer programs help students maintain and strengthen academic skills, reduce summer learning loss, and provide targeted interventions for students who are behind academically. Priority enrollment will be given to students identified as English Learners, Socioeconomically Disadvantaged, and Foster Youth to ensure those with the greatest need receive early and focused support. This is an LREBG Action and all $600,000 of this proposed funding will go towards	$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Secondary Summer School. In the 2025-2026 school year, all of the LREBG funds went to support over 800 student enrollment. The metric to monitor the impact will be the number of credits recovered in the summer.		
1.14	Northwest Evaluation Association (NWEA)	An assessment tool designed to measure academic progress and proficiency will give teachers actionable data, especially for students with disabilities, English learners, and other vulnerable groups such as Homeless Students, Hispanic students, foster youth, and socioeconomically disadvantaged students. By using this tool, teachers can identify specific areas where these students need additional support and tailor their instruction accordingly.	$98,875.00	Yes
1.15	Illuminate / Renaissance Data and Assessment Management System	Provides data management and assessment systems allowing school districts to integrate and organize student data from multiple sources	$70,000.00	No
1.16	Assessment	Online assessment tool primarily designed to help teachers assess students' reading skills.	$17,730.00	No
1.17	Student Data Monitoring Tool	Develop and implement a data tool to identify and monitor high school students meeting all graduation requirements. Provide additional layer of services and outreach specially called out in our Differentiated Assistance plan, focusing on our Homeless Youth, Hispanic Youth and Students with Disabilities	$0.00	No
1.18	Dual Immersion Curriculum and Coaching Support	Curriculum Development and coaching supports in dual immersion pathways to include language scaffolds and supports to better meet the needs of English Learners. This work will ensure that bilingual instructional materials are aligned with content standards and designed to promote both English language development and academic achievement, addressing gaps identified through ELPAC data	$295,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Youth Cinema Project	The Youth Cinema Project offered at Searles Elementary and both Middle Schools is a film program designed to support language acquisition and English Language Arts (ELA) through contract, hourly, and equipment provisions. This project helps students improve in all areas of language arts—listening, speaking, writing, and reading—through the hands-on process of film production. This engaging, experiential learning approach is particularly effective for students who may be below grade level, including Students with Disabilities, our vulnerable Hispanic student group and English Learners by providing a dynamic and interactive way to develop their language skills.	$410,820.79	No
1.20	UC Davis C-Stem Partnership Expansion	Deepen our collaboration with UC Davis by incorporating C-Stem into our educational programs. C-Stem, which focuses on robotics and engineering education through mathematical practices, will enrich our curriculum and provide students, particularly our Students with Disabilities, Homeless, and English Learners, with valuable hands-on learning experiences. To support this initiative, we will offer professional development opportunities for educators, either through hourly sessions or release time, to ensure they are well-prepared to integrate C-Stem principles into their teaching. Additionally, we are committed to providing the necessary materials and supplies for the expansion of C-Stem within our programs, empowering students with the tools they need to thrive in STEM fields. Through this partnership, we aim to foster a passion for robotics, engineering, and mathematics while equipping our students with the skills they need for success in the modern world. Furthermore, we will offer intentional outreach to our English Learners and Students with Disabilities to ensure they have access to UC Davis C-Stem programs at HVC and CCMS. This outreach will include targeted communication, translation services, and support networks to facilitate their participation in C-Stem activities. Through this partnership, we aim to foster a passion for robotics, engineering, and mathematics while equipping our students with the skills they need for success in the modern world.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.21	Action to be discontinued as grant funds ended	Establish a TOSA to the implementation and expansion of the C-Stem program. This position will also provide support for K-12 Math initiatives, with a dedicated focus on our most vulnerable student groups, including Students with Disabilities, English Learners, McKinney-Vento (MKV) students, and African American students. Examples of supports provided by the stipend and hourly may include: Collaborating with teachers to develop differentiated instruction plans that meet the diverse needs of students, including those with disabilities and English learners. Providing professional development workshops focused on effective math instruction strategies for diverse learners. Offering one-on-one coaching sessions for teachers to enhance their skills in scaffolding instruction for students who require additional support. Organizing math enrichment programs or tutoring sessions specifically tailored to the needs of MKV and African American students. Creating culturally relevant math resources and materials that resonate with the experiences of diverse student populations. Implementing data-driven interventions to monitor the progress of vulnerable student groups and adjust instructional strategies accordingly. Collaborating with community organizations to provide additional resources and support for MKV and African American students, such as mentorship programs or access to educational technology. Through these supports, the TOSA will work to ensure that all students, regardless of background or learning challenges, have equitable access to high-quality math education and opportunities for academic success.	$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Accessible and Equitable Support for Students -Students' social-emotional, behavioral, and academic needs are met systematically and comprehensively, which values dignity and creates belonging. Action Initiatives: 2.1 Enhance support for students' academic, behavioral, and attendance needs. 2.2 Expand systems that meet students' socio-emotional, mental, and physical health needs. 2.3 Ensure that students learn in settings that honor their dignity in culturally and linguistically responsive ways. 2.4 Ensure that relationships between staff and students in our schools create a sense of belonging through dignity and mutual respect.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been reviewed and updated based on analysis of new performance data, feedback from educational partners, and shifts in local conditions. While the majority of actions aligned to this goal have remained consistent to support long-term priorities, specific actions were revised in response to identified needs and opportunities for improvement.

Educational partner feedback was gathered from over 5,800 voices through surveys distributed to students, families, and staff. In addition, presentations and consultations were held with the Parent and Student Advisory Committee, District English Learner Advisory Committee (DELAC), and our Special Education Local Plan Area (SELPA). These engagement efforts provided valuable insight that directly influenced adjustments to this goal and its related actions.

These efforts are outlined here:
Cabinet met June 2025 to review the goals and action initiatives and created timeline and a plan to obtain feedback from our Educational partners. We then asked our partners to identify district priorities in all aspects through a series of meetings and surveys.
Leadership Advance meeting July 23, 2025. This meeting included our labor partners (NHTA & CSEA) and our Leadership team (NHAA), consisting of site and district staff of principals, directors and other management staff
District wide survey to families, students (5th-12th) and staff in December 2025- January 2026

Presentations to our Parent an Student Advisory Committee Meetings in November 2025, February and April 2026

District wide Survey to Staff, Students and Families in December 2025- January 2026

- 3611 Students
- 1674 Families
- 533 Staff

The feedback highlighted a need for us to enhance our efforts in fostering attributes that promote student success in college, career, and life. This goal emphasizes actions aimed at enhancing access for our students to programs and services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard - Graduation Rate Indicator - Increase the percentage of students in the Graduation Rate	85.1% Graduated (2023 California Dashboard) English Learner - 76.9% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 81.7% Hispanic - 78.9% Homeless - 57.5% Decoto Indpendent Study Graduation Rate - 61.9% EL 85.7% Socioeconomically Disadvantaged- 57.1% Foster Youth- In order to protect student	87.3% Graduated (2024 California Dashboard) English Learner - 73.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 85.9% Hispanic - 82.9% Homeless - 52.9% Decoto Independent Study Graduation Rate - 62.2%	92.0% Graduated (2025 California Dashboard) English Learner - 85.4% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 90.8% Hispanic - 91.2% Homeless - 77.5% Decoto Independent Study Graduation Rate - 78.8%	88.1% English Learner - 85.9% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 90.7% Hispanic - 87.9% Homeless - 66.5% Decoto Indpendent Study Graduation Rate 64.9% EL 94.7%	6.9 point improvement English Learner - 8.5 point improvement Foster Youth -NA Socioeconomically Disadvantaged - 9.1 point improvement Hispanic - 12.3 point improvement Homeless - 20 point improvement Decoto Independent Study Graduation Rate - 16.9 point improvement English Learner - 6.5 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo Graduation Rate 50.6% EL 47.6% Socioeconomically Disadvantaged- 51.4% Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students.	English Learner - 52.9% Socioeconomically Disadvantaged - 62.5% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley-Caraballo High School Graduation Rate - 78.9% English Learner - 80.8% Socioeconomically Disadvantaged - 80.9% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	English Learner - 79.2% Socioeconomically Disadvantaged - 78.2% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley-Caraballo High School Graduation Rate - 83.9% English Learner - 86.1% Socioeconomically Disadvantaged - 83.3% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	Socioeconomically Disadvantaged- 66.1% Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo Graduation Rate 53.6% EL 56.6% Socioeconomically Disadvantaged- 60.4% Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students.	Socioeconomically Disadvantaged - 21.1 point improvement Foster Youth -NA Conley-Caraballo High School Graduation Rate 33.3 point improvement English Learner - 38.5 point improvement Socioeconomically Disadvantaged - 31.9 point improvement Foster Youth - NA
2.2	California Dashboard - College and Career Indicator - Increase the percentage of students who are “Prepared” by the California Dashboard	38.3% prepared (2023 Dashboard) African American - 8.8% English Learners - 12.6%	39.1% Prepared (2024 Dashboard) African American - 17.3% English Learners - 9.6%	46.3% Prepared (2025 Dashboard) African American - 22.8% English Learners - 12.6%	47.3% prepared African American - 17.8% English Learners - 21.6%	8 point improvement African American - 14 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College and Career Indicator	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 25.1% Homeless - 2.7% Socioeconomically Disadvantaged - 28.3% Students with Disabilities - 5.6%	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 22.7% Homeless - 6.9% Socioeconomically Disadvantaged - 29.9% Students with Disabilities - 4.9%	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 34.6% Homeless - 21.2% Socioeconomically Disadvantaged - 37.8% Students with Disabilities - 10.2%	Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 34.1% Homeless - 11.7% Socioeconomically Disadvantaged - 37.3% Students with Disabilities - 14.6%	English Learners - Maintained Foster Youth - NA Hispanic - 9.5 point improvement Homeless - 18.5 point improvement Socioeconomically Disadvantaged - 9.5 point improvement Students with Disabilities - 4.6 point improvement
2.3	California Dashboard - Chronic Absenteeism Indicator- Decrease the percentage of students identified as chronically absent.	24.8% chronically absent (2023 Dashboard) English Learners - 30.1% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. 31% of Socioeconomically Disadvantaged students Decoto Independent Study chronically absent 54.2% EL - 64.5% Socioeconomically Disadvantaged - 58.1%	20.9% Chronically Absent (2024 California Dashboard) English Learners - 26.3% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged students - 26.9% Decoto Independent Study chronically absent 49.0%	18.2% Chronically Absent (2025 California Dashboard) English Learners - 23% Foster Youth - 33.3% Socioeconomically Disadvantaged students - 23.6% Decoto Independent Study chronically absent 48.6% EL - 54.5% Socioeconomically Disadvantaged - 50.9%	21.8% chronically absent English Learners - 21.1% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. 22% of Socioeconomically Disadvantaged students Decoto Independent Study chronically absent - 51.2% EL 55.5%	6.6 point improvement English Learners - 7.1 point improvement Foster Youth - Baseline Socioeconomically Disadvantaged students - 7.4 point improvement Decoto Independent Study chronically absent 5.6 point improvement EL - 10 point improvement Socioeconomically Disadvantaged -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo chronically absent - 50.8% EL 32.5% -Socioeconomically Disadvantaged- 42.3% • Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students.	EL - 52.4% Socioeconomically Disadvantaged - 51.9% Foster Youth-In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo - 51.5% EL - 40.7% Socioeconomically Disadvantaged - 50% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students.	Foster Youth-In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo - 59.6% EL - 53.8% Socioeconomically Disadvantaged - 61.1% Foster Youth-In order to protect student privacy, data is suppressed since there are fewer than 11 students.	Socioeconomically Disadvantaged 49.1% Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo chronically absent 41.8% EL 23.5% Socioeconomically Disadvantaged 33.3% Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students.	7.2 point improvement Foster Youth - NA Conley Caraballo - 8.8 point decline EL - 21.3 point decline Socioeconomically Disadvantaged - 18.8 point decline Foster Youth - NA
2.4	California Dashboard - Suspension Indicator - Decrease the percent of students being suspended once or more	2.4% of students suspended for at least one day (2023 Dashboard) English Learners - 3.6% Foster Youth - decrease by 1% per year Socioeconomically Disadvantaged - 3.5%	1.7% of students suspended for at least one day (2023 Dashboard) English Learners - 2% Foster Youth - 8%	2% of students suspended for at least one day (2025 Dashboard) English Learners - 2.8% Foster Youth - 19.2%	1.4% of students suspended for at least one day English Learners 0.6% Foster Youth - decrease by 1% per year	0.4 point improvement English Learner - 0.8 point improvement Foster Youth - 11.2 point decline Socioeconomically Disadvantaged -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged - 2.3%	Socioeconomically Disadvantaged - 2.5%	Socioeconomically Disadvantaged 0.5%	1.0 point improvement
2.5	Dataquest - Decrease the district Expulsion Rate	0.07% (2022-2023 Data Quest)	0.02% (2023-2024 Data Quest)	0.00009% (2024-2025 Data Quest)	0.04%	0.070 point improvement
2.6	Dataquest - Decrease the number of expulsions for unduplicated students	7 expulsions were unduplicated students based on 2022-2023 Data Quest	2 expulsions were unduplicated students based on 2023-2024 Data Quest	1 expulsions were unduplicated students based on 2024-2025 Data Quest	4 students	6 less students expelled.
2.7	Site / District Data - The District Attendance Rate will be maintained or increased	92.55% (2022-2023 data) EL- 89.61% Socioeconomically Disadvantaged -90.5% Foster Youth- 86.5%	93.37% (2023-2024) EL - 79.2% Socioeconomically Disadvantaged - 82.1% Foster Youth - 50.0%	93.27% ADA Rate (2024-25) EL - 92.3% Socio - 93.5% Foster - 81.91%	Increase 4% for each group and overall EL - 92.61% Socioeconomically Disadvantaged - 93.5% Foster Youth - 89.5%	.72 point improvement EL - 2.69 point improvement Socioeconomically Disadvantaged - 3 point improvement Foster Youth - 4.59 point decline
2.8	Annual Student Survey - Increase the percentage of students who respond as “Strongly Agree” or “Agree" to the NHUSD Student Survey to “My race / ethnicity and cultural identity are positively reflected in classroom materials and assignments"	81% (2024 Student Survey)	82% (2025 Student Survey)	86% (2026 Student Survey)	87%	5 point improvement
2.9	Annual Student Survey - Increase the percentage of students who respond as “Strongly Agree” or “Agree" to the NHUSD	68% (2024 Student Survey)	72% (2025 Student Survey)	73% (2026 Student Survey)	74%	5 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Survey to “There is an adult that I can talk to about non-academic issues"					
2.10	Annual Student Survey - Increase the percentage of students who respond as “Strongly Agree” or “Agree" to the NHUSD Student Survey to “There is an adult that I can talk to about academic issues / problems"	76% (2024 Student Survey)	81% (2025 Student Survey)	83% (2026 Student Survey)	82%	7 point improvement
2.11	Annual Parent Survey - Increase the percentage of parents who “Strongly Agree” or “Agree” that “The school supports the socioemotional development of my child”	89% (2024 Parent Survey)	88% (2025 Parent Survey)	87% (2026 Parent Survey)	95%	2 point decline
2.12	Annual Parent Survey - Increase the percentage of parents who “Strongly Agree” or “Agree” that “My child receives the academic help he / she needs”	85% (2024 Parent Survey)	88% (2025 Parent Survey)	87% (2026 Parent Survey)	91%	2 point improvement
2.13	Annual Parent Survey - Increase the percentage of parents who “Strongly Agree” or “Agree” that “I believe the school curriculum reflects my child’s racial identity"	82% (2024 Parent Survey)	84% (2025 Parent Survey)	85% (2026 Parent Survey)	88%	3 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Annual Staff Survey - Increase the percentage of staff members who respond as “Well Prepared” or “Prepared” to the NHUSD Staff Survey to “ Preparation to address instructional needs of students racial and ethnic background different from my own"	91% (2024 Staff Survey)	94% (2025 Staff Survey)	94% (2026 Parent Survey)	95%	3 point improvement
2.15	Annual Staff Survey - Increase the percentage of staff members who respond as “Strongly Agree” or “Agree” to the NHUSD Staff Survey indicating that all student's race / ethnicity and cultural identity are positively reflected in the curriculum	77% (2024 Staff Survey)	80% (2025 Staff Survey)	79% (2026 Staff Survey)	83%	2 point improvement
2.16	Annual Staff Survey - Increase the percentage of staff members who respond as “Strongly Agree” or “Agree” to the NHUSD Staff Survey indicating that the curriculum, assignments and assessments help students to better understand diverse cultures	80% (2024 Staff Survey)	77% (2025 Staff Survey)	77% (2026 Staff Survey)	86%	3 point decline
2.17	Annual Student Survey - Increase the percentage of students who respond	91% (2024 Student Survey)	91% (2025 Parent Survey)	93% (2026 Student Survey)	96%	2 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as “Strongly Agree” or “Agree" to the NHUSD Student Survey to “I feel safe in my learning environment"					
2.18	Annual Student Survey - Increase the percentage of students who respond as “Strongly Agree” or “Agree" My classes make want me to come to school regularly	71% (2024 Student Survey)	61% (2025 Student Survey)	64% (2026 Student Survey)	80%	7 point decline
2.19	Increase the percentage of teachers who participate in professional development focused on intervention strategies for Students with Disabilities	Will be collecting baseline data to report goal in year 1	25% of the teacher participated in PD in 2024-2025	60% of the teacher participated in PD in 2025-2026	50%	35 point improvement
2.20	Credits Recovered through Decoto School Independent Study courses at James Logan High School	970 credits recovered per first semester data (December 2023)	1485 credits recovered per first semester data (December 2024)	1180 credits recovered per first semester data (December 2025)	2,500	210 credits improvement

Goal Analysis [2025-26]

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

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

All planned actions under this goal were implemented largely as intended, with some differences in delivery models, staffing capacity, and participation levels that influenced how services were accessed and experienced across sites. The district executed a comprehensive suite of actions focused on alternative education pathways, professional learning, student support systems, equity-centered practices, and class size reduction to improve academic outcomes, engagement, and equitable access for unduplicated pupils.

Action Initiative 2.1: Alternative Education, Credit Recovery, and Targeted Student Pathways (Actions 2.1, 2.8, 2.9)

The district implemented a coordinated system of alternative education and credit recovery supports to better align student placement and improve outcomes. Action 2.1 was implemented through the operation of the independent study program with approximately nine FTE teachers, a resource teacher, and counseling support serving approximately 280 high school students, with additional growth at the K–8 level. A structured intake process was introduced, resulting in 38 students being redirected to more appropriate programs because screening improved alignment between student needs and program placement. Action 2.8 was implemented as planned through comprehensive staffing at Conley Caraballo High School, where staff provided individualized academic, social-emotional, and college/career supports, including home visits, workshops, and PBIS-aligned interventions. Action 2.9 was implemented with a significant refinement, shifting to a credit recovery-only model with structured referral criteria, which improved program integrity because students were more appropriately placed based on need.

Key successes across these actions included improved alignment of services, more targeted interventions, and stronger coordination between staff and programs. Challenges included managing enrollment shifts, reduced credit recovery volume due to tighter eligibility criteria, and persistent chronic absenteeism among high-need student populations.

Action Initiative 2.2: Professional Development and Instructional Systems (Actions 2.3, 2.14, 2.15, 2.17)
The district implemented a broad system of professional development to strengthen instructional practice, inclusion, and student engagement. Action 2.3 delivered 87 professional development sessions across multiple staff roles, including paraprofessionals, certificated staff, and administrators, providing differentiated training aligned to inclusion and continuous improvement priorities. Action 2.14 was implemented through districtwide dignity and belonging presentations for staff and targeted student groups, with much of the work embedded into existing structures rather than relying on external vendors. Action 2.15 integrated special education staff into general education ELD professional development, improving alignment because shared training environments supported consistent instructional practices for dually identified students. Action 2.17 implemented equity walks across all sites using a UDL-aligned protocol, increasing principal ownership and strengthening instructional alignment.

Key successes included expanded access to professional learning, improved alignment across staff roles, and increased leadership capacity at the site level. These improvements occurred because training was embedded into existing systems and supported by structured collaboration and observation tools. Challenges included inconsistent participation due to scheduling constraints, variability in the quality of feedback and follow-through from equity walks, and limited data systems to measure the impact of some professional development efforts.

Action Initiative 2.3: Student Support Systems and Intervention Infrastructure (Actions 2.4, 2.5, 2.7)
The district strengthened multi-tiered systems of support through the implementation of Coordination of Services Teams (COST), enhanced counseling systems, and administrative monitoring. Action 2.4 established COST teams at nearly all sites, supported by designated leads and standardized referral and tracking systems, improving efficiency because teams could prioritize cases and monitor interventions more effectively. Action 2.5 enhanced counseling services through the use of a standardized graduation monitoring tool, increasing consistency in tracking student progress and improving communication with families. Action 2.7 was implemented through assistant principal oversight of attendance, behavior, and outreach systems, contributing to improved family connections and attendance outcomes.
Key successes included improved coordination of services, stronger data-informed decision-making, and increased alignment across support systems. Challenges included variability in implementation across sites, particularly in COST meeting structures, and limited availability of Tier 2 interventions during the school day, which reduced consistency in delivering targeted supports.
Action Initiative 2.4: Mental Health, Wellness, and Access to Services (Actions 2.11, 2.12, 2.13)

The district implemented a continuum of health and mental health services to address barriers to student engagement and attendance. Action 2.11 provided access to the Tiburcio Vasquez Health Center, offering preventative and responsive health services to low-income and uninsured students and families across the district. Action 2.12 implemented telehealth counseling services through Daybreak, expanding session capacity from 12 to 24 sessions per student, although participation declined due to the absence of a universal mental health screener. Action 2.13 continued the Care Solace referral system, connecting families to external providers and reducing barriers to accessing care.
Key successes included increased access to health and mental health services and reduced barriers for unduplicated pupils because services were provided at no cost and supported navigation of care systems. Challenges included reduced referrals and participation in telehealth services due to changes in identification systems and variability in staff comfort promoting services to families.

Action Initiative 2.5: Equity Implementation and Capacity Building (Action 2.18)
The district implemented equity initiatives through a reduced team of four Teachers on Special Assignment (TOSAs), who supported data analysis, professional development, and site-level implementation of equity-focused practices. Despite a reduction from twelve to four positions, the team maintained districtwide support by prioritizing key initiatives, including equity walks, culturally responsive practices, and the development of the Black Student Achievement Plan.

Key successes included strengthened leadership capacity, increased focus on targeted student groups, and expanded engagement with African American students and families. Challenges included limited capacity due to reduced staffing, uneven support across sites, and the need for stronger systems to track the impact of equity initiatives on student outcomes.

Action Initiative 2.6: Class Size Reduction and Instructional Access (Action 2.19)
The district implemented class size reduction through the hiring of additional teachers, resulting in smaller student-to-teacher ratios across sites, including alternative settings. This increased opportunities for individualized instruction and stronger student-teacher relationships because teachers were able to provide more targeted support and monitor student progress more closely. Teacher retention improved significantly, increasing from 69% to 92%, suggesting improved working conditions.

A key success was improved access to academic support and more personalized learning environments. However, a challenge identified was that student engagement, as measured by survey responses about wanting to attend school, declined, indicating that structural changes alone were insufficient to fully address engagement and classroom climate.

These multi-tiered actions were implemented with a strong focus on improving academic outcomes, strengthening support systems, and advancing equity for unduplicated pupils. While implementation was largely aligned with planned actions, variations in staffing, participation, and system capacity influenced the depth and consistency of impact. Collectively, these efforts improved alignment of services, expanded access to supports, and strengthened instructional and intervention systems because the district integrated staffing, professional learning, and student support strategies to address diverse student needs.

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

There were some material differences between budgeted and actual expenditures across actions under this goal, primarily driven by staffing variances, shifts in service delivery models, and efficiencies gained by embedding services within existing staff roles. In most cases, these differences did not reflect a reduction in services but rather adjustments in how services were delivered. No material differences in improved services percentages were identified based on the available information.

Action Initiative 2.1: Alternative Education, Staffing, and Student Pathways (Actions 2.1, 2.8, 2.9)

Action 2.1 was implemented without material budget differences. Approximately $1.4 million for independent study staffing (Action 2.1) was expended as planned because staffing allocations aligned with program design and service delivery needs. Action 2.8, Conley Caraballo staffing, came in higher than originally anticipated due to the hiring of additional staff and a pay increase for this fiscal year. Additionally, costs associated with Action 2.9, credit recovery staffing, came in higher due to the same pay increase.

Action Initiative 2.2: Student Support Systems and Counseling Infrastructure (Actions 2.4, 2.5, 2.7)
Material differences in this initiative were primarily related to staffing gaps and limited expenditure data. Action 2.4 was underspent by approximately $9,700 because one site did not have a COST lead assigned, reducing stipend expenditures; this occurred because staffing vacancies limited full implementation of planned compensation, although services continued through alternative staffing structures. Action 2.5 was implemented without material differences, with approximately $2.3 million fully expended for counseling services because staffing levels and service delivery matched projections. For Action 2.7, there was a discrepancy between the projected budget and actual costs. A salary increase to staff members contributed to higher costs than originally planned

Action Initiative 2.3: Professional Development and Instructional Systems (Actions 2.3, 2.14, 2.15, 2.17)
Material differences in this initiative were primarily driven by shifts in how professional development was delivered. Action 2.14 was slightly overspent compared to its approximately $100,000 allocation because some professional development and engagement activities were delivered by external vendors or additional compensated time. Similarly, Action 2.15 expended no funds despite a small allocation because training was embedded within existing meetings and did not require additional compensation. These differences occurred because the district leveraged internal capacity, which reduced costs while maintaining the scope of services.

For Action 2.3, we spent more than the $65,000 originally allocated due to our offering additional professional development opportunities for staff. Action 2.17 did not demonstrate material differences because implementation relied on existing staff and did not require a significant dedicated budget.

Action Initiative 2.4: Health, Mental Health, and External Services (Actions 2.11, 2.12, 2.13)
Actions 2.11, 2.12, and 2.13 were implemented without material differences in expenditures. The district fully expended approximately $20,000 for the health center (Action 2.11), $78,400 for telehealth services (Action 2.12), and $37,000 for Care Solace services (Action 2.13) because contract costs and service delivery remained consistent with planned agreements. While utilization of Care Solace declined, expenditures remained stable because the contract structure required full payment regardless of usage, and adjustments were made for future years rather than the current cycle.

Action Initiative 2.5: Equity Implementation and Staffing Capacity (Action 2.18)
Action 2.18 was implemented without material differences in LCAP-funded staffing expenditures, as funding for four TOSA positions was fully expended as planned. However, the scope of services expanded beyond the original plan due to approximately $200,000 in supplemental grant funding, which supported additional professional learning and equity initiatives. This expansion occurred because external funding sources were leveraged to enhance services without increasing LCAP expenditures.

Action Initiative 2.6: Class Size Reduction and Instructional Access (Action 2.19)
Action 2.19 experienced a material overage of just under $100,000, with expenditures increasing from approximately $3.95 million to $4.04 million. This difference occurred because the cost of hiring and maintaining additional teaching staff exceeded initial projections, likely due to salary adjustments and staffing needs required to sustain reduced class sizes. The overage reflects the complexity of staffing-based actions, where actual personnel costs can vary from initial estimates.

Overall, material differences across this goal were primarily driven by staffing capacity, embedded service delivery models, and contract-based expenditures. Underspending occurred when services were delivered more efficiently through existing staff or when positions were unfilled, while overages occurred when staffing costs exceeded projections. These differences did not significantly alter the level of services provided because the district adjusted implementation strategies to maintain program delivery and support for students.

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

The actions under this goal demonstrated overall effectiveness in advancing progress toward improved academic outcomes, student engagement, and equitable access to supports, with particularly strong results in graduation rates, credit completion, and reductions in chronic absenteeism. Effectiveness was highest in actions that combined targeted staffing, structured monitoring systems, and aligned interventions, while limitations were evident in areas where participation, data systems, or intervention capacity constrained impact.

Action Initiative 2.1: Alternative Education, Credit Recovery, and Targeted Student Pathways (Actions 2.1, 2.8, 2.9)
Actions 2.1, 2.8, and 2.9 were highly effective in improving graduation outcomes and credit completion because programs implemented structured placement processes, targeted academic supports, and consistent monitoring of student progress. Graduation rates increased significantly across subgroups, including English learners (from approximately 52.9% to 79.2% in independent study and over 80% at Conley Caraballo) and socioeconomically disadvantaged students. Credit recovery efforts resulted in approximately 1,180 credits recovered and 236 courses completed in a single semester because students were enrolled based on demonstrated need and provided structured supervision. These actions also reduced chronic absenteeism for some groups because outreach, home visits, and engagement strategies increased student connection to school. However, attendance remained a challenge, particularly at Conley Caraballo, where chronic absenteeism increased for some groups, indicating that while academic interventions were effective, persistent attendance barriers limited broader impact.

Action Initiative 2.2: Professional Development and Instructional Systems (Actions 2.3, 2.14, 2.15, 2.17)
Professional development actions were effective in building staff capacity and improving instructional alignment because training was widely delivered and embedded within existing systems. Action 2.3 demonstrated strong effectiveness, with approximately 96% of participants rating sessions as good or excellent, indicating that staff perceived training as relevant and useful for improving practice. Action 2.15 improved alignment of instructional practices for dually identified students because special education and general education staff participated in shared

ELD training, ensuring consistency in strategies used to support English learners with IEPs. Action 2.17 strengthened instructional alignment and leadership capacity because equity walks provided a shared framework for observing and discussing instruction, increasing principal ownership of instructional leadership.

Action 2.14 demonstrated mixed effectiveness, with student engagement survey results improving slightly but remaining below baseline, indicating that while dignity and belonging efforts contributed to improved perceptions of safety and inclusion, they did not fully translate into increased student motivation to attend school. Across this initiative, effectiveness was limited by inconsistent implementation, lack of outcome data linking professional development to student achievement, and variability in follow-through on feedback and monitoring systems.

Action Initiative 2.3: Student Support Systems and Intervention Infrastructure (Actions 2.4, 2.5, 2.7)
Actions 2.4, 2.5, and 2.7 were effective in improving coordination of services, graduation outcomes, and attendance because systems were implemented to monitor student progress and provide timely interventions. Action 2.5 contributed to increased college and career readiness (from 38.3% to 46.3%) and improved graduation rates (from 85.1% to 92%) because counselors, FSAs, and COST teams used data to identify students in need and provide consistent follow-up and individualized planning. Action 2.4 improved the identification and support of students requiring intervention because streamlined COST processes increased referrals and ensured that students with academic, behavioral, and social-emotional needs received coordinated support. Action 2.7 improved attendance and behavior outcomes, including reductions in chronic absenteeism and suspension rates, because assistant principals used monitoring systems and outreach strategies to connect students and families to supports.

However, effectiveness was limited by gaps in Tier 2 intervention availability and variability in implementation across sites, which reduced the ability to consistently deliver targeted supports during the school day. Additionally, foster youth outcomes in attendance declined, indicating a need for more targeted interventions for this subgroup.

Action Initiative 2.4: Health, Mental Health, and Access to Services (Actions 2.11, 2.12, 2.13)
Health and mental health actions demonstrated mixed effectiveness. Action 2.11 was highly effective in reducing chronic absenteeism because access to health services addressed barriers such as untreated illness, resulting in districtwide chronic absenteeism decreasing from 24.8% to 18.2% and a significant reduction for socioeconomically disadvantaged students. Action 2.13 improved efficiency in connecting families to mental health services because the percentage of successful referrals increased from approximately 42% to 56%, indicating that the system reduced barriers to access.

In contrast, Action 2.12 demonstrated partial effectiveness because although students who accessed telehealth services reported positive outcomes, overall participation declined (from 327 to 286 referrals and from 54% to 43% service uptake). This indicates that while the service was beneficial for those who engaged, reduced referrals and lack of outcome tracking limited overall impact and the ability to evaluate effectiveness.

Action Initiative 2.5: Equity Implementation and Capacity Building (Action 2.18)
Action 2.18 was effective in advancing equity initiatives and improving outcomes for priority student groups because the TOSA team supported professional learning, data analysis, and alignment of MTSS and PBIS systems. This work improved student engagement and outcomes for English learners, socioeconomically disadvantaged students, and African American students because dignity-centered and

culturally responsive practices were implemented across sites. However, effectiveness was constrained by limited staffing capacity and the absence of clear systems for tracking intervention impact, which reduced the ability to scale and sustain improvements consistently.

Action Initiative 2.6: Class Size Reduction and Instructional Access (Action 2.19)
Action 2.19 was effective in improving academic outcomes and student support because reduced class sizes allowed teachers to provide more individualized instruction and build stronger relationships with students. This resulted in measurable gains in both ELA and mathematics, including significant improvements for English learners and socioeconomically disadvantaged students. Survey data also showed increased access to adult support because teachers had more time to engage with individual students. However, effectiveness was limited in improving overall student engagement, as survey results related to student motivation declined, indicating that additional strategies are needed to address classroom climate and engagement.

Overall, the actions under this goal were effective in advancing progress toward improved academic achievement, graduation outcomes, and student support systems because the district aligned staffing, monitoring systems, and targeted interventions to address student needs. The strongest evidence of effectiveness is seen in increased graduation rates, improved credit completion, and reductions in chronic absenteeism, particularly for unduplicated pupils. However, effectiveness was uneven across initiatives due to attendance challenges, limited Tier 2 intervention capacity, and gaps in data systems, particularly in professional development and mental health services. Continued refinement of implementation consistency, engagement strategies, and outcome measurement will be necessary to strengthen and sustain impact across all 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.

Based on reflection and analysis of implementation and outcomes, the district will refine and strengthen actions under this goal to improve consistency, expand access to interventions, enhance data systems, and increase the impact of services on student outcomes, particularly for unduplicated pupils. While many actions will continue, targeted adjustments will focus on earlier intervention, improved coordination across systems, increased participation in services, and stronger monitoring of effectiveness because prior implementation identified gaps in attendance, participation, and consistent follow-through across initiatives.

Action Initiative 2.1: Alternative Education, Credit Recovery, and Student Pathways (Actions 2.1, 2.6, 2.8-2.10)
The district will refine alternative education and credit recovery systems by implementing cohort-based scheduling and a quarter system in Action 2.1 to allow for more frequent progress monitoring and earlier identification of student needs because prior implementation showed that timely intervention improves engagement and outcomes. Action 2.8 will incorporate earlier identification of chronically absent students and more targeted intervention planning through COST because persistent absenteeism limited the full impact of academic supports, and earlier intervention is expected to improve attendance and graduation outcomes. Action 2.9 will strengthen alignment across sites by coordinating staffing and referral processes among James Logan High School, New Haven Academy, and Conley Caraballo High School because improved coordination and targeted placement increased program effectiveness, and further alignment is expected to ensure students receive appropriate interventions and remain on track for graduation. Action 2.6, graduation monitoring and wellness service coordination, was discontinued because Conley Caraballo High School and New Haven Academy exited Comprehensive Support and Improvement (CSI) status. From 2023 to 2025, Conley Caraballo High School improved its graduation rate from 50.6% to 83.9%, while New

Haven Academy improved from 61.9% to 78.8%, indicating that targeted intervention and coordination systems contributed to improved student outcomes during the CSI implementation period. Action 2.10, CSI supports to improve independent study graduation outcomes, was discontinued because the site exited Comprehensive Support and Improvement status. Since 2023, the site increased its graduation rate from 61.9% to 78.8%, reducing the need for a separate CSI action. However, staff will continue to closely monitor student graduation status and provide targeted interventions to support students at risk of not graduating.

Action Initiative 2.2: Professional Development and Instructional Systems (Actions 2.3, 2.14, 2.15, 2.17)
The district will continue professional development efforts while refining delivery and alignment to improve impact. Action 2.3 will maintain its current structure but adjust content and improve access for staff with limited collaboration time because feedback indicates the model is effective but not equally accessible across roles. Action 2.14 will be expanded to include Positive Behavioral Interventions and Supports (PBIS) at elementary schools and restorative practices at secondary schools because student engagement data indicates that additional strategies are needed to improve classroom climate and motivation to attend school. Action 2.15 will be integrated into broader professional development systems and discontinued as a standalone action because embedding this work has proven more efficient and maintains alignment across staff without redundancy. Action 2.17 will be strengthened by developing structured progress monitoring systems, increasing collaboration among site leaders, and implementing coaching cycles between walkthroughs because prior implementation showed that while observations were completed, inconsistent feedback and lack of follow-up limited instructional impact.

Action Initiative 2.3: Student Support Systems and Intervention Infrastructure (Actions 2.2, 2.4, 2.5, 2.7)
The district will enhance student support systems by expanding Tier 2 interventions during the school day and increasing consistency in COST implementation across sites. This change is being made because reliance on after-school supports limited student participation, and increasing in-school intervention access is expected to improve outcomes for students requiring moderate levels of support, including English learners, foster youth, and socioeconomically disadvantaged students. Action 2.5 will expand graduation monitoring to include ninth- and tenth-grade students and strengthen support for dual enrollment completion because earlier intervention and improved follow-through are expected to increase college and career readiness outcomes. Action 2.2, CCEIS supports for focus students, will be discontinued for 2026–27 because the district is no longer identified as significantly disproportionate for African American students in the Other Health Impaired eligibility category and is no longer required to reserve funding for this purpose. The case manager assigned to this work will be reassigned; however, the district will continue monitoring for areas of disproportionality to ensure timely identification and response to equity concerns. Action 2.7 will explore implementation of a third-party attendance monitoring system because current reporting processes limit efficiency, and improved data systems are expected to support more timely and effective interventions.

Action Initiative 2.4: Health, Mental Health, and Access to Services (Actions 2.11, 2.12, 2.13)
The district will maintain health services (Action 2.11) because the action has demonstrated effectiveness in reducing chronic absenteeism and addressing barriers to attendance. Actions 2.12 and 2.13 will be refined to improve utilization and impact. Action 2.12 will focus on increasing awareness, improving staff training, and shifting to more accessible service formats because declining referrals indicate that families are not consistently accessing available supports. Action 2.13 will continue with enhanced promotion and ongoing evaluation of utilization and impact because reduced referrals suggest underutilization, and improved awareness is expected to increase access for students and families in need.

Action Initiative 2.5: Equity Implementation and Capacity Building (Action 2.16, 2.18)

The district will restructure equity implementation by reducing centralized TOSA staffing and implementing a site-based “culture keeper” model to increase site-level ownership and sustainability of equity practices. Action 2.16, Expand Equity Cohort and TOSA supports, was discontinued due to the expiration of the Antibias Education Grant that funded the work. The district successfully completed the required grant activities, reporting requirements, and implementation commitments associated with the approximately $200,000 grant awarded in 2023. This change is being made because limited central staffing capacity constrained consistent support across sites, and a distributed leadership model is expected to strengthen implementation and responsiveness to site needs. The district will also implement clearer systems for tracking the impact of equity initiatives and refine intervention protocols because prior implementation lacked consistent monitoring and evaluation, limiting the ability to measure effectiveness.

Action Initiative 2.6: Class Size Reduction and Instructional Access (Action 2.19)
The district will continue class size reduction efforts without significant structural changes because the action has demonstrated effectiveness in improving academic outcomes and student support. However, the district will refine implementation by providing additional professional development focused on classroom climate and student engagement because survey data indicates that reduced class size alone does not fully address student motivation and sense of belonging. Strengthening instructional practices is expected to improve engagement outcomes alongside academic gains.

Collectively, these changes are designed to increase the effectiveness, consistency, and sustainability of services across the district by strengthening early intervention systems, improving data-driven decision-making, and expanding access to supports for unduplicated pupils. By aligning instructional practices, intervention systems, and monitoring tools more closely to identified needs, the district aims to improve academic achievement, attendance, and engagement outcomes because services will be more timely, coordinated, and responsive to student needs.

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	New Haven Academy Study Staff	Staffing allocation for teachers at New Haven Academy (Formerly named Decoto School of Independent Study) New Haven Academy provides personalized scheduling and credit monitoring services tailored to support vulnerable students, including English Learners, Hispanic, Foster Youth, and Socioeconomically Disadvantaged students, in subjects such as ELA, math, and the English Learner Progress Indicator. Additionally, New Haven Academy offers these services to aid students in meeting graduation requirements, serving as an alternative pathway for those facing challenges at James Logan High or	$1,315,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
		encountering other obstacles. Staffing allocations encompass teachers specializing in English, Social Studies, Math, Science, and multiple subjects, ensuring students can receive targeted intervention support by checking in with their content teacher.		
2.2	Action is discontinued. We are no longer in CCEIS.	Continue to support disproportionality in the CCEIS 2023 plan. This includes hiring a case manager to support focus students, implement a summer SEL boot camp for K-2 focus students and provide teacher hourly pay to provide intervention. The support in SEL and academics will promote engagement, increase attendance, and reduce suspension. Focused student groups include African American students, Hispanic students, Pacific Islander students, and American Indian students.	$0.00	
2.3	Professional Development for job alike special education staff	Provide Professional Development to all special education certificated and classified staff to ensure that evidence based practices are utilized for all students receiving special education.	$65,000.00	No
2.4	COST	Coordination of Services Team (COST) - Staff to facilitate COST to be a robust and efficient team that review data to help identify site and individual needs, make referrals to existing interventions and resources, and helps influence and guide site decisions about needed tiered supports for academics, attendance, behavior (social, emotional, discipline) and essential needs.	$41,167.00	No
2.5	Secondary School Guidance Counselors	Secondary school guidance counselors will support students by monitoring their academic progress towards graduation, offering guidance to help them achieve their goals, fostering social and emotional growth, and assisting in overcoming barriers to success. In addition to supporting all students, our counselors will specifically address chronic absenteeism through intentional outreach. They will closely monitor participation among African American students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities (SWD), Foster Youth, English Learners, White students, and Hispanic students. The focus will be	$2,952,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on ensuring these students meet graduation requirements and are prepared for college and career success. For students with disabilities, counselors will ensure they are aware of their rights to an alternate diploma pathway under recent California legislation. SWD will receive differentiated support in discovering career paths that align with their goals and unique abilities. Services provided include academic goal setting, progress monitoring, identifying and addressing barriers, and offering social and emotional support. Counselors will use data monitoring throughout the year to reach out to each student, including those from Decoto Independent Study.		
2.6	Action is discontinued as the school no longer qualifies for CSI	Our focus on graduation and college/career path completion involves coordinating student services to create educational pathways for all students while providing wellness support. We will intentionally monitor the progress of Homeless students, Students with Disabilities, White students, Socioeconomically Disadvantaged students, and Hispanic students as part of our Differentiated Assistance plan. To support the small number of African American students in the district, counselors will implement targeted outreach strategies and closely monitor participation rates, adjusting efforts as needed to ensure inclusivity and equitable access to resources. This includes monitoring chronic absenteeism and scheduling check-in meetings with each at-risk student. Students enrolled at Decoto Independent Study will be invited to meet with their counselors. Additionally, we will monitor and support the process of students accessing Daybreak services to ensure they receive the necessary wellness support.	$0.00	
2.7	Assistant Principals and House Principals	Assistant principals oversee attendance, academics, and behavior monitoring systems, ensuring effectiveness. They lead outreach for students and families, offering targeted support to Homeless Students, English Learners, Foster Youth, Socioeconomically Disadvantaged, and Asian students. Additionally, they organize family engagement events and partnerships, fostering a supportive school community.	$2,942,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Conley Caraballo High School (CCHS) Staff	Staffing for Conley Caraballo High School: Conley-Caraballo our Alternative High School offers an alternative path to high school graduation for students who need it. The staff is dedicated to providing high-quality academic and social-emotional support to all students. Staff will make a special effort to identify McKinney-Vento (MKV), English Learners, Foster Youth, and Socioeconomically disadvantaged students to ensure they stay on track for graduation. The staff supports students in a variety of ways, including personalized academic assistance, social-emotional guidance, and tailored interventions to meet each student's unique needs.	$1,043,649.00	Yes
2.9	Alternative Courses (DSIS at Logan)	To support students enrolled in credit recovery online classes at James Logan High School, we will allocate staff specifically for this purpose. These courses help credit-deficient students, including Students with Disabilities, who may experience additional challenges in completing some core content subjects, as well as English Learners who may enroll during the school year from another country, to catch up and succeed. Additionally, we will conduct outreach specifically to homeless, EL students, Foster Youth, Socioeconomically Disadvantaged, and African American students to ensure they know their options and are aware of the support available to them such as math or ELA support. This staffing allocation ensures that all students receive the necessary support to complete their courses and stay on track for graduation.	$25,000.00	Yes
2.10	Action is discontinued as the school no longer qualifies for CS	Develop and implement a CSI plan to increase graduation rates for all students enrolled at Decoto School for Independent Study	$0.00	No
2.11	Health Center	Increasing access to health and wellness services for homeless, low-income, and uninsured NHUSD youth and families can help disrupt chronic absenteeism. By addressing health-related barriers to attendance, such as illness or lack of access to medical care, students can attend school with more consistency and focus.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Daybreak Tele-Health Services	Provide students Tele-Health mental health services.	$78,400.00	No
2.13	CareSolace	Assists New Haven families and staff connect with counseling services.	$30,000.00	No
2.14	Dignity and Belonging Initiative Supports	Provide pd on how to create a positive climate that promotes dignity and belonging, focusing on our most vulnerable groups of students (Students with Disabilities, African American students, Hispanic students, English Learners, Homeless youth, and students identified as Socioeconomically Disadvantaged)	$248,247.00	Yes
2.15	Special Ed Job alike release time to receive PD	PD regarding integrated and designated EL practices	$1,000.00	No
2.16	Action to discontinue as the grant fund term ended	Continue to strengthen and expand the Equity Cohort, TOSA and site relationship to promote a coherent system that promotes equity and excellence. By collaborating closely, the Equity Cohort, TOSA, and staff can implement consistent disciplinary practices that prioritize fairness and understanding, reducing the likelihood of unnecessary suspensions. Additionally, this collaborative approach allows for the identification and addressing of underlying issues contributing to behavior problems, promoting a supportive and inclusive school environment where all students feel valued and respected, ultimately decreasing suspension rates. By taking this steps sites such as Itliong Vera Cruz can ultimately work to decrease suspension rates for African American, EL, Hispanic, and students who are socioeconomically disadvantage.	$0.00	
2.17	Equity Walks	Continue Equity Walks through the lens of UDL within the framework of the Equity protocol to inform best practices at sites	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.18	Equity Teacher on Special Assignments	4 TOSAs to offer broader support in these areas: Student Data Monitoring and Analysis Intervention Implementation Cultivating Belonging and Dignity Collaboration and Professional Learning	$206,317.00	No
2.19	Enhancing individualized learning through smaller class sizes	Reducing class sizes enhances student engagement and teaching effectiveness, allowing educators to better meet the needs of all students, including those with disabilities, foster youth, socioeconomically disadvantaged students, African American students, White students, and English Learners. Smaller classes provide more personalized attention, create a conducive learning environment, boost student participation, strengthen teacher-student relationships, and foster a sense of belonging. This approach is especially beneficial for students at our Decoto Independent Study site, where the class size is 25:1 due to its personalized structure. This setting provides targeted support and opportunities for students to practice language skills in a supportive environment. Overall, smaller classes lead to improved learning outcomes in both ELA and Math.	$4,713,075.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Valued and Engaged Employee Partners - All staff are partners who feel like they belong and have the opportunity to help create equitable access to learning for our students. Action Initiatives: Provide staff with support that enables them to grow and thrive. 3.1 Empower staff to connect with students and families in ways that honor dignity. 3.2 Create growth opportunities for all staff that meet individual needs and promote professional advancement. 3.3 Foster talent systems and structures that attract and retain a diverse, talented workforce. 3.4 Expand recognition opportunities to celebrate our employees' accomplishments and contributions to student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been reviewed and updated based on analysis of new performance data, feedback from educational partners, and shifts in local conditions. While the majority of actions aligned to this goal have remained consistent to support long-term priorities, specific actions were revised in response to identified needs and opportunities for improvement.

Educational partner feedback was gathered from over 5,800 voices through surveys distributed to students, families, and staff. In addition, presentations and consultations were held with the Parent and Student Advisory Committee, District English Learner Advisory Committee (DELAC), and our Special Education Local Plan Area (SELPA). These engagement efforts provided valuable insight that directly influenced adjustments to this goal and its related actions.

These efforts are outlined here:
Cabinet met June 2025 to review the goals and action initiatives and created timeline and a plan to obtain feedback from our Educational partners. We then asked our partners to identify district priorities in all aspects through a series of meetings and surveys.
Leadership Advance meeting July 23, 2025. This meeting included our labor partners (NHTA & CSEA) and our Leadership team (NHAA), consisting of site and district staff of principals, directors and other management staff
District wide survey to families, students (5th-12th) and staff in December 2025- January 2026
Presentations to our Parent an Student Advisory Committee Meetings in November 2025, February and April 2026

District wide Survey to Staff, Students and Families in December 2025- January 2026

- 3611 Students
- 1674 Families
- 533 Staff

Feedback from our partners underscores the importance of fostering a sense of belonging for all staff. This involves creating a workenvironment that prioritizes support, collaboration, and acceptance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Site / District -Teacher Retention- Increase the percentage of teachers retained as evidenced by Teacher Induction Retention Data	69% (May 2024)	92% (As of August 2024)	90%	81%	21 point improvement
3.2	Site / District - 100% of the school district teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	95%	94%	96%	100%	1 point improvement
3.3	Annual Staff Survey - Increase the percentage of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”I feel supported by site administration”	85% (2024 Staff Survey)	94% (2025 Staff Survey)	88% (2026 Staff Survey)	91%	3 point improvement
3.4	Annual Staff Survey - Increase the percentage of staff members who	87% (2024 Staff Survey)	89% (2025 Staff Survey)	88% (2026 Staff Survey)	93%	1 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	responded as “Strongly Agree” and “Agree” to the following prompt: ”I feel connected to the community at this school"					
3.5	Annual Staff Survey - Increase the percentage of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”I feel prepared to collaborate with families to support student success”	92% (2024 Staff Survey)	93% (2025 Staff Survey)	96% (2026 Staff Survey)	96%	4 point improvement
3.6	Annual Staff Survey - Increase the percentage of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”Grade Level / Course collaborative meetings are effective”	87% (2024 Staff Survey)	90% (2025 Staff Survey)	85% (2026 Staff Survey)	90%	2 point decline
3.7	Annual Staff Survey - Increase the percentage of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”I maintain collegial relationships with diverse staff members"	99% (2024 Staff Survey)	98% (2025 Staff Survey)	97% (2026 Staff Survey)	100%	2 point decline
3.8	Annual Staff Survey - Increase the percentage	94% (2024 Staff Survey)	94% (2025 Staff Survey)	94% (2026 Staff Survey)	97%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”There is respect for different cultures and beliefs ”					
3.9	Annual Staff Survey - Increase the percentage of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”I feel comfortable talking to my colleagues about issues of race, ethnicity and culture”	87% (2024 Staff Survey)	86% (2025 Staff Survey)	89% (2026 Staff Survey)	93%	2 point improvement
3.10	Annual Staff Survey - Increase the percentage of staff members who responded as “Strongly Agree” and “Agree” to the following prompt: ”I feel safe expressing who I am at work”	89% (2024 Staff Survey)	90% (2025 Staff Survey)	90% (2026 Staff Survey)	92%	1 point improvement
3.11	Teacher Vacancy Data	Average Vacancy for the year (2023-24 year long): 2.8% Certificated vacancies across all sites 4.4% Certificated vacancies on average at Guy Emanuele, HIllview Crest, and Searles Elementary and	During the 2024-25 school year, we had 1% vacancies that were covered by long-term substitutes or contractors.	During the 2025-26 school year, we had 1% vacancies that were covered by long-term substitutes or contractors.	Decrease vacancies by 1% per year annually	0.8 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cesar Chavez Middle School				

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 made significant progress toward implementing Goal 3 actions focused on strengthening employee relations, expanding professional growth opportunities, improving communication systems, and attracting and retaining highly qualified staff. Overall implementation of Actions 3.1–3.18 supported the district's efforts to foster a collaborative district culture and create systems that support employee wellness, professional advancement, and employee recognition. While the majority of actions were implemented as planned, slight adjustments were made to Actions 3.10 and 3.16 based on district needs and operational factors.

Action Initiative 3.1: Empower staff to connect with students and families in ways that honor dignity
Under Initiative 3.1, the district continued implementation of Actions 3.1–3.4 focused on improving employee relations, communication, professional development, and wellness supports. Through Action 3.1, the district increased communication and collaboration with educational partners to strengthen employee relations and maintain a collaborative district culture. Action 3.2 supported the implementation of professional development opportunities tailored to meet the needs of teachers, administrators, and classified staff, including participation in planning and assessment activities. Through Action 3.3, wellness surveys and wellness-focused professional learning opportunities were implemented to support ongoing improvement and employee well-being. Action 3.4 provided employees with access to counseling services, behavioral health supports, life management resources, online supports, critical incident response services, seminars, trainings, and organizational development opportunities. These actions contributed positively to employee morale, collaboration, and engagement across the district.

Action initiative 3.2: Create growth opportunities for all staff that meet individual needs and promote professional advancement
Under Initiative 3.2, Actions 3.5–3.10 focused on creating professional growth opportunities and supporting career advancement pathways for employees. Through Action 3.5, Elementary Prep Teacher collaboration sessions were held during the year for 32 teachers, providing opportunities for instructional collaboration, resource sharing, and alignment of instructional practices. Action 3.6 continued support for Induction Candidates through a two-year induction program designed to assist teachers in clearing their credentials while receiving mentoring and professional support. Action 3.7 supported new teacher orientation and curriculum overview opportunities for both elementary and secondary staff to strengthen onboarding and instructional support.

Actions 3.8 and 3.9, which focused on communicating career advancement opportunities and partnering with Alameda County Office of Education pathways, were effective in supporting employee advancement opportunities for both classified and certificated staff. Action 3.10, focused on developing future administrative leaders, was implemented differently than originally planned. Rather than facilitating an additional cohort of teachers interested in administrative roles, Personnel partnered with the Teaching and Learning Department to provide

leadership development and support for current assistant principals and house principals as future site leaders. This adjusted implementation allowed the district to focus on strengthening the leadership capacity of current administrators and emerging site leaders based on identified district needs.

Action initiative 3.3: Foster talent systems and structures that attract and retain a diverse, talented workforce
Under Initiative 3.3, Actions 3.11–3.16 focused on strengthening recruitment, retention, and inclusive hiring practices. Actions 3.11 and 3.12 supported the district's continued efforts to recruit and retain highly skilled educators and staff, particularly for programs serving English Learners, Foster Youth, socioeconomically disadvantaged students, and students with disabilities. The district explored additional recruitment strategies and resources to address staffing shortages and hard-to-fill positions. Through Action 3.13, weekly collaboration meetings with NHTA and CSEA leadership supported ongoing communication, relationship building, and honoring commitments with employee groups. Action 3.14 continued implementation of inclusive hiring and decision-making practices to ensure collaborative stakeholder participation in hiring processes. Action 3.15 supported employee recruitment efforts through resources related to postings and EdJoin systems.

One area where implementation experienced slower progress than originally anticipated was Action 3.16 related to job description audits and revisions. Progress in this area was impacted by a transition to a new platform, as well as limited time available to meet collaboratively with administrators and union partners to review all job descriptions comprehensively. While the district was unable to complete the full scope of the planned audit and revision process during the implementation period, work did begin on updating several classified job descriptions. The district continues to prioritize this work and plans to continue revisions and collaborative review processes in the upcoming year to ensure job descriptions accurately reflect current responsibilities and organizational needs.
Action initiative 3.4: Expand recognition opportunities to celebrate our employees' accomplishments and contributions to student success

Under Initiative 3.4, Actions 3.17 and 3.18 focused on employee recognition and appreciation efforts. Through Action 3.17, the district increased communication and appreciation efforts for employees and educational partners, including substitutes, volunteers, and student teachers, to support employee engagement and reduce absenteeism. Action 3.18 included recognition activities such as Employee of the Year acknowledgments, years of service recognitions, and retiree celebrations. These efforts contributed positively to employee morale and reinforced a culture of appreciation throughout the district.

Although staffing shortages, substitute availability, scheduling conflicts, and operational demands created some implementation challenges across several actions, the district substantially implemented the actions and services described in the adopted LCAP. In cases where implementation differed from the original plan, adjustments were primarily related to scheduling, pacing, or delivery methods while maintaining the overall intent of the actions. Overall, the district successfully strengthened communication systems, expanded employee supports, increased collaboration opportunities, and continued fostering a positive and collaborative district culture.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 were primarily the result of adjustments in implementation methods, operational efficiencies, and shifting district needs during the implementation period.

For Action 3.5, no expenditures were incurred because the Elementary Prep Teacher collaboration meetings were facilitated internally using existing staff and resources, eliminating the need for additional budgeted costs.

For Action 3.10, funds were reallocated to support assistant principals and house principals in clearing administrative credentials and strengthening leadership development capacity. This represented a shift in implementation from supporting a new teacher administrative pathway cohort to focusing on current site-based leaders and succession planning needs within the district.

For Actions 3.12 and 3.14, no expenditures were incurred because recruitment efforts and inclusive hiring practices were implemented through existing personnel structures, staff collaboration, and operational processes without requiring the additional budgeted expenditures initially anticipated.

For Action 3.15, actual expenditures were lower than budgeted because the district primarily utilized the EdJoin platform and existing recruitment resources to support postings and recruitment efforts, reducing the need for additional external expenditures.

For Action 3.16, expenditures related to job description audits and revisions were significantly lower than anticipated due to the company's transition to an online platform designed for district use. The updated platform streamlined the process, allowed for more efficient revisions and updates to job descriptions, and reduced the overall costs associated with the project. Additionally, implementation of the full scope of the work occurred more slowly than anticipated due to limited collaborative review time with administrators and union partners.

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

For action initiative 3.1, Actions 3.1–3.4 were largely effective in strengthening employee relations, increasing communication, and supporting employee wellness. The district's partnership with the Employee Assistance Program (EAP) and CareSolace continued to provide meaningful mental health and wellness supports for employees through counseling, behavioral health support, life management services, and online resources (Action 3.4). Effectiveness was demonstrated through employee testimonials, administrator feedback, and continued utilization of available wellness supports. Employees who accessed services reported satisfaction with the accessibility and responsiveness of available resources, particularly during times of personal hardship, stress, or grief. In addition, wellness surveys (Action 3.3) helped identify employee needs and informed implementation of wellness activities and supports throughout the year. Increased communication efforts and collaboration with educational partners (Action 3.1), along with tailored professional development opportunities (Action 3.2), also contributed positively to district culture and employee engagement. Staff survey data continues to reflect strong employee connectedness and feelings of safety and inclusion within the workplace, indicating these actions have been effective in supporting overall staff wellness and collaboration.

For action initiative 3.2, Actions 3.5–3.10 were effective in creating growth opportunities for staff and supporting professional advancement pathways. Elementary Prep Teachers expressed appreciation for the four collaboration opportunities provided during the year through Action 3.5, noting the value of dedicated collaboration time for sharing instructional strategies and aligning instructional practices. The district's induction program (Action 3.6) continued to demonstrate effectiveness based on teacher retention data and anecdotal feedback from participating teachers, who reported that mentoring and support structures positively impacted their transition into the profession and progress toward clearing credentials. We retained 90% of our teachers! New teacher orientation and curriculum overview opportunities

(Action 3.7) also proved beneficial, particularly for secondary teachers who appreciated one-on-one collaboration opportunities with colleagues in their content areas. Actions 3.8 and 3.9, which focused on communicating career advancement opportunities and partnering with Alameda County Office of Education pathways, were effective in supporting employee advancement opportunities for both classified and certificated staff. Additionally, For Action 3.10, Personnel partnered with the Teaching and Learning Department to support current assistant principals and house principals as future site leaders rather than facilitating an additional cohort for teachers interested in administrative roles. This adjusted implementation allowed the district to focus on strengthening the leadership capacity of current administrators and emerging site leaders based on identified district needs.

For action initiative 3.3, Actions 3.11–3.15 were generally effective in fostering talent systems and structures that attract and retain a diverse and highly qualified workforce. Recruitment and retention efforts focused on supporting vulnerable student populations, including English Learners, Foster Youth, socioeconomically disadvantaged students, and students with disabilities, contributed to continued strong retention rates and high percentages of appropriately credentialed staff (Actions 3.11 and 3.12). This is evidenced by 96% of our teachers being appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Weekly collaboration meetings with NHTA and CSEA leadership (Action 3.13) strengthened communication and collaboration between district leadership and employee groups, while inclusive hiring processes (Action 3.14) supported equitable stakeholder participation in hiring decisions. Resources and systems supporting postings and EdJoin recruitment efforts (Action 3.15) also contributed to successful hiring and staffing efforts. During the 2025-26 school year, we had only 1% vacancies that were covered by long-term substitutes or contractors.
Action 3.16, related to job description audits and revisions, was less effective than anticipated during the implementation period. Progress was impacted by the transition to a new platform as well as limited time available to collaborate with administrators and union partners to comprehensively review all job descriptions. Although the district began updating several classified job descriptions, the full scope of the planned audit and revision process was not completed during the year. Despite these challenges, the district remains committed to completing this work and continues to prioritize job description revisions to ensure alignment with current job responsibilities and organizational needs.

For action initiative 3.4, Actions 3.17 and 3.18 were effective in expanding employee recognition and appreciation efforts. Increased communication and appreciation efforts directed toward employees, substitutes, volunteers, and student teachers (Action 3.17) contributed positively to employee morale and engagement. Appreciation activities including Employee of the Year recognitions, years of service acknowledgments, and retiree celebrations (Action 3.18) were well received across the district. While the district does not yet have a direct metric to measure the impact of these efforts on absenteeism, anecdotal feedback through positive emails, verbal comments, and administrator observations suggests these recognition activities positively contributed to employee morale and district culture. Staff survey results indicating high levels of support from site administration further support the effectiveness of these actions in creating a positive and supportive work environment.

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

Based on the analysis of implementation efforts, staff feedback, local data, and applicable metrics, no significant changes were made to Goal 3, its expected outcomes, or the majority of the associated actions. The district will continue to uphold all Action Initiatives 3.1–3.18 as priorities for the Personnel Department during the final year of the LCAP cycle, as the actions have generally proven effective in supporting employee relations, professional growth, employee wellness, recruitment and retention efforts, and employee recognition.

The primary area identified for strengthened focus is Action 3.16 related to job description audits and revisions. While some progress was made through the revision of several classified job descriptions, implementation was less effective than anticipated due to the transition to a new platform and limited time available for collaborative review with administrators and union partners. These operational challenges slowed completion of the full scope of the project.

As a result of this analysis, the district will place greater emphasis on completing the job description review and revision process during the final year of the plan. The strengthened approach will include continued collaboration with administrators and bargaining unit representatives, prioritization of position reviews, and continued use of the updated platform to improve efficiency and consistency throughout the process. The district believes these adjustments will support more timely completion of updated job descriptions while ensuring alignment with current responsibilities and organizational needs.

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	Creating effective employee relations and a collaborative district culture	Continue to increase the amount and effectiveness of communication with all educational partners	$0.00	No
3.2	Planning professional development	Professional Development tailored to meet the needs of teachers, admin and staff. Part of the planning & assessment of these activities.	$5,600.00	No
3.3	Wellness	Share professional learning opportunities to promote ongoing and continuous improvement focusing upon Wellness	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	ACSIG - EAP - Employee Assistance Program	Assist employees with counseling, behavioral health support, life management services, online resources, critical incident response, seminar / training , organizational development	$0.00	No
3.5	Collaboration Hours	Elementary Prep Teachers Collaboration four times per year 32 teachers X 4 times per year X 1 hour	$8,000.00	No
3.6	Induction Coaching	Creating effective employee relations and a collaborative district culture while supporting Induction Candidates. Providing each Induction Candidate with a two year program; clears credential	$325,000.00	No
3.7	Teacher Hourly / Benefits	Curriculum Overview - Secondary and Elementary, New Teacher Orientation & Support	$10,000.00	No
3.8	Communication and Outreach	Regularly communicate career advancement opportunities to all employees	$0.00	No
3.9	Employee advancement	Partner with Alameda County Office of Education Pathways for classified and credentialed employees to advance in their careers	$45,000.00	No
3.10	Administrative Cohort	Create a pathway for staff to be future Administrative leadership	$12,000.00	No
3.11	Compensation to attract and retain diverse and skilled staff	Our goal is to attract and retain highly skilled and experienced educators who can effectively support our diverse student population. We are particularly focused on students who require additional strategies and support, including English Learners, foster youth, socioeconomically disadvantaged youth, and students with disabilities. By bringing in educators with specialized skills and experience, we aim to address the unique challenges these students face, ensuring they receive the tailored instruction and support they need to succeed. This approach not only	$3,899,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enhances the learning experience for these vulnerable groups but also fosters a more inclusive and equitable educational environment for all students.		
3.12	Conferences	Continually looking at adding new opportunities for recruiting and retaining talent, including identification of resources required.	$5,600.00	No
3.13	Creating effective employee relations and a collaborative district culture	Weekly meetings with NHTA and CSEA Presidents to collaborate and honor commitments	$0.00	No
3.14	Creating effective employee relations and a collaborative district culture	Inclusive decision making process for hiring	$10,000.00	No
3.15	Employment Outreach	Creating effective employee relations and a collaborative district culture; Resources to support postings / EdJoin	$15,000.00	No
3.16	Job Alignment Study	Job Descriptions / Audit / Revision	$85,000.00	No
3.17	Staff Communication	Continue to increase the amount and effectiveness of communication and show appreciation to all employees and educational partners such as student teachers, substitutes and volunteers to reduce absenteeism	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.18	Staff Appreciation Events	Appreciation efforts including but not limited to employee of the year, years of service and retiree acknowledgments	$30,000.00	No
3.19				

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	School, Family & Community Connections- Students and families will have access to information and district resources in a manner that fosters inclusiveness and belonging. Action Initiatives: 4.1 Provide welcoming environments for all students and families. 4.2 Improve access to engagement opportunities for students and families. 4.3 Communicate in an aligned, consistent manner that respects dignity and promotes information sharing. 4.4 Develop and strengthen relationships with our community partners to provide services for our families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been reviewed and updated based on analysis of new performance data, feedback from educational partners, and shifts in local conditions. While the majority of actions aligned to this goal have remained consistent to support long-term priorities, specific actions were revised in response to identified needs and opportunities for improvement.

Educational partner feedback was gathered from over 5,800 voices through surveys distributed to students, families, and staff. In addition, presentations and consultations were held with the Parent and Student Advisory Committee, District English Learner Advisory Committee (DELAC), and our Special Education Local Plan Area (SELPA). These engagement efforts provided valuable insight that directly influenced adjustments to this goal and its related actions.

These efforts are outlined here:
Cabinet met June 2025 to review the goals and action initiatives and created timeline and a plan to obtain feedback from our Educational partners. We then asked our partners to identify district priorities in all aspects through a series of meetings and surveys.
Leadership Advance meeting July 23, 2025. This meeting included our labor partners (NHTA & CSEA) and our Leadership team (NHAA), consisting of site and district staff of principals, directors and other management staff
District wide survey to families, students (5th-12th) and staff in December 2025- January 2026
Presentations to our Parent an Student Advisory Committee Meetings in November 2025, February and April 2026

District wide Survey to Staff, Students and Families in December 2025- January 2026

- 3611 Students
- 1674 Families
- 533 Staff

The feedback call attention to more efforts to build parent partnership for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “ The principal communicates effectively with parents”	90% (2024 Parent Survey)	91% (2025 Parent Survey)	90% (2026 Parent Survey)	94%	Maintained
4.2	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “Teachers communicate effectively with parents”	85% (2024 Parent Survey)	86% (2025 Parent Survey)	88% (2026 Parent Survey)	88%	3 point improvement
4.3	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “I regularly communicate with my child’s teacher”	74% (2024 Parent Survey)	75% (2025 Parent Survey)	78% (2026 Parent Survey)	83%	4 point improvement
4.4	Annual Parent Survey - Increase the percentage	84% (2024 Parent Survey)	84% (2025 Parent Survey)	85% (2026 Parent Survey)	87%	1 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “The school gives me the information I need to support my child’s learning”					
4.5	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “I am informed about my child’s academic progress	90% (2024 Parent Survey)	92% (2025 Parent Survey)	92% (2026 Parent Survey)	93%	2 point improvement
4.6	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “I know who to talk to if my child has academic difficulties”	91% (2024 Parent Survey)	89% (2025 Parent Survey)	90% (2026 Parent Survey)	94%	1 point declined
4.7	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or “Agree” to the following prompt: “I know who to contact for resources (food, clothing, health, transportation)”	82% (2024 Parent Survey)	80% (2025 Parent Survey)	82% (2026 Parent Survey)	85%	Maintained
4.8	Annual Parent Survey - Increase the percentage of parents who respond as “Strongly Agree” or	92% (2024 Parent Survey)	92% (2025 Parent Survey)	93% (2026 Parent Survey)	95%	1 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Agree" to the following prompt: "The school informs me about community resources and after school programs"					
4.9	Annual Staff Survey - Increase the percentage of staff members who respond as "Strongly Agree" or "Agree" to the following prompt: " I feel prepared to collaborate with families to support student success"	92% (2024 Staff Survey)	93% (2025 Staff Survey)	96% (2026 Staff Survey)	95%	4 point improvement
4.10	Annual Staff Survey - Increase the percentage of staff members who respond as "Strongly Agree" or "Agree" to the following prompt: " Our school has multiple opportunities for families to be involved in student learning"	87% (2024 Staff Survey)	88% (2025 Staff Survey)	88% (2026 Staff Survey)	93%	1 point improvement
4.11	Annual Staff Survey - Increase the percentage of staff members who respond as "Strongly Agree" or "Agree" to the following prompt: "I feel comfortable working with students with a different culture than my own"	99% (2024 Staff Survey)	100% (2025 Staff Survey)	99% (2026 Staff Survey)	100%	Maintained
4.12	Parent Advisory Log / SSC Agendas - School	District wide Parent Advisory Council (PAC)	District wide Parent Advisory	District wide Parent Advisory	District wide Parent Advisory	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Site Council Parent Participation - Ensure parent participation in the district's Parent Advisory Committee includes representation from all school sites in NHUSD and ensure that each School Site Council composition maintains compliance for parental representation.	membership log has representatives from each school site. School Site Council composition meets compliance for parental representation	Council (PAC) members has representatives from each school site. School Site Council composition meets compliance for parental representation 11/14/24 2/19/25 4/22/25	Council (PAC) members has representatives from each school site. School Site Council composition meets compliance for parental representation 11/6/25 2/12/26 4/28/26	Council (PAC) membership log has representatives from each school site. School Site Council composition meets compliance for parental representation	
4.13	Translations and Interpretation Request Logs - Broaden access to interpretation and translation services to allow parents / guardians to participate fully in educational programs for unduplicated pupils.	1,151 Requests	1,751 Requests	2,030 Requests	1,400 Requests	879 request improvement
4.14	Parent Participation Logs - Training for parents / guardians that link to student learning and social - emotional development of individuals with exceptional needs	Scheduled Parent Events August: What's a SELPA- 69 parents September: Getting the Right Support: Back to School: Understanding your IEP- 61 parents October: Getting the Right Support: Understanding the differences between Modifications and Accommodations- 75 parents	February: MVSELPA TPP presents College Support Connections - 22 parents March CAC Getting the Right Support: Understanding the differences between Modifications and	8/18/25 :CAC District Meet and Greet 48 participants 9/15/25: CAC Getting the Right Support: Practical Sensory Strategies at home 14 participants 9/21/2025: CAC Disability Resource Festival 2025 at Fremont Downtown Event	Total of Parent Participation: 500 Parents	Increased by 29 Parents Participating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		December- Getting the Right Support: Mental Health 20 parents Total of Parent Participation: 225 Parents	Accommodations - 30 parents April CAC Getting the Right Support: Motor Team- PT, OT, and APE - what does it mean for schools? 39 parents April MVSELPA TPP presents College Support Connections 101 families Total of Parent Participation 192 Parents"	Center- open house 10/20/25: CAC Getting the Right Support: Back to School: Preparing for your IEP 15 partipants 11/17/25 :CAC Getting the Right Support: Supported Decision Making 8 participants 1/12/26 CAC Getting the Right Support: CAPTAIN - Autism 68 participants 3/2/26 - College Support Connections - 21 parents, 80 students 4/20/26 Life After High School TOTAL Participation Count: 254		
4.15	California Dashboard - Graduation Rate Indicator - Increase the percentage of students in the Graduation Rate	85.1% Graduated (2023 California Dashboard) English Learner - 76.9% Foster Youth - In order to protect student privacy, data is suppressed since there	87.3% Graduated (2024 California Dashboard) English Learner - 73.6% Foster Youth - In order to protect	92% Graduated (2025 California Dashboard) English Learner - 85.4% Foster Youth - In order to protect	94% Graduation English Learner - 85.9% Foster Youth - Increase by 3% per year	6.9 point improvement English Learner - 8.5 point impovement Foster Youth - NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are fewer than 11 students. Socioeconomically Disadvantaged - 81.7% Hispanic - 78.9% Homeless - 57.5%	student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 85.9% Hispanic - 82.9% Homeless - 52.9%	student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 90.8% Hispanic - 91.2% Homeless - 77.5%	Socioeconomically Disadvantaged - 90.7% Hispanic - 87.9% Homeless - 66.5%	Socioeconomically Disadvantaged - 4.2 point improvement Hispanic - 9.1 point improvement Homeless - 20 point improvement
4.16	California Dashboard - College and Career Indicator - Increase the percentage of students who are “Prepared” by the California Dashboard College and Career Indicator	38.3% prepared (2023 Dashboard) African American - 8.8% English Learners - 12.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 25.1% Homeless - 2.7% Socioeconomically Disadvantaged - 28.3% Students with Disabilities - 5.6%	39.1% Prepared (2024 Dashboard) African American - 17.3% English Learners - 9.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 22.7% Homeless - 6.9% Socioeconomically Disadvantaged - 29.9% Students with Disabilities - 4.9%	46.3% Prepared (2025 Dashboard) African American - 22.8% English Learners - 12.6% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Hispanic - 34.6% Homeless - 21.2% Socioeconomically Disadvantaged - 37.8% Students with Disabilities - 10.2%	47.3% prepared African American - 17.8% English Learners - 21.6% Foster Youth - Increase by 3% per year Hispanic - 34.1% Homeless - 11.7% Socioeconomically Disadvantaged - 37.3% Students with Disabilities - 14.6%	8 point improvement African American - 14 point improvement English Learners - maintained Foster Youth - NA Hispanic - 9.5 point improvement Homeless - 18.5 point improvement Socioeconomically Disadvantaged - 6.7 point decline Students with Disabilities - 4.6 point improvement
4.17	California Dashboard - Chronic Absenteeism Indicator- Decrease the percentage of students identified as chronically absent.	24.8% chronically absent (2023 Dashboard) English Learners - 30.1%	20.9% Chronically Absent (2024 California Dashboard)	18.2% Chronically Absent (2025 California Dashboard)	15.8% chronically absent English Learners - 21.1%	6.6 point improvement English Learners - 7.1 point improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 31%	English Learners - 26.3% Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged students - 26.9%	English Learners - 23% Foster Youth - 33.3% Socioeconomically Disadvantaged students - 23.6%	Foster Youth - Decrease by 3% per year Socioeconomically Disadvantaged - 22%	Foster Youth - NA Socioeconomically Disadvantaged students - 7.4 point improvement
4.18	Site / District Data - Union City Family Center will increase the number of families served by the Union City Family Center.	16,236	15,089	14,069	16,336 families	2,167 fewer families served
4.19	Provide after-school programs for low-income, English Learner, Foster Youth and Students with Disabilities students.	736 or 63% of Low-Income, English Learner, and Foster Youth students served in our Beyond the Bell Students 118 or 10% of Students with Disabilities are served.	949 or 63% Low-Income, English Learner, and Foster Youth students served in our Beyond the Bell Students 200 or 13% of Students with Disabilities are served.	1216 Low-income, English Learner, and Foster Youth students served in Beyond the Bell or Boys & Girls Club. 263 Students with Disabilities served.	775 or 67% of Low-Income, English Learner, and Foster Youth students 129 or 19% Students with Disabilities are served	480 Foster Youth students served in our Beyond the Bell Students 145 more Students with Disabilities are served.
4.20	The percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or any	The percentage of 11th grade preparedness measured by the ELA and Math CAASPP. ELA - 55.41% Math - 27.35%	The percentage of 11th grade preparedness measured by the ELA and Math CAASPP.	The percentage of 11th grade preparedness measured by the ELA and Math CAASPP.	The percentage of 11th grade preparedness measured by the ELA and Math CAASPP.	The percentage of 11th grade preparedness measured by the ELA and Math CAASPP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subsequent assessment of college preparedness.		ELA - 56.64% Math - 29.08%	ELA - 58.91% Math - 32.77%	ELA - 64.41% Math - 36.35%	ELA - 3.5 point improvement Math - 5.42 point improvement
4.21	The school district will provide workshops and professional development for families of low-income, English Learner, and Foster Youth students	Belonging and Dignity Parent Workshop Series. Final Count of participants 54 ELL Family Workshop District Wide: 38 families	Belonging and Dignity Parent Workshop Series. Final Count of participants 54 ELL Family Workshop District Wide: 38 families (Baseline year)	Belonging and Dignity Parent Workshop Series. Final Count of participants 115 ELL Family Workshop District Wide: 65 families	Belonging and Dignity Parent Workshop Series. Final Count of participants 74 ELL Family Workshop District Wide: 50 families	Belonging and Dignity Parent Workshop Series. 61 families increase ELL Family Workshop District Wide: 27 families increase
4.22	Increase percent of parents who complete the annual LCAP parent survey	1902 (2024 Parent Survey)	1957 (2025 Parent Survey)	1674 (2026 Parent Survey)	2002	228 less parent serveys collected
4.23	District English Learner Advisory Committee (DELAC)- Program needs assessment survey	190 Families Responded	140 Families Responded	196 Families Responded	250	Increased by 6 families

Goal Analysis [2025-26]

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

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

All planned actions under this goal were implemented largely as intended, with some variation in the depth of implementation and participation across initiatives. The district executed a comprehensive suite of actions focused on family engagement, community partnerships, communication access, and targeted supports for high-need student groups. While most actions were implemented with fidelity, several required mid-course adjustments to improve reach and effectiveness due to challenges related to participation, data systems, and role clarity.

Action Initiative 4.1: Family Engagement Infrastructure and Site-Based Support (Actions 4.1, 4.2, 4.8)

The district implemented a coordinated system of family engagement supports through the Union City Family Center (Action 4.1), Family Services Assistants at all school sites (Action 4.2), and expanded learning family engagement opportunities (Action 4.8). FSAs were

deployed across sites, providing workshops, outreach, and individualized support aligned to attendance and engagement needs. This included targeted outreach to families of students experiencing chronic absenteeism and delivery of workshops on parenting, attendance routines, and mental health. Expanded learning programs further supported engagement through STEAM nights, intersession programming, and family events designed to connect disengaged families to school communities.
A key success was the increased responsiveness to site-specific needs and improved attendance outcomes because FSAs and program staff tailored outreach and supports to families most in need. Chronic absenteeism decreased from 24.8% to 18.2%, indicating that targeted engagement strategies were effective because families received direct support and resources. Additionally, participation increased in expanded learning events because outreach efforts were intentionally designed to reach previously disengaged families.
Challenges included inconsistent data collection and limited ability to track which student subgroups were served, which constrained evaluation of equity impact. Variability in FSA role clarity and execution also created inconsistencies across sites. Additionally, while engagement increased, gaps remained in building family capacity to use tools such as the parent portal, limiting the ability of families to monitor student progress and fully engage in supporting academic outcomes.
Action Initiative 4.2: Targeted Family Engagement and Advisory Structures (Actions 4.3, 4.4, 4.5, 4.7)

The district implemented multiple advisory and engagement structures, including the African American parent advisory group (Action 4.3), districtwide parent engagement efforts (Action 4.4), DELAC capacity-building workshops (Action 4.5), and the Parent Academy/Collaborative (Action 4.7). Implementation included monthly advisory meetings, culturally affirming events, parent workshops, and leadership development sessions. The district also introduced adaptations such as rotating principal participation in advisory meetings and increased student voice in engagement activities.

A key success was the establishment of consistent communication structures and increased awareness of student needs among targeted groups, particularly for African American students and English learners, because advisory groups provided a forum for dialogue and input. DELAC participation increased from 140 to 196 participants, and workshops engaged approximately 65 attendees, indicating growing engagement because families were provided with relevant information and opportunities to participate.
However, significant challenges limited overall effectiveness. District-level engagement efforts (Actions 4.4 and 4.7) experienced consistently low participation, with some sessions attended by fewer than ten participants, which reduced the reach and impact of these efforts. Outreach strategies such as phone calls, childcare, and translation supports were insufficient to overcome participation barriers. As a result, the district shifted toward site-based engagement strategies later in the year. Additional challenges included inconsistent family participation in advisory groups, limited teacher involvement in workshops, and discomfort among some staff in facilitating open dialogue, all of which limited the depth and sustainability of engagement efforts.
Action Initiative 4.3: Communication Access and Language Support (Action 4.6)

The district implemented translation and interpretation services through a structured request system supported by internal staff and external providers. Communication about the system was provided to staff and families, and services were delivered in response to requests.

A key success was the significant increase in utilization, with requests rising from approximately 1,151 to over 2,300, demonstrating improved access to communication supports because families were more aware of and able to use the system. Increased demand for services, including American Sign Language interpretation, indicates that the system effectively reduced language barriers to participation and engagement.

Challenges included managing logistics and ensuring service quality, particularly for complex interpretation needs such as extended ASL sessions. Additionally, the absence of a formal feedback system limited the district's ability to systematically evaluate service quality and make data-driven improvements.

Action Initiative 4.4: Early Learning and Targeted Student Support Systems (Actions 4.9, 4.10)
The district implemented early childhood programs and targeted support systems for high-need student groups. Early childhood community specialists (Action 4.9) provided weekly programming, including story times and learn-and-play groups, along with targeted interventions for students identified as not yet ready for school. These efforts included outreach to diverse family groups and alignment with TK instruction. Action 4.10 focused on coordinated monitoring and support for high-need student populations, including foster youth, students experiencing homelessness, and migrant students. Implementation included monthly monitoring of attendance and academic progress, targeted outreach, and coordination with internal and external partners to provide interventions such as after-school support and summer school enrollment. Key successes included strong participation in early childhood programs and improved alignment between early learning and TK expectations because families were provided with opportunities to build skills prior to school entry. Additionally, consistent monitoring systems improved identification and support of at-risk students because staff regularly reviewed data and coordinated interventions. Challenges included limited staffing capacity for early childhood expansion and lack of specificity in targeting certain subgroups within broader student populations. Additionally, unclear allocation of some non-personnel resources limited transparency in how funds supported services.

These multi-tiered actions were implemented with a strong focus on increasing family engagement, improving access to services, and strengthening support systems for unduplicated pupils. While the district successfully expanded access to programs and improved communication systems, variability in participation, data tracking, and implementation consistency limited the overall impact of some initiatives. Collectively, these efforts contributed to improved attendance, increased family engagement opportunities, and stronger coordination of services because the district aligned outreach, communication, and support systems to address barriers faced by students and families.with four sessions, and the UCFC became fully operational, coordinating services with outside agencies. Translation services were expanded and used across events and meetings. Programs to support African American students, such as the Soul Food Dinner, A-G pathway preparation, and community forums, were integrated into school operations. The Parent Academy supported leadership capacity-building among family members through an agreement with Community One Consulting, including DELAC and SSC/Equity Council participants. Districtwide translation and interpretation services enhanced accessibility and communication between home and school. While implementation varied slightly across school sites due to staffing patterns, overall execution was consistent with initial planning and responsive to the evolving needs of the community.

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

There were varying degrees of material differences between budgeted and actual expenditures across actions under this goal, primarily due to staffing vacancies, fluctuations in participation levels, and higher-than-anticipated demand for certain services. Overall, most differences reflect adjustments in implementation and utilization rather than significant changes to the scope of services provided to students and families. No material differences in improved services percentages were identified based on the available information.
Action Initiative 4.1: Family Engagement Staffing and Site-Based Support (Actions 4.1, 4.2, 4.8)

Actions 4.1 and 4.8 were implemented without material budget differences. Action 4.1 fully expended approximately $245,000 in personnel costs for the UCFC coordinator, and Action 4.8 was implemented using existing or aligned funding sources without a distinct budget line. Action 4.2 experienced a minor underspend of approximately $25,000–$30,000 because one Family Services Assistant position remained vacant for a portion of the year, reducing salary expenditures. These differences occurred because staffing vacancies temporarily reduced personnel costs, while other actions maintained stable implementation within projected budgets.

Action Initiative 4.2: Targeted Family Engagement and Advisory Structures (Actions 4.3, 4.4, 4.5, 4.7)

Material differences within this initiative were primarily driven by participation levels and staffing utilization. Action 4.3 was slightly overspent by approximately $1,500 because the district expanded culturally affirming events and engagement activities beyond initial projections, increasing costs for programming. Action 4.4 demonstrated a material difference as there was a reduced need for childcare and curriculum. Actions 4.5 and 4.7 were underspent due to reduced participation and lower utilization of planned staffing supports. Action 4.5 expended less than the allocated $5,000 because fewer teachers participated in workshops, reducing hourly compensation costs, while Action 4.7 likely underspent its approximately $20,000 allocation because low attendance limited the need for childcare, translation, and other meeting-related expenses. These differences occurred because participation levels directly influenced the level of resources required to implement services.

Action Initiative 4.3: Communication Access and Language Services (Action 4.6)
Action 4.6 was significantly overspent, with expenditures increasing from an initial budget of approximately $60,000 to about $93,000. This increase occurred because demand for translation and interpretation services exceeded projections, as evidenced by a substantial rise in service requests. Additional funding was required to meet legal obligations and ensure equitable access to communication for families, particularly as awareness and utilization of services increased.

Action Initiative 4.4: Early Learning and Targeted Student Support Systems (Actions 4.9, 4.10)

For Action 4.9, there was a material difference between the projected and implemented budget. This was due, mostly, to increases in salary costs. For Action 4.10, there were no material differences.

Overall, material differences across this goal were primarily driven by staffing capacity, participation rates, and increased demand for services, particularly in areas such as translation and interpretation. Underspending generally occurred when participation or staffing utilization was lower than anticipated, while overspending occurred when demand exceeded projections. These differences did not significantly alter the availability of services because the district adjusted resource allocation to maintain access and support for students and families.

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

The actions under this goal demonstrated mixed effectiveness in advancing progress toward improving family engagement, communication access, and student support outcomes, with strong progress in attendance, targeted subgroup outcomes, and access to services, and more limited impact in districtwide family engagement and leadership development efforts. Effectiveness was highest in actions that directly connected families to resources and services, and more limited in actions that relied on voluntary participation without strong engagement systems.

Action Initiative 4.1: Family Engagement Infrastructure and Site-Based Supports (Actions 4.1, 4.2, 4.8)
Actions 4.1 and 4.2 were effective in improving student engagement and attendance because coordinated outreach and direct support helped families address barriers to consistent school attendance. Chronic absenteeism decreased from 24.8% to 20.9% and then to approximately 22% overall, with socioeconomically disadvantaged students improving from 31% to 23.6%, indicating that targeted family support contributed to improved attendance because families were better connected to resources and routines. Action 4.2 further strengthened outcomes by focusing on unduplicated pupils, including socioeconomically disadvantaged students and those experiencing chronic absenteeism, because Family Services Assistants provided individualized outreach and support.

Action 4.8 was moderately effective in increasing family engagement because expanded learning events and intersession programming brought more families into school environments, which increased student connection to school and supported attendance. However, effectiveness was limited in building family capacity to support academic outcomes because challenges with parent portal access and understanding reduced families' ability to monitor student progress.

Action Initiative 4.2: Targeted Family Engagement and Advisory Structures (Actions 4.3, 4.4, 4.5, 4.7)
Effectiveness within this initiative was mixed. Action 4.3 was moderately effective in improving outcomes for African American students because increased communication and culturally responsive engagement contributed to improved graduation rates (from approximately 78% to 83.3%), reduced chronic absenteeism (from 39.5% to 23.9%), and decreased suspension rates. These improvements occurred because the district created structured opportunities for dialogue and focused attention on systemic barriers impacting this student group.

Action 4.5 was effective in improving outcomes for English learners because DELAC engagement and training increased family awareness and involvement, contributing to improved graduation rates (from approximately 76.9% to 85.4%), reduced chronic absenteeism, and decreased suspension rates. These outcomes improved because families were better informed and more connected to school systems and resources.

In contrast, Actions 4.4 and 4.7 demonstrated limited but emerging effectiveness because low participation significantly constrained their overall reach and impact. Despite providing workshops, childcare, outreach, instructional resources, and social-emotional learning supports, attendance remained inconsistent, limiting meaningful engagement at scale. However, participating families were better connected to school systems, student supports, and communication structures, which contributed to improved student engagement and school connectedness because families received guidance related to attendance, academic expectations, student well-being, and available supports. Districtwide outcomes associated with these efforts included a 0.4% reduction in suspension rates, a 6.9% increase in graduation rates, a 6.6% reduction in chronic absenteeism, and an 8-point increase in College and Career Indicator performance. These actions were intended to support unduplicated pupils, including English learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, by strengthening family capacity to support student success and increasing opportunities for collaboration between families

and schools. However, participation barriers prevented these groups from being consistently reached, limiting the ability to influence student outcomes more broadly across the district.

Action Initiative 4.3: Communication Access and Language Services (Action 4.6)
Action 4.6 was effective in increasing access to communication because the number of translation and interpretation requests more than doubled, indicating that families were better able to engage with schools in their preferred language. This action primarily impacted English learners and families requiring language access services because improved communication reduced barriers to engagement. Increased utilization occurred because awareness of services improved and systems were accessible. However, the absence of formal satisfaction or quality data limits the ability to fully evaluate effectiveness beyond usage trends, and effectiveness is therefore partially inferred from increased participation.

Action Initiative 4.4: Early Learning and Targeted Student Support Systems (Actions 4.9, 4.10)
Actions 4.9 and 4.10 were effective in improving outcomes for targeted student groups because services were directly aligned to identified needs. Action 4.9 improved school readiness for incoming TK and kindergarten students because families were taught strategies to support development at home, reinforcing skills practiced during program sessions. Action 4.10 improved outcomes for high-need student groups, including foster youth, migrant students, socioeconomically disadvantaged students, and students experiencing homelessness, because consistent monitoring and intervention systems ensured timely support. Graduation rates increased and chronic absenteeism decreased for these groups because staff regularly tracked progress and connected students and families to resources and interventions.

Overall, the actions under this goal were effective in advancing progress toward improved attendance, increased access to services, and stronger outcomes for targeted student groups because the district aligned family engagement, communication systems, and student supports to address barriers to participation and learning. The strongest evidence of effectiveness is seen in reductions in chronic absenteeism, improved graduation rates for specific student groups, and increased utilization of services. However, effectiveness was uneven across initiatives due to inconsistent participation, limited capacity-building outcomes, and gaps in data collection, particularly for districtwide engagement efforts. Continued refinement of engagement strategies and stronger measurement systems will be necessary to ensure more consistent and scalable impact across all 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.

Based on reflection and analysis of implementation and outcomes, the district will refine and strengthen actions under this goal to improve consistency, increase participation, and enhance the ability to measure impact on student outcomes, particularly for unduplicated pupils. While many actions will continue, key changes focus on shifting engagement strategies to the site level, improving data systems, expanding capacity, and aligning services more directly to student needs because prior implementation revealed limitations in participation, role clarity, and outcome measurement.

Action Initiative 4.1: Family Engagement Infrastructure and Site-Based Support (Actions 4.1, 4.2, 4.8)

The district will refine the role and implementation of Family Services Assistants (Actions 4.1 and 4.2) by increasing principal oversight, clarifying expectations, and providing additional training and tools to expand their role beyond resource distribution to include academic support and deeper family engagement. This change is being made because inconsistent role understanding and execution limited effectiveness, and clearer expectations and alignment with site needs are expected to improve outcomes for socioeconomically disadvantaged students and families experiencing barriers to engagement. The district will also strengthen data collection systems to better track which student groups are served and how services impact outcomes because current data limitations restrict the ability to evaluate effectiveness and ensure equitable access.

Action 4.8 will be refined by embedding parent education on the use of the student information system into expanded learning program orientations because families previously lacked the knowledge to monitor student progress, and improved access to this information is expected to increase family engagement and student accountability.

Action Initiative 4.2: Targeted Family Engagement and Advisory Structures (Actions 4.3, 4.4, 4.5, 4.7)
The district will redesign family engagement strategies to shift from centralized, district-level models to site- and classroom-based approaches. Actions 4.3, 4.4, and 4.7 will emphasize engagement within existing school structures, including the development of a “room parent” model and stronger integration with classroom-level interactions. These changes are being made because low participation in centralized meetings limited effectiveness, and engagement is expected to improve when families are connected to familiar school environments.

Action 4.3 will also be strengthened through implementation of the Black Student Achievement Plan, which will provide a more structured framework for addressing academic outcomes such as A–G readiness because prior efforts increased awareness but lacked coordinated academic supports. Action 4.5 will be refined by moving parent workshops earlier in the school year and increasing teacher participation because midyear implementation limited impact and reduced opportunities for reinforcement. Additionally, the district will implement surveys to measure parent learning and capacity because current evaluation methods do not capture whether engagement efforts are improving family ability to support English learners.

Action Initiative 4.3: Communication Access and Language Services (Action 4.6)
The district will increase funding for translation and interpretation services to align with actual demand and ensure continued compliance with legal requirements. This change is being made because usage significantly exceeded the original budget, and increased funding is necessary to maintain and expand access for English learners and families requiring language support. The district will also implement a formal feedback system to evaluate service quality because current feedback is informal, and structured data will allow for continuous improvement in responsiveness and effectiveness.

Action Initiative 4.4: Early Learning and Targeted Student Support Systems (Actions 4.9, 4.10)
The district will expand early childhood programming (Action 4.9) by increasing the number of intervention cycles and training additional staff, including Family Services Assistants, to deliver program components such as story time sessions. This change is being made because current implementation demonstrated positive outcomes but was limited by staffing capacity, and expansion is expected to increase access and improve school readiness for incoming TK and kindergarten students.

Action 4.10 will be strengthened by implementing longitudinal tracking systems to ensure that high-need students, including foster youth, migrant students, and students experiencing homelessness, remain on monitoring caseloads throughout high school. This change is being made because consistent long-term monitoring is expected to improve graduation outcomes by ensuring sustained support over time.

Collectively, these changes are designed to increase participation, strengthen alignment between services and student outcomes, and improve the district's ability to monitor and evaluate effectiveness. By shifting to site-based engagement models, enhancing data systems, expanding capacity, and refining targeted supports, the district aims to improve engagement, attendance, and academic outcomes for unduplicated pupils because services will be more accessible, consistent, and responsive to identified needs.

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	Union City Family Center (UCFC) Coordinator	The UCFC Coordinator oversee and manages the hub for the New Haven community by supporting students and families to remove essential need barriers so New Haven students are able to attend school with reduced challenges. Students who are foster youth, experiencing homelessness, English learners, low socioeconomic status, and other qualifying status groups are prioritized for monitoring and support. UCFC Coordinator will track the needs of the New Haven community, and coordinate services and resources provided at the Family Center, including services provided by outside agencies.	$245,302.00	Yes
4.2	District Wide Family Service Assistants	District-wide Family Service Assistants will play a vital role in facilitating resources, referrals, and services for families at the school site level, ensuring that all families, including African American families, have equitable access to support. Working in collaboration with centralized family center staff, FSAs will bring a range of workshops and activities directly to school sites, making it convenient and accessible for families to participate. These workshops may cover topics such as academic support, parenting skills, health and wellness, and community resources. In addition to their broader responsibilities, FSAs will implement targeted outreach efforts to engage African American families, recognizing the	$1,034,782.00	No

Action #	Title	Description	Total Funds	Contributing
		unique needs and challenges they may face. This outreach will include personalized communication, culturally relevant programming, and intentional efforts to build trust and rapport within the African American community. Furthermore, for our Decoto Independent Study site, FSAs will provide outreach and support focusing on Homeless, Asian, English Learners, Hispanic, and socioeconomically disadvantaged students who are identified in the red for chronic absenteeism. The FSA efforts will be both in person and through digital platforms to enhance a sense of belonging and improve school attendance. This may involve hosting virtual meetings, sending regular updates and resources via email or social media, and organizing special events tailored to the interests and needs of the students and their families. By taking a proactive and inclusive approach to family engagement, District-Wide Family Service Assistants aim to strengthen the partnership between schools and families, promote a supportive learning environment, and ultimately enhance the educational experience and outcomes for all students, particularly those from African American backgrounds.		
4.3	District Wide Parent Committee: District African American Advisory (DAAA) Committee Support	Collaborate with parent leaders to facilitate two-way communication with African American parents, guardians, and family members, especially those whose students may also be identified as socioeconomically disadvantaged, English Learners, or foster youth. This communication will focus on curriculum, student well-being, and school initiatives. Provide resources for African American Graduation/Promotion ceremonies and the Soul Food Dinner and Food event. Develop systematic processes to prepare African American students for the required A-G path to college from K-12, incorporating practices that support this purpose across all school sites, such as academic supports, mentorships, and guest speakers. Establish forums where African American families can meet and discuss issues without inhibition, and address policies and practices that may hinder the mission. Celebrate and recognize the achievements of African American students.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	District Wide Parent Committees: Latino Parent Advisory and Punjabi Parent Advocacy Group	Collaborate with parent leaders from all sites to facilitate two-way communication with parents, guardians, and family members, especially those of Homeless Students, socioeconomically disadvantaged students, English Learners, and foster youth. Provide instructional resources, social-emotional learning resources, childcare, and food to ensure that students receive crucial support both at home and at school. This holistic approach fosters a conducive learning environment, ensuring students have the necessary resources, support, and nourishment to excel academically and improve their academic scores. Additionally, our parent meetings serve as a forum to answer questions regarding curriculum, student well-being, and district initiatives.	$10,000.00	Yes
4.5	District Wide Parent Committees - District English Learner Advisory Committee	Develop the capacity of members of the District English Language Advisory Committee (DELAC) to provide targeted support for our English Learner (EL) population, who may also be identified as foster youth, and socioeconomically disadvantaged students. This initiative will address programmatic needs and ensure compliance for these student groups, including child care and food services. DELAC members will receive training and resources to understand the unique needs of ELs, covering effective instructional strategies, language acquisition theories, and culturally responsive teaching practices. They will also learn about the legal requirements governing English Language Development programs to ensure district compliance with state and federal mandates, including understanding students' rights and advocating for appropriate services. Additionally, DELAC members will work to ensure that these students have access to essential support services like child care and nutritious meals, reviewing and improving existing programs, advocating for additional resources, and promoting awareness among families about available services. By developing DELAC members' capacity in these areas, the district can better support the students, ensuring they receive the resources necessary to thrive academically and socially within the school community.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	District Translation / Interpretation services	Offer a variety of translation / interpreting services for all languages represented by the district. Services include, over the phone or in person. This supports home to school communication.	$200,000.00	No
4.7	Parent Engagement - Support the development of District Wide Parent Committees - District Parent Advisory/ School Site Council / Equity Council	Create a Parent Academy with four sessions a year to start, establishing goals and creating cycles of inquiry regarding Belonging and Dignity work. The academy will focus on supporting parents of Homeless Students, English Learners, socioeconomically disadvantaged students, and foster youth. Additionally, develop the capacity of School Site Council (SSC) and Equity Council members to effectively lead their respective councils. This initiative aims to empower these members to better support the academic and social-emotional needs of students by fostering a sense of belonging and dignity within the school community.	$20,000.00	Yes
4.8	Expanded Learning Opportunity (ELOP) - Parent Engagement and Involvement	Engaging BtB participating families, who are largely unduplicated, in workshops and engagement opportunities to empower families to support their student's academics, educate families about accessing their student's attendance and academic information, and empower families about navigating our New Haven school system to access support for their child and families. Target outreach strategies to ensure families are aware of resources will be made to Asian, English Learners, Hispanic, and socioeconomically disadvantaged students identified in the "red" for chronic absenteeism. These services are offered to students enrolled in Decoto School for Independent Study and their families to promote belonging and connection to increase school attendance by the way of work completion.	$0.00	No
4.9	Early Childhood Community Specialist	1. Alignment with NH strategic plan and foci, 2. Promote family involvement in support of preparing their student for TK/Kindergarten. 3. Educate and empower families to create healthy relationships with their child's school, 4. Expanding opportunities for "teen-moms" and fathers/father-figures,	$115,180.00	No

Action #	Title	Description	Total Funds	Contributing
		5. Increase awareness and opportunities for enrollment into NH		
4.10	Community Specialist	A Community Specialist is dedicated to overseeing staff and resources that engage families by providing workshops and engagement opportunities to educate and empower families in supporting their child as they navigate through the unique barriers associated with being homeless, a Foster Youth, Unaccompanied Immigrant Youth (UIY) student, Newcomer student, and/or Migrant student. These services aim to reduce chronic absenteeism by fostering a supportive home environment where families are equipped with the knowledge and resources to address attendance challenges effectively. Additionally, the Community Specialist will implement targeted outreach strategies to ensure that actions reach the small number of African American students in the district. This includes monitoring participation rates and adjusting efforts as needed to ensure inclusivity and equity in access to resources. By specifically targeting outreach to African American families, the district can address any unique barriers to attendance that this student group may face, ultimately reducing chronic absenteeism. Moreover, families of Decoto Independent Study students, particularly those of Asian, English Learners, Hispanic, and socioeconomically disadvantaged students identified as chronically absent, are encouraged to collaborate in fostering student academic success and attendance. By involving families in these initiatives, the district can bolster the support system around each student, resulting in enhanced attendance and academic performance overall.	$285,513.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Safe, Innovative, and Sustainable Learning Environments- Safe and innovative learning environments will be maintained and improved while incorporating sustainable practices and enhancing fiscal stability. Action Initiatives: 5.1 Develop sustainable practices and systems for food services while seeking ways to improve food service and quality for students. 5.2 Review, monitor, and improve safety systems and structures in our schools to stay current with best practices. 5.3 Seek and implement strategies to continually provide clean, modern, innovative, and sustainable facilities and infrastructure. 5.4 Identify and implement systems and strategies to maintain a stable budget.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has been reviewed and updated based on analysis of new performance data, feedback from educational partners, and shifts in local conditions. While the majority of actions aligned to this goal have remained consistent to support long-term priorities, specific actions were revised in response to identified needs and opportunities for improvement.

Educational partner feedback was gathered from over 5,800 voices through surveys distributed to students, families, and staff. In addition, presentations and consultations were held with the Parent and Student Advisory Committee, District English Learner Advisory Committee (DELAC), and our Special Education Local Plan Area (SELPA). These engagement efforts provided valuable insight that directly influenced adjustments to this goal and its related actions.

These efforts are outlined here:
Cabinet met June 2025 to review the goals and action initiatives and created timeline and a plan to obtain feedback from our Educational partners. We then asked our partners to identify district priorities in all aspects through a series of meetings and surveys.
Leadership Advance meeting July 23, 2025. This meeting included our labor partners (NHTA & CSEA) and our Leadership team (NHAA), consisting of site and district staff of principals, directors and other management staff
District wide survey to families, students (5th-12th) and staff in December 2025- January 2026
Presentations to our Parent an Student Advisory Committee Meetings in November 2025, February and April 2026

District wide Survey to Staff, Students and Families in December 2025- January 2026

- 3611 Students
- 1674 Families
- 533 Staff

The feedback prompt efforts to continue to provide a safe and clean facility for students and staff to access. We also receive significant feedback on improvement on food services and quality.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Facility Inspection Tool (FIT) report ratings	The District achieved "Good" Rating on all its school sites and facilities.	The District achieved "Good" Rating on all its school sites and facilities.	The District achieved "Good" Rating on all its school sites and facilities.	The District maintains "Good" Rating on all its school sites and facilities.	No Difference

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.

Student Nutrition Services Department has made significant progress in enhancing menu options this year. Individually wrapped breakfast items remain on the menu as a grab and go option but speed scratch cooking has also been implemented and has provided fresh food options for students. Milk waste and trash has been reduced by purchasing bulk milk service district-wide and serving milk in refrigerated dispensers. Students of all ages have learned quickly how to use the milk machine to pour milk into their cups. Liquid disposal receptacles have also been purchased so that students pour their unwanted liquids into those 30 gallon receptacles and then recycle their cups.

District-wide bond projects are moving ahead. Drop off zone improvements were made at Alvarado Elementary while the two projects at the middle schools have been delayed by the Division of State Architect (DSA). Painting projects were completed last summer and are scheduled to proceed this upcoming summer break. Playground structure assessments were completed this year and new playgrounds are being installed throughout the district beginning with Guy Emanuele Elementary which is scheduled to be completed by June 2026. The other playground structure renovations are anticipated to be completed by Fall 2026. Sports complex renovations are moving forward with Cesar Chavez Middle School completion anticipated by late Fall 2026. Work on the new sports complex at Itliong-Vera Cruz Middle School is expected to begin in the Summer 2026. HVAC unit upgrades have also started and are targeted for completion by Fall 2027.

The District continues to look for funding and grant opportunities and was recently awarded After School Education and Safety (ASES) grants for 7 of our school sites totaling over $1.2M. The Business Department is also looking into realigning job duties within the department while also looking at ways to become more efficient. This includes streamlining processes, documenting procedures, and evaluating software opportunities.

A new central kitchen was built at James Logan High School and the Student Nutrition Services team moved there in August 2025. The former central kitchen site was then leased out in September 2025 and is generating additional revenue through a long term lease.

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

The material differences are all related to construction projects. Most of those projects were delayed for a variety of reasons (Division of State Architect approval, delays in project design, etc.). Also, the total project costs were budgeted and most of the projects will span 1-2 fiscal years. The project budgets have been adjusted to reflect projected expenditures for the upcoming fiscal year only.

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

The new central kitchen has allowed for more speed scratch cooking and producing food that students enjoy eating. This along with the new milk machines and FloWater machines have significantly reduced waste by using less packaging and allowing for students to use reusable cups and bottles for their water and milk.

Most construction projects related to the actions in this goal are currently in progress and have not been completed. The Measure N project list is being finalized which will allow more projects to begin soon. Safety on our playgrounds and sites has been a focus this year and we have completed asphalt and concrete repairs to reduce trip hazards. Playground equipment has been inspected and replacements of old and damaged playground structures has begun. HVAC upgrades have begun and should bring energy and equipment savings to the district as older original units have been failing and been expensive to repair.

Effectiveness of the internal control changes being made within the Business Department will be evaluated next year after implementation of those changes.

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.

Initiative 5.1
No major changes at this time. Continuing to find ways to reduce waste and improve the menu of food served to students will go beyond breakfast. Adding new and popular food items to the permanent breakfast and lunch menus is part of the annual Student Nutrition Services department procedures as part of continuous improvement goals.

We continue to evaluate completed projects and look for ways to build off of those and make improvements. One area of potential improvement is with the security cameras. Looking for ways to enhance their utilization to include security alarm controls, visitor management system, and access controls. We are evaluating the effectiveness of recently installed HVAC units to assist with determining which units to purchase for the rest of the district. We are also looking into utilizing our new scoreboards at James Logan High School along with the two middle schools for advertisements/additional revenues.

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	Program Menu Improvement	Enhance the school menus by removing individually wrapped food items from the breakfast menu	$0.00	No
5.2	Action to discontinue as project is completed	Reduce milk waste and trash by providing bulk milk service dsitrict wide.	$0.00	No
5.3	Action to discontinue as project is completed	Reduce the presence of high-sugar foods on the breakfast menu to support student wellness and better align with nutrition goals.	$0.00	No
5.4	Drop Off Zones at Itliong-Vera Cruz MS., Alvarado ES. and Cesar Chavez MS.	Design and Construction of new drop off zones to ease off traffic flow in the mornings and afternoon	$2,000,000.00	No
5.5	Fencing at Itliong-Vera Cruz MS. and Cesar Chavez MS.	Installation of fencing for the new drop off zones	$1,000,000.00	No
5.6	District Wide Painting	Exterior site painting, inclusive of siding replacements.	$485,000.00	No
5.7	District Wide Playground Upgrades	Upgrade of existing play structures for compliance including but not limited to new play structure, new drop matting and paving around for safety compliance.. Sites to included: All Elementary except Kitayama Elementary	$1,891,600.00	No

Action #	Title	Description	Total Funds	Contributing
5.8	District Wide HVAC repairs	Replacements and repairs of dated HVAC units as needed.	$4,793,467.00	No
5.9	Sports Complex at Itliong-Vera Cruz MS. and Cesar Chavez MS.	Construction of sports complex including but not limited to all weather track & field, stadium lighting. signage, soccer field, basketball courts and fencing	$19,000,000.00	No
5.10	Bond Program Implementation	Ensure that projects and designs are in alignment with the voter-approved bond authorization and in accordance to Board approved projects.	$0.00	No
5.11	Funding Opportunities	Respond to grant opportunities and/or inform appropriate administrators on applicable funding opportunities for the District.	$0.00	No
5.12	Budget systems and controls	Ongoing development and improvement of internal budgetary and control systems and protocols that ensure program and budget alignment and compliance with Federal, State, and audit regulations.	$0.00	No
5.13	Improve unused facilities for revenue enhancements	Consolidate and improve unused facilities to generate revenue streams, in alignment with the comprehensive facitlies assessment and the work of the 7/11 Advisory Committee	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Core Learning Academy at Conley Caraballo High Student groups that have the lowest performance level on one or more state indicators on the Dashboard are reflected in the Action Initiatives below. There are no underlying issues in the credentialing, subject matter preparation, and retention of the school's educators Action Initiatives: Increase graduation rates and College and Career access (All students, Hispanic and Socioeconomic Disadvantaged) Increase English Learner Progress Increase Attendance Decrease Supsension (English Learners and Long Term English Learners) Increase profiency in ELA and Math (All students and Socioeconomic Disadvantaged)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school sought input from Educational partners in the development of the goals. These efforts are outlined here:

District wide Survey from Conley- Caraballo High Staff, Students and Families in December 2025 - January 2026

- 62 Students
- 11 Families
- 11 Staff

New Student groups that are now red on the CA Dashboard Indicator (2025) include:
All- ELA/Math, College and Career Rate
EL- Suspension
LTEL- Suspension
SES- ELA/Math, College and Career Rate
HIspanic- College and Career Rate

Conley - Caraballo High School School Site Council April 2026
Feedback from Conley-Caraballo High School staff, students, and families highlighted the importance of maintaining and strengthening efforts to increase student attendance and reduce suspensions as critical strategies to promote graduation rates. A key theme that emerged was the need to enhance services for English Learners, with a particular focus on supporting language acquisition and ensuring equitable access to the full curriculum. Additionally, there was strong support for continuing to expand college and career readiness opportunities, including the creation of clear and accessible post-secondary pathways. This collective input has directly informed the refinement of actions and resource allocation for the 2026-27 school year, ensuring that supports are responsive to site-specific needs and fully aligned with the objectives of the Equity Multiplier initiative.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	California Dashboard - Graduation Rate Indicator for Conley-Caraballo High - Increase the percentage of students in the Graduation Rate Indicator	CCHS Hispanic - 54% Socioeconomically Disadvantaged - 51.4%	CCHS Hispanic - 78.2% Socioeconomically Disadvantaged - 80.9%	CCHS Hispanic - 83.0% Socioeconomically Disadvantaged - 83.3%"	CCHS Hispanic - 60% Socioeconomically Disadvantaged - 57%	CCHS Hispanic - 29 point improvement Socioeconomically Disadvantaged - 31.9 point improvement
6.2	California Dashboard - College and Career Indicator for Conley-Caraballo High - Increase the percentage of students who are “Prepared”	CCHS All - 3.8% Hispanic - 2.1% Socioeconomically Disadvantaged - 4.3%	CCHS All -0% Hispanic - 0.0% Socioeconomically Disadvantaged - 0.0%	CCHS All -0% Hispanic - 0% Socioeconomically Disadvantaged - 0%	CCHS All - 6.8% Hispanic - 8.1% Socioeconomically Disadvantaged - 10.3%	CCHS All - 3.8 point decline Hispanic - 2.1 point decline Socioeconomically Disadvantaged - 4.3 point decline
6.3	California Dashboard for Conley-Caraballo High - Suspension Indicator - Decrease the percent of students being suspended	CCHS English Learners - 10.9% LTEL - 10.4% Students with Disabilities - 21.9% Socioeconomically Disadvantaged - 11.6%	CCHS English Learner - 3.3% LTEL - 3.8% Students with Disabilities - 11.1%	CCHS English Learner - 10.7% LTEL - 12.5% Students with Disabilities - 20.0%	CCHS English Learners - 7% LTEL- 7.4% Students with Disabilities - 18%	CCHS English Learner - .2 point decline LTEL - 2.1 points increase Students with Disabilities - 1.9 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged - 6.3%	Socioeconomically Disadvantaged - 6.6%	Socioeconomically Disadvantaged - 8%	Socioeconomically Disadvantaged - 5 point decline
6.4	Conley-Caraballo High - The School Attendance Rate will be maintained or increased	CCHS 84.22% for 2022-2023	CCHS 79.16% for 2023-2024	80%	89.22%	4.22 point decline
6.5	Conley-Caraballo will employ and retain credentialed staff.	CCHS 100%	100%	100%	100%	Maintained
6.6	California Dashboard-English Learner Progress Indicator for Conley-Caraballo High-Increase progress percentage	CCHS (Baseline Dashboard Data 2023-24) EL- 21.6% making progress	(Baseline year)	EL- 39.0% making progress	CCHS EL - 26.6% making progress	EL 17.4 point improvement
6.7	California Dashboard - Academic Indicator - English Language Arts - Increase the points above standard for the English Language Arts Indicator	CCHS (Spring 2025) All - 158.4 Points Below Standard Socioeconomically Disadvantaged - 156.8 Points Below Standard	New Metric for 2026-27	New Metric for 2026-27	All - 153.6 Points Below Standard Socioeconomically Disadvantaged - 152.1 Points Below Standard	Baseline
6.8	California Dashboard - Academic Indicator - Mathematics - Increase the points to standard for the Mathematics Academic Indicator	CCHS (Spring 2025) All - 233.6 Points Below Standard Socioeconomically Disadvantaged - 241.8 Points Below Standard	New Metric for 2026-27	New Metric for 2026-27	All - 226.6 Points Below Standard Socioeconomically Disadvantaged - 234.5 Points Below Standard	Baseline

Goal Analysis [2025-26]

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

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

All planned actions for this goal were fully implemented during the year.

Action 6.1 Family Support Assistants improved student attendance through home visits and direct family engagement, helping identify barriers and connect families to resources, especially for unduplicated pupils. Equity Multiplier funds expanded their outreach, allowing for more consistent, site based support and stronger relationships with families.
Action 6.2 To support graduation and college and career readiness, staff provided targeted guidance through job fairs, college nights, and career exploration, along with one to one post high school planning meetings. As a result, 90 percent of students report access to a variety of career exploration opportunities.
Action 6.3 The implementation of the anti hate speech campaign contributed to improved student interactions and a reduction in discipline incidents, supporting a more positive and inclusive school climate.
Action 6.4 Curriculum review and development efforts were conducted to increase academic rigor and expand access to college preparatory coursework. As a result of this work, the school was recognized as a Model School by the California Department of Education and is in the process of converting core content courses to meet A G requirements.

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.

During the 2025-26 fiscal year, several Equity Multiplier-funded actions experienced variances between Budgeted Expenditures and Estimated Actual Expenditures. These differences were primarily the result of actual hires and securing services that had relatively low to no cost.
Action 6.1 The Family Service Assistant staff came in lower than projected cost due to staff not working full time and not electing medical coverage.
Action 6.2 The site was able to incoporate many of the events during the school day and the personnel cost on the staff came in lower than projected.
Action 6.3 The Teacher on Special Assignment costed less than anticipated
Action 6.4 We needed less hourly and stipends due to much of the workshops were offered during the day.
Action 6.5 This was lower than projected as our Director held 1:1 meetings on pathways along with parents so there was limited need for other staff to support.
Action 6.6 Our Director focused much of this work so no additonal cost was needed to compensate additional staff to support students.
Action 6.7 The site ended up offering intervention support and tutoring within the staff work day so no allocation was needed for this action item.

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

The action initiatives were successful in multiple areas. One major outcome was the development of a clear scope and sequence for academic courses, which helped align instruction with offerings at our comprehensive high school, James Logan. This process encouraged staff collaboration and created meaningful opportunities for student input, ensuring the coursework reflected both academic rigor and student interest. Additionally, the focused work around college and career readiness led to the establishment of the school's first College and Career Office. This new space now provides students with access to information about job pathways, post-secondary opportunities, and the steps needed to achieve their goals. Measures of success includes the significant increase of Graduation rates (Metric 6.1) and the decline of suspension rates (Metric 6.3)

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

Based on reflection of prior year implementation and feedback from educational partners, refinements have been made to Goal 6 for the 2026–27 LCAP. Conley Caraballo High School will continue to receive Equity Multiplier funds.

Based on the 2025 California Dashboard, the following student groups are now identified as red, and additional metrics have been incorporated:
All students: ELA, Math, College and Career Indicator
English Learners: Suspension
Long Term English Learners: Suspension
Socioeconomically Disadvantaged: ELA, Math, College and Career Indicator
Hispanic students: College and Career Indicator

Decoto School for Independent Study no longer qualifies for Equity Multiplier funds. As a result, its associated metrics and goals have been removed from the 2026–27 LCAP.

CCHS Reflections
As the majority of curriculum alignment work has been completed, the LEA will transition from a Teacher on Special Assignment model to providing curriculum stipends. This shift supports continued implementation with greater flexibility and cost efficiency while building site based leadership. The College and Career Center at Conley Caraballo has demonstrated strong engagement and will continue to be supported. The site has also implemented one to one student guidance sessions focused on post graduation planning. With the approval of A G courses, students will have increased access to a broader range of college opportunities. In addition, the Family Support Assistant will continue to strengthen relationships with families and support engagement efforts through attendance monitoring. These adjustments ensure Equity Multiplier resources remain responsive to site needs while continuing to provide increased and improved services for unduplicated students.

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	Attendance Outreach	Utilize Family Service Assistant (FSA) to support attendance by home visits and connecting with students. This is not part of the allocation in 4.2	$60,000.00	No
6.2	College and Career Opportunities	Staff to work with students and families to explore college and career opportunities and provide job fairs, college fairs and presentations to	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		increase graduation rate. Priority outreach will be provided to our Hispanic, and Socioeconomic Disadvantaged population.		
6.3	Student Support	Provide activities, workshops and assemblies on Belonging to students and families in order to reduce discipline referrals and suspension, with a focus on English Learners, Long Term English Learners, Students with Disabilities and Socioeconomically Disadvantaged.	$86,000.00	No
6.4	Curriculum Development	Curriculum review and development to promote rigor and access to increase student participation and student achievement in English Language Arts and Mathematics.	$11,567.00	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
$18,358,932	$1,087,631

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
16.162%	0.000%	$0.00	16.162%

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
1.4	**Action:** Literacy Plan: Expansion of Science of Reading and University of Florida Literacy Institute (UFLI) implementation **Need:** Elementary grades have received low scores from 3rd to 5th grade on the CA Dashboard and K-2nd grade according to Literably. Teacher surveys reveal a clear need for	Elementary grades have received low scores from 3rd to 5th grade on the CA Dashboard and K-2nd grade according to Literably. Teacher surveys reveal a clear need for foundational literacy training and professional development UFLI implementation will improve outcomes specifically for your EL, Foster, and Socioeconomically Disadvantages students by providing teachers real time data, offer small group	Increase in the percent of students scoring proficient on ELA Dashboard data 3-5th grade - Metric 1.1 Increase in the percent of students scoring "at Grade Level" on BPST data Metric.1.20

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
	foundational literacy training and professional development All Students- 6.8 Points Below Standard (2023 California Dashboard) English Learners - 60 points below standard Foster Youth - In order to protect student privacy, data is suppressed since there are fewer than 11 students. Socioeconomically Disadvantaged - 37.8 points below standard **Scope:** LEA-wide	instruction throughout the day and beyond the school day.	Increase in positive Teacher feedback regarding professional development and support of implementation on end of year survey Metric 2.16
1.5	**Action:** Math Instructional Support and Professional Development **Need:** A review of the 2023 California School Dashboard reveals significant and persistent disparities in mathematics achievement among unduplicated pupils. The districtwide average for all students is 47.9 points below standard on the CAASPP mathematics assessment. However, several unduplicated student groups perform far below this average: English Learners are performing 93.4 points below standard Hispanic students are performing 96.5 points below standard Socioeconomically Disadvantaged students are performing 81.4 points below standard	This action addresses the identified need to strengthen mathematics achievement and instructional coherence across grades 6 through 12, particularly for unduplicated pupils including homeless youth, Hispanic students, socioeconomically disadvantaged students, and English learners. Data review and educational partner input revealed persistent disparities in math performance and access to grade level instruction among these student groups. In response, the district is implementing targeted professional development and coaching focused on equity centered instructional strategies. These supports include collaborative lesson design, differentiated scaffolding techniques, and classroom based coaching designed to foster inclusive and engaging learning environments. These strategies are specifically intended to support unduplicated pupils in overcoming barriers to achievement, such as language development	Metric 1.2 California Dashboard - Academic Indicator - Mathematics - Increase the points to standard for the Mathematics Academic Indicator

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
	Homeless students are performing 147.9 points below standard Foster Youth data is suppressed due to privacy considerations but remains a critical focus due to historically low performance These gaps highlight an urgent need to address instructional coherence, access to rigorous grade level math content, and equitable supports across all secondary schools. The data underscores the necessity for focused professional development and embedded instructional coaching to equip educators with the tools to scaffold learning, implement culturally responsive practices, and provide inclusive instruction that directly supports these student groups. **Scope:** LEA-wide	needs, economic instability, and interrupted schooling. Although provided on a district wide basis, the professional development is principally directed to address the unique learning needs of these identified student groups. Implementing this action across the entire district ensures that all math educators receive consistent training and support, thereby promoting equitable access to high quality instruction for students across all school sites. The district will monitor the effectiveness of this action using disaggregated CAASPP math scores for homeless youth, Hispanic students, socioeconomically disadvantaged students, and English learners, along with teacher participation in coaching cycles and feedback from site level instructional walkthroughs.	
1.6	**Action:** Science PD and Teacher on Special Assignment **Need:** Local outcome data reveals that 28 percent of students enrolled in high school Biology and Chemistry courses are currently failing, with a disproportionate impact on unduplicated student groups. This includes English Learners, Long Term English Learners, Homeless students, and Socioeconomically Disadvantaged students, who represent the	This action addresses the urgent academic needs of unduplicated pupils in science, as evidenced by a 28 percent failure rate in high school Biology and Chemistry courses. A disproportionate number of these students are English Learners, Long Term English Learners, Homeless students, and Socioeconomically Disadvantaged students, indicating systemic barriers to success in science education. Classroom observations reveal that many students face inconsistent access to standards-aligned curriculum and instruction that meets their diverse	Metric 1.12 In teachers teaching content grade level standards and using board adopted curriculum

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
	majority of students receiving failing marks in these core science subjects. This pattern of underperformance is supported by classroom observations, which highlight systemic issues related to inconsistent access to grade-level curriculum and a need for deeper teacher understanding of how to differentiate instruction for linguistically and economically diverse learners. Teachers report challenges in scaffolding complex content, integrating academic language development, and maintaining engagement with students experiencing unstable living conditions or interrupted learning pathways. These findings indicate an urgent need for instructional support and professional development that equips science educators with research-based strategies for inclusive, standards-aligned instruction. There is a particular need to build capacity in areas such as integrated ELD strategies, culturally responsive pedagogy, real-time academic intervention tools, and a deeper understanding of the Next Generation Science Standards (NGSS). Addressing these instructional needs is critical to reversing failure trends and closing science achievement gaps for our unduplicated students. **Scope:** LEA-wide	learning needs. Teachers have identified challenges with effectively scaffolding content, supporting academic language development, and implementing lessons that reflect the depth and rigor of the Next Generation Science Standards (NGSS). In response, the district will provide professional development in science instruction focused on strategies to support students at risk of not meeting proficiency standards. This training will equip educators with tools to close learning gaps, foster scientific reasoning, and implement differentiated, inquiry-based instruction that is responsive to diverse learners. A key emphasis will be placed on supporting unduplicated students—particularly English Learners, socioeconomically disadvantaged students, and foster youth—through explicit scaffolds, academic language supports, and equitable access to hands-on, inquiry-driven learning environments. While this professional development is being provided on a districtwide basis, it is principally directed to address the specific academic barriers facing unduplicated pupils in science courses. By implementing this action across all high schools, the district ensures coherence and alignment in instructional practices that directly benefit students who are currently most underserved in science achievement. The effectiveness of this action will be monitored using course pass rates, disaggregated CAASPP science data (where available), and feedback from teachers and instructional leaders on the impact of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the training on their practice and student engagement.	
1.7	**Action:** Professional Develop of Practice **Need:** Educators need professional development to enhance their teaching skills, keep up with changes in education, address student needs, collaborate with peers, stay motivated, meet professional requirements, and support career growth. Our Annual student survey shows only 81% of our sudents who respond as “Strongly Agree” or “Agree" to the NHUSD Student Survey to “My race / ethnicity and cultural identity are positively reflected in classroom materials and assignments". This is an area of opportunity for us to provide curriculum that reflects our students and engages them further in our learning **Scope:** LEA-wide	Professional Development (PD) supports staff capacity. Professional Development (PD) focused on curriculum can significantly improve outcomes for English Learners (EL), foster youth, and low-income students by equipping teachers with essential strategies and tools. PD enables differentiated instruction, helping teachers tailor their methods to meet diverse needs, such as language acquisition for EL students, trauma-informed practices for foster youth, and culturally responsive teaching for low-income students. It also promotes inclusive and engaging learning environments by integrating students’ backgrounds into lessons.	Dashboard data Metric 1.1, 1.2 Student survey Metric 2.8
1.8	**Action:** Curriculum Alginment and Development **Need:** Unduplicated pupils—specifically English Learners, socioeconomically disadvantaged students, and foster youth—continue to face barriers in accessing rigorous, grade-level instruction. Analysis of student performance data and classroom observations indicates that many of these students are not meeting	The curriculum development and enhancement actions are designed to directly address the identified academic barriers faced by English Learners, socioeconomically disadvantaged students, and foster youth, who continue to experience disproportionate rates of academic underperformance. Classroom observations and achievement data point to the need for greater access to content that is scaffolded, linguistically accessible, and culturally relevant.	Dashboard data Metric 1.1, 1.2 Student survey Metric 2.18

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
	academic standards due to gaps in curriculum access, insufficient scaffolding, and a lack of instructional materials that reflect their linguistic and cultural needs. To address these gaps, the district has identified a need to strengthen curriculum alignment and development efforts with a focus on equity and inclusion. Curriculum development and enhancement efforts are focused on scaffolding content and providing targeted supports to meet the specific learning needs of unduplicated pupils. This includes integrating language supports, culturally relevant materials, and differentiated instructional strategies to ensure all students have equitable access to grade-level content and are supported in achieving academic success. These targeted enhancements are essential for creating inclusive classroom environments that reflect students' identities and provide the structure needed to close persistent opportunity gaps. **Scope:** LEA-wide	These actions support unduplicated pupils by integrating targeted scaffolds, language development supports, and culturally responsive materials into the core curriculum. By embedding these elements into curriculum and instructional design, the district ensures that teachers are better equipped to deliver lessons that meet the diverse academic and linguistic needs of their students. While the curriculum improvements are implemented on a districtwide basis, they are principally directed to meet the needs of unduplicated pupils who are most likely to benefit from structured supports and inclusive instructional practices. Delivering these changes across all schools ensures coherence in instructional expectations, while also providing systemic support for student groups that have been historically underserved.	
1.9	**Action:** Amira Contract **Need:** Our dashboard English / Language Arts indicates a need in building a stronger literacy foundation	Amira provides personalized direct services to our students. These services are focused on early literacy skills to promote reading proficiency. Students and families will also have access to the online learning platform to strengthen their reading and decoding skills. Classroom teachers will have access to student progress.	Dashboard ELA Metric 1.1 Annual Parent Survey - Increase the percentage of parents who "Strongly Agree" or "Agree" that "My

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
	6.8 Points Below Standard (2023 California Dashboard) English Learners - 60 points below standard Foster Youth - Increase by 15% per year Socioeconomically Disadvantaged - 37.8 points below standard Homeless: 122 Points Below Standard Students with Disabilities: 102.4 points below standard **Scope:** LEA-wide		child receives the academic help he / she needs" " Metric 2.12
1.11	**Action:** K-5 Media Specialists and Secondary Librarians and Media Specialists **Need:** K-5 Media Specialists and Secondary Librarians and Media Specialists support English Learners (EL), foster youth, and Socioeconomically Disadvantaged students by providing access to bilingual and culturally relevant resources, creating safe and welcoming environments, and offering literacy programs that cater to their needs. They collaborate with teachers to integrate library resources into curricula, offer technology support to bridge the digital divide, and engage families and communities through inclusive events. Additionally, they provide personalized support and mentorship, ensuring that all students have the resources and encouragement they need to succeed academically and socially.	Librarians connect students to a wider range of support curriculum and support. Often supporting our most underrepresented students with access to text (print or digital) and their connection to texts that resonate to their culture and experience	Dashboard ELA Metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.14	**Action:** Northwest Evaluation Association (NWEA) **Need:** Identification of students that require remediation in order to meet rigorous academic standards. NWEA provides that data needed for teachers to better meet the needs of the learners in the classroom, with an emphasis of supporting English Learners, Socioeconomically Disadvantaged students and Foster Youth. **Scope:** LEA-wide	NWEA can establish specific, realistic, and measurable academic growth targets for EL, foster, and low-income students. By assessing students multiple times a year, staff can ensure that these groups are on track to meet their goals and allow for timely adjustments in instruction. The assessment provides specific progress towards specific standards in ELA and Math, which allows teachers to provide targeted support.	Ca Dashboard Metric 1.19, 1.2
2.1	**Action:** New Haven Academy Study Staff **Need:** Students need alternative pathway towards graduation and New Haven Academy school provides students personalized scheduling and credit monitoring support for our most vulnerable youth, including English Learners, Foster youth and Socioeconomically Disadvantaged students. Students who are struggling to meet credits requirement at James Logan High or hold other priorities preventing them from attending full time, have an opportunity to attend Decoto School to	Staff will provide high-quality academic and social-emotional support to all students	Graduation Rate Metric: 2.1 Attendance Rate Metric 2.3

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
	meet requirement which allows for graduation. the enrollment at New Haven Academy for the 2023-24 year is 279, with 73% students who are identified as Foster, Socioeconomically Disadvantaged, and English Learners. **Scope:** Schoolwide		
2.5	**Action:** Secondary School Guidance Counselors **Need:** Students require Counselors to support selecting courses and college and career building. Students that our most vulnerable, which includes English Learners, Foster youth and Socioeconomically Disadvantaged students are require to hold check in session with counselors to access services to support academic and social emotional needs. Our data highlights additional support is needed for our unduplicated student population. Graduation Rates (Graduation indicator, 2023 Dashboard) • All Students: 85.1% • EL: 76.9% • SED: 81.7% College/Career Readiness (CCI, 2023 Dashboard) • All Students: 38.3% prepared • EL: 12.6% prepared • SED: 28.3% prepared	Counselors help students navigate academics, select courses, and develop study skills. Counselors also offer guidance on career options, assist with college applications, and provide emotional support during challenging times. Additionally, they intervene in crises, promote college readiness, and facilitate conflict resolution, fostering a positive school environment.	CA Dashboard Graduation Rates- data for EL, Foster youth and Socioeconomically Disadvantaged will be monitored Metric 1.3 CA Dashboard CCI- data for EL, Foster youth and Socioeconomically Disadvantaged will be monitored Metric 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Assistant Principals and House Principals **Need:** Needs in improving attendance, connecting with families, and connecting students to support services. The distict attendance data over is 92.55%. For EL, it's 89.61%, Socioeconomically Disadvantaged is at 90.5% and Foster Youth is at 86.5%. **Scope:** LEA-wide	AP and HP supports attendance by implementing monitoring systems and outreach initiatives, monitors support for English learners, and foster family engagement through workshops and partnerships.	Dashboard Chronic Absenteeism Indicator Metric 2.3 District Attendance monthly reports Metric 2.7 Suspension
2.8	**Action:** Conley Caraballo High School (CCHS) Staff **Need:** Students need alternative pathway towards graduation and CCHS school provides students personalized scheduling and credit monitoring support for our most vulnerable youth, including English Learners, Foster youth and Socioeconomically Disadvantaged students. Students who are struggling to meet credits requirement at James Logan High or hold other priorities preventing them from attending full time, have an opportunity to attend Conley Caraballo to meet requirement which allows for graduation. Conley Caraballo Graduation Rate 50.6%	Staff will provide high-quality academic and social-emotional support to all students	CA Dashboard Graduation Metric. 2.1 Chronic Absenteeism Metric 2.3

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
	• EL 47.6% -Socioeconomically Disadvantaged- 51.4% • Foster Youth- In order to protect student privacy, data is suppressed since there are fewer than 11 students. Conley Caraballo has 135 students enrolled in 2023-24 with 77% students identified as English Learners, Foster youth and Socioeconomically Disadvantaged **Scope:** Schoolwide		
2.9	**Action:** Alternative Courses (DSIS at Logan) **Need:** Students in need of credits need access to remediation during the school day. Through courses offered through Decoto School Indpendent Study provide students , including English Learners (EL), foster youth, and Socioeconomically Disadvantaged students. Per first semester data (December 2023), 265 students took the coureses, recovering 970 credits. 57.7% of the students are identified as Socioeconomically Disadvantaged students, 32.8% of the students are English Learners. Foster youth represented under 11 students. **Scope:**	Providing staffing to these sections will provide academic support in credit recovery classes	Credits Earned 2.20 Ca Dashboard 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.14	**Action:** Dignity and Belonging Initiative Supports **Need:** On the LCAP student survey, only 71% students state "My classes want me to come to school" Our English Learners (EL), foster youth, and Socioeconomically Disadvantaged students need to feel more connected to school. Their Dashboard ELA/Math data show that they are making slower group than most other student groups so feeling they belong in class/school is vital to learn. **Scope:** LEA-wide	By providing professional development to staff on student engagement and belonging, we hope to increase that.	Increase the percentage "My classes want me to come to school". Metric 2.18 Dashboard Indicators ELA/Math Metric 1.1, 1.2
2.19	**Action:** Enhancing individualized learning through smaller class sizes **Need:** Reducing class sizes will enable teachers to provide more individualized support to students, particularly in core content classes and sites. At Decoto Independent Study, the student-to-teacher ratio is 25:1, and we have also reduced class sizes in math classes where English Learners, Foster Youth, and Socioeconomically Disadvantaged students are most represented. According to the LCAP Student Survey, 86% of students feel they can access adult help when needed, and 71% feel	Teachers will be able to provide more personalize support to address the range of needs reflected in a classroom	Dashboard Data Metric 1.1, 1.2 Student Survey Metric 2.10, 2.12, 2.18 District Data Metric 3.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their classes make them want to attend school regularly. The LCAP Teacher Survey indicates that teachers believe smaller class sizes allow for more personalized support to students performing below grade level or those needing more interaction. One main reason for educators leaving New Haven is due to large class sizes, with our teacher retention rate currently at 69% (May 2024). By decreasing class sizes, we aim to enhance the learning experience and improve student outcomes by fostering a supportive and engaging educational environment. Additionally, the reduction of class sizes is more focused on school sites with more than 55% unduplicated students. In order to retain highly qualified staff and keep positions fully staffed in these schools during a competitive market and staff shortages, the add-on funding is being used for a combination of salaries and additional support positions. This approach aims to increase services and create a rigorous learning environment. **Scope:** LEA-wide		
3.11	**Action:** Compensation to attract and retain diverse and skilled staff **Need:** To effectively meet our students' diverse needs, it is crucial to attract and retain highly qualified staff, yet we face significant	Improving compensation and fostering talent systems for educators aim to attract and retain diverse, skilled teaching staff. This involves offering competitive salary and benefits, along with career development opportunities and inclusive hiring practices tailored to educators' needs and aspirations.	Dashboard Indicator Metric 1.1, 1.2 District Vacancy Data Metric. 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges due to neighboring districts offering more competitive salaries, which also affects our substitute pool. Data highlights our needs, particularly with vacancies in hard-to-fill positions such as special education staff, science teachers, world language teachers, and classified jobs like para-educators and afterschool Beyond the Bell staff, with postings open throughout the year. Administrative vacancies also remain unfilled, as candidates decline offers due to salary, often securing positions elsewhere. To secure the most skilled staff, New Haven must offer competitive salaries. Schools with the highest numbers of English Learners, foster youth, and socioeconomically disadvantaged students, such as Hillview Crest, Guy Emanuele Elementary, Searles Elementary, and Cesar Chavez Middle School, have faced an average of 4.4% vacancy in certificated staff throughout the year (data from May 2024). Additionally, our Mandarin and Spanish dual immersion programs, essential for supporting English Learners, have required us to recruit an average of two teachers annually for the past five years. Addressing these challenges by offering competitive salaries and improving recruitment efforts is essential to ensure we can provide high-quality education and support to all our students, especially those with the greatest needs. Additionally, the reduction of class sizes is more focused on school sites with more than 55% unduplicated students. By focusing on these schools, we aim to provide more		

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
	individualized support to students, particularly in core content areas. This strategy is essential for meeting the needs of English Learners, foster youth, and socioeconomically disadvantaged students, thereby enhancing their educational outcomes and creating a more equitable learning environment. **Scope:** LEA-wide		
4.1	**Action:** Union City Family Center (UCFC) Coordinator **Need:** Students and families need access to a variety of services to eliminate barriers to school attendance. English Learner Chronic Absenteeism rates declined by 11.5% on the 2023 CA Dashboard but was still at 30.1%. Low SES student Chronic Absenteeism rates declined by 13.6% by was still at 31% **Scope:** LEA-wide	The UCFC will support the removal of barriers preventing students from attending school.	CA Dashboard Data for Chronic Absenteeism Metric 2.3 Parent Survey Metric 4.7
4.3	**Action:** District Wide Parent Committee: District African American Advisory (DAAA) Committee Support **Need:**	Focus on areas of need for D3A meeting agendas. Communicate with parents the data on a regular basis to show improvement or decline. Support parents to improve academic achievement, absenteeism, SEL Graduation rates, suspension rates and career and college readiness. There is a dedicated focus in students	Ca Dashboard Metric. 2.4, 4.15, 4.17

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
	Improved performance and conditions for our African American students in academics, chronic absenteeism, SEL, graduation rates, and suspension rates. In regards to LCAP Lowest indicators an area of need is to improve college and career readiness. 68% of our African American youth are identied as Foster Youth, Socioeceonomically Disadvantaged students and English Learners so it's critical we work closely with their families to improve their progress. **Scope:** LEA-wide	how are also identied as Foster Youth, Socioeceonomically Disavandantaged and English Learners.	
4.4	**Action:** District Wide Parent Committees: Latino Parent Advisory and Punjabi Parent Advocacy Group **Need:** In the California Healthy Kids Survey parents/guardians area of need indicates a focus on how to regularly communicate with child's teacher and support with who to contact for resources. In regards to the LCAP lowest indicators an area of need is chronic absenteeism, graduation readiness, and college and career readiness. 75% of our Latino youth are identied as Foster Youth, Socioeceonomically Disadvantaged students and English Learners so it's critical we work closely with their families to improve their progress.	Workshops focusing on resources, how to communicate effectively with teachers, impact of attendance on academics, graduation pathway, and understanding of college and career readiness. There is a dedicated focus in students how are also identied as Foster Youth, Socioeceonomically Disavandantaged and English Learners.	Ca Dashboard Metric. 2.4, 4.15, 4.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.5	**Action:** District Wide Parent Committees - District English Learner Advisory Committee **Need:** Each district with 51 or more English learners, regardless of language, must form a functioning District English Learner Committee (DELAC) or subcommittee of an existing district-wide advisory committee. NHUSD has 1,867 EL. **Scope:** LEA-wide	The development of the Local Control Accountability Plan (LCAP) will include input on language acquisition programs to better support English Learners. Plans will be created to ensure compliance with teacher and instructional aide requirements. A district-wide needs assessment will be conducted on a school-by-school basis to identify specific areas of improvement. The NHUSD Reclassification Procedures will be reviewed and commented on to ensure they meet the needs of English Learners. Additionally, district programs, goals, and objectives for English Learners will be established and reviewed. Lastly, written notifications required to be sent to parents and guardians will be reviewed and commented on to ensure clarity and effectiveness.	Ca Dashboard Metric. 2.4, 4.15, 4.17, Parent Survey(DELAC) 4.23
4.7	**Action:** Parent Engagement - Support the development of District Wide Parent Committees - District Parent Advisory/ School Site Council / Equity Council **Need:** The California Healthy Kids Survey indicates that parents and guardians need more support in regularly communicating with their child's teacher and knowing who to contact for resources. The LCAP identifies chronic absenteeism, graduation readiness, and college and career readiness as key areas of need. There is a dedicated focus on families of students identified as foster youth,	Workshops focusing on resources, how to communicate effectively with teachers, impact of attendance on academics, graduation pathway, and understanding of college and career readiness.	Dashboard Data Metric. 4.15, 4.16, 4.17

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
	socioeconomically disadvantaged, and English Learners, as data shows that these students would benefit significantly from a strong school and home partnership. Dashboard Data: Graduation Rates: English Learners: 76.9% Foster Youth: Data suppressed to protect student privacy (fewer than 11 students). Socioeconomically Disadvantaged: 81.7% College/Career Indicator (CCI): English Learners: 12.6% Foster Youth: Data suppressed to protect student privacy (fewer than 11 students). Socioeconomically Disadvantaged: 28.3% Chronic Absenteeism: English Learners: 30.1% Foster Youth: Data suppressed to protect student privacy (fewer than 11 students). Socioeconomically Disadvantaged: 31% These figures highlight the need for improved communication and resource access to support these students' academic success and well-being. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** EL Secondary Coaches **Need:** 11.3% of our students are LTEL with 6.1% at risk. English Learners are in the red at several sites on the Dashboard Indicator **Scope:** Limited to Unduplicated Student Group(s)	Through professional development and coaching support, teachers will gain an understanding of English Language Development (ELD) and strategies to support the academic needs of English Learner students. Program Specialists and EL Coaches will analyze student data and provide case management support to identify professional development or interventions needed throughout the year. In alignment with Differentiated Assistance efforts, the LEA will also partner with the County Office of Education and other state-supported technical assistance providers to address identified performance gaps and ensure targeted support strategies are integrated into PD and instructional planning cycles.	Teacher Survey Walk Through Tool focusing on: Implementation of Designated and Integrated ELD Strategies Increase collaboration with Program Specialist TOSA and EL Coaches. LCAP Staff Survey: "I receive the professional development support I need to continuously improve. LCAP Staff Survey: "I feel prepared to teach students who are English language learners." Baseline 84% increase
1.18	**Action:** Dual Immersion Curriculum and Coaching Support **Need:** Analysis of ELPAC performance data and classroom observations reveals that English Learners are not consistently demonstrating expected growth in English language development and academic achievement, particularly in dual immersion and bilingual program settings. Instructional materials and	The actions focused on curriculum development and coaching in dual immersion pathways are specifically designed to address the identified needs of English Learners, as evidenced by ELPAC data showing gaps in language development and academic performance. These actions include integrating language scaffolds, bilingual instructional strategies, and content-aligned materials that support both English language development and subject-area mastery.	Metrics: 1.1,1.7,1.21

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supports often lack sufficient alignment to both content standards and the unique linguistic needs of English Learners. To address these gaps, the district has identified the need to enhance curriculum development and coaching supports within dual immersion pathways. This includes the integration of language scaffolds and bilingual instructional strategies that promote simultaneous English language development and academic progress in core subjects. A key focus is ensuring that bilingual materials are standards-aligned and intentionally designed to support biliteracy development across grade levels. These actions are essential to provide English Learners with equitable access to rigorous instruction while honoring their home language and cultural assets. Strengthening bilingual curriculum and teacher capacity in these areas will directly support English Learners in meeting both language proficiency and academic content benchmarks. **Scope:** Limited to Unduplicated Student Group(s)	By providing coaching to educators in dual immersion settings, the district ensures that teachers are equipped with tools and practices that promote biliteracy, scaffold complex academic content, and differentiate instruction based on language proficiency levels. The development of standards-aligned bilingual instructional materials further supports coherent and accessible instruction across content areas. Although implemented districtwide in dual immersion settings, these actions are principally directed to support English Learners. They are designed to eliminate barriers to learning by ensuring that students receive high-quality instruction that recognizes and builds upon their language assets. This approach supports both linguistic growth and academic achievement, contributing to the district's goals of equity and improved outcomes for English Learners.	

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.

To retain highly qualified staff and keep positions fully staffed in schools with more than 55% unduplicated students during a competitive market and staff shortages, the add-on funding is being used for a combination of salaries and reduction of class size. This approach aims to increase services and create a rigorous learning environment. Action 2.19 and Action 3.11

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	27.7: 1	23: 1
Staff-to-student ratio of certificated staff providing direct services to students	19.9 1	16.9:1

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	$113,595,101	18,358,932	16.162%	0.000%	16.162%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,372,441.79	$8,020,206.00	$30,849,583.00	$866,560.00	$62,108,790.79	$31,277,260.00	$30,831,530.79

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	English Learner Professional Development	English Learners	No			All Schools	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.2	Long Termed English Learner Supports	LTEL	No			6-12	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.3	EL Secondary Coaches	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	6-12	Ongoing	$385,894.00	$0.00	$161,922.00		$50,000.00	$173,972.00	$385,894.00	
1	1.4	Literacy Plan: Expansion of Science of Reading and University of Florida Literacy Institute (UFLI) implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-5Elementary	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.5	Math Instructional Support and Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	Ongoing	$254,051.00	$159,650.00	$413,701.00				$413,701.00	
1	1.6	Science PD and Teacher on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 8-12	Ongoing	$95,543.00	$70,200.00	$165,743.00				$165,743.00	
1	1.7	Professional Develop of Practice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$600,000.00	$0.00	$600,000.00				$600,000.00	
1	1.8	Curriculum Alginment and Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-8	Ongoing	$81,029.00	$0.00	$81,029.00				$81,029.00	

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	1.9	Amira Contract	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	K-2	Ongoing	$0.00	$54,000.00	$54,000.00				$54,000.00	
1	1.10	Beyond the Bell /Beyond the Bell Alliance	All	No			TK-6	Ongoing	$7,579,729.00	$0.00		$6,975,729.00	$604,000.00		$7,579,729.00	
1	1.11	K-5 Media Specialists and Secondary Librarians and Media Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,812,021.00	$0.00	$1,812,021.00				$1,812,021.00	
1	1.12	Professional Development Equity/UDL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.13	Summer School (Grades 8-12) LREBG	All	No			Grades 8-12	Ongoing	$600,000.00	$0.00		$600,000.00			$600,000.00	
1	1.14	Northwest Evaluation Association (NWEA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$98,875.00	$98,875.00				$98,875.00	
1	1.15	Illuminate / Renaissance Data and Assessment Management System	All	No			All Schools	Ongoing	$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.16	Assessment	All	No			Grades K-2	Ongoing	$0.00	$17,730.00		$17,730.00			$17,730.00	
1	1.17	Student Data Monitoring Tool	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.18	Dual Immersion Curriculum and Coaching Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	K-8	Ongoing	$295,021.00	$0.00	$295,021.00				$295,021.00	
1	1.19	Youth Cinema Project	All	No			Specific Schools: Searles Elementary, Cesar Chavez Middle, Itliong-Vera Cruz Middle	Ongoing	$0.00	$410,820.79	$410,820.79				$410,820.79	
1	1.20	UC Davis C-Stem Partnership Expansion	All	No			Specific Schools:	Ongoing	$0.00	$50,000.00			$50,000.00		$50,000.00	

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
							All Elementary and Cesar Chavez Middle School									
1	1.21	Action to be discontinued as grant funds ended							$0.00	$0.00	$0.00				$0.00	
2	2.1	New Haven Academy Study Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: New Haven Academy	Ongoing	$1,315,024.00	$0.00	$1,315,024.00				$1,315,024.00	
2	2.2	Action is discontinued. We are no longer in CCEIS.							$0.00	$0.00				$0.00	$0.00	
2	2.3	Professional Development for job alike special education staff	Students with Disabilities	No			All Schools	Ongoing	$0.00	$65,000.00		$65,000.00			$65,000.00	
2	2.4	COST	All	No			All Schools	Ongoing	$41,167.00	$0.00		$41,167.00			$41,167.00	
2	2.5	Secondary School Guidance Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	Ongoing	$2,952,755.00	$0.00	$2,952,755.00				$2,952,755.00	
2	2.6	Action is discontinued as the school no longer qualifies for CSI							$0.00	$0.00				$0.00	$0.00	
2	2.7	Assistant Principals and House Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All schools in K-12 except Decoto School of Independent Study where the Principal assumes the role	Ongoing	$2,942,890.00	$0.00	$2,942,890.00				$2,942,890.00	
2	2.8	Conley Caraballo High School (CCHS) Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Conley Caraballo Alternativ	Ongoing	$1,043,649.00	$0.00	$1,043,649.00				$1,043,649.00	

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
							e High									
2	2.9	Alternative Courses (DSIS at Logan)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: James Logan High	Ongoing	$25,000.00	$0.00	$25,000.00				$25,000.00	
2	2.10	Action is discontinued as the school no longer qualifies for CS	All	No				Ongoing	$0.00	$0.00				$0.00	$0.00	
2	2.11	Health Center	All	No			All Schools	Ongoing	$0.00	$20,000.00			$20,000.00		$20,000.00	
2	2.12	Daybreak Tele-Health Services	All	No			All Schools	Ongoing	$0.00	$78,400.00		$28,400.00	$50,000.00		$78,400.00	
2	2.13	CareSolace	All	No			All Schools	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
2	2.14	Dignity and Belonging Initiative Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$248,247.00	$0.00	$248,247.00				$248,247.00	
2	2.15	Special Ed Job alike release time to receive PD	Students with Disabilities	No			K-12	Ongoing	$1,000.00	$0.00				$1,000.00	$1,000.00	
2	2.16	Action to discontinue as the grant fund term ended							$0.00	$0.00		$0.00			$0.00	
2	2.17	Equity Walks	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.18	Equity Teacher on Special Assignments	All	No			All Schools	Ongoing	$206,317.00	$0.00	$206,317.00				$206,317.00	
2	2.19	Enhancing individualized learning through smaller class sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,713,075.00	$0.00	$4,713,075.00				$4,713,075.00	
3	3.1	Creating effective employee relations and a collaborative district culture	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Planning professional development	All	No			All Schools	Ongoing	$5,600.00	$0.00	$5,600.00				$5,600.00	
3	3.3	Wellness	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
3	3.4	ACSIG - EAP - Employee Assistance Program	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Collaboration Hours	All	No			All Schools	Ongoing	$8,000.00	$0.00	$8,000.00				$8,000.00	
3	3.6	Induction Coaching	All	No			All Schools	Ongoing	$325,000.00	$0.00	$325,000.00				$325,000.00	
3	3.7	Teacher Hourly / Benefits	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.8	Communication and Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.9	Employee advancement	All	No			All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
3	3.10	Administrative Cohort	All	No			All Schools	Ongoing	$12,000.00	$0.00	$12,000.00				$12,000.00	
3	3.11	Compensation to attract and retain diverse and skilled staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,899,092.00	$0.00	$3,899,092.00				$3,899,092.00	
3	3.12	Conferences	All	No			All Schools	Ongoing	$0.00	$5,600.00	$5,600.00				$5,600.00	
3	3.13	Creating effective employee relations and a collaborative district culture	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.14	Creating effective employee relations and a collaborative district culture	All	No			All Schools	Ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	
3	3.15	Employment Outreach	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.16	Job Alignment Study	All	No			All Schools	Ongoing	$0.00	$85,000.00	$85,000.00				$85,000.00	
3	3.17	Staff Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.18	Staff Appreciation Events	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
4	4.1	Union City Family Center (UCFC) Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$245,302.00	$0.00	$49,060.00	$26,983.00	$169,259.00		$245,302.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	District Wide Family Service Assistants	All	No			All Schools	Ongoing	$1,034,782.00	$0.00			$470,024.00	$564,758.00	$1,034,782.00	
4	4.3	District Wide Parent Committee: District African American Advisory (DAAA) Committee Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
4	4.4	District Wide Parent Committees: Latino Parent Advisory and Punjabi Parent Advocacy Group	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.5	District Wide Parent Committees - District English Learner Advisory Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.6	District Translation / Interpretation services	All	No			All Schools	Ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
4	4.7	Parent Engagement - Support the development of District Wide Parent Committees - District Parent Advisory/ School Site Council / Equity Council	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
4	4.8	Expanded Learning Opportunity (ELOP) - Parent Engagement and Involvement	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.9	Early Childhood Community Specialist	All	No			All Schools	Ongoing	$115,180.00	$0.00			$115,180.00		$115,180.00	
4	4.10	Community Specialist	All	No			All Schools	Ongoing	$212,325.00	$73,188.00		$17,630.00	$151,053.00	$116,830.00	$285,513.00	
5	5.1	Program Menu Improvement	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.2	Action to discontinue as project is completed	All	No			All Schools	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	5.3	Action to discontinue as project is completed	All	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
5	5.4	Drop Off Zones at Itliong-Vera Cruz MS., Alvarado ES. and Cesar Chavez MS.	All	No			Specific Schools: Itliong-Vera Cruz Middle , Alvarado ES,	Ongoing	$0.00	$2,000,000.00			$2,000,000.00		$2,000,000.00	

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
							Cesar Chavez MS									
5	**5.5**	Fencing at Itliong-Vera Cruz MS. and Cesar Chavez MS.	All	No			Specific Schools: Itliong-Vera Cruz MS and Cesar Chavez MS	Ongoing	$0.00	$1,000,000.00			$1,000,000.00		$1,000,000.00	
5	**5.6**	District Wide Painting	All	No			All Schools	Ongoing	$0.00	$485,000.00			$485,000.00		$485,000.00	
5	**5.7**	District Wide Playground Upgrades	All	No			Specific Schools: All Elementary except Kitayama Elementary	Ongoing	$0.00	$1,891,600.00			$1,891,600.00		$1,891,600.00	
5	**5.8**	District Wide HVAC repairs	All	No			All Schools	Ongoing	$0.00	$4,793,467.00	$0.00	$0.00	$4,793,467.00		$4,793,467.00	
5	**5.9**	Sports Complex at Itliong-Vera Cruz MS. and Cesar Chavez MS.	All	No			Specific Schools: Itliong-Vera Cruz and Cesar Chavez MS	Ongoing	$0.00	$19,000,000.00			$19,000,000.00		$19,000,000.00	
5	**5.10**	Bond Program Implementation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	**5.11**	Funding Opportunities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	**5.12**	Budget systems and controls	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	**5.13**	Improve unused facilities for revenue enhancements	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	**6.1**	Attendance Outreach	All	No			Specific Schools: Conley Caraballo	Ongoing	$60,000.00	$0.00		$60,000.00			$60,000.00	

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
							High									
6	**6.2**	College and Career Opportunities	All	No			Specific Schools: Conley Caraballo High	Ongoing	$60,000.00	$0.00		$60,000.00			$60,000.00	
6	**6.3**	Student Support	All	No			Specific Schools: Conley Caraballo High	Ongoing	$86,000.00	$0.00		$86,000.00			$86,000.00	
6	**6.4**	Curriculum Development	All	No			Specific Schools: Conley Caraballo High	Ongoing	$11,567.00	$0.00		$11,567.00			$11,567.00	

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
$113,595,101	18,358,932	16.162%	0.000%	16.162%	$20,934,104.00	0.000%	18.429 %	**Total:**	$20,934,104.00
								LEA-wide Total:	$18,093,488.00
								Limited Total:	$456,943.00
								Schoolwide Total:	$2,383,673.00

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	EL Secondary Coaches	Yes	Limited to Unduplicated Student Group(s)	English Learners	6-12	$161,922.00	
1	1.4	Literacy Plan: Expansion of Science of Reading and University of Florida Literacy Institute (UFLI) implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	K-5	$20,000.00	
1	1.5	Math Instructional Support and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	$413,701.00	
1	1.6	Science PD and Teacher on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 8-12	$165,743.00	
1	1.7	Professional Develop of Practice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
1	1.8	Curriculum Alginment and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	K-8	$81,029.00	

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	1.9	Amira Contract	Yes	LEA-wide	English Learners Foster Youth Low Income	K-2	$54,000.00	
1	1.11	K-5 Media Specialists and Secondary Librarians and Media Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,812,021.00	
1	1.14	Northwest Evaluation Association (NWEA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,875.00	
1	1.18	Dual Immersion Curriculum and Coaching Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	K-8	$295,021.00	
2	2.1	New Haven Academy Study Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: New Haven Academy	$1,315,024.00	
2	2.5	Secondary School Guidance Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$2,952,755.00	
2	2.7	Assistant Principals and House Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All schools in K-12 except Decoto School of Independent Study where the Principal assumes the role	$2,942,890.00	
2	2.8	Conley Caraballo High School (CCHS) Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Conley Caraballo Alternative High	$1,043,649.00	
2	2.9	Alternative Courses (DSIS at Logan)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: James Logan High	$25,000.00	
2	2.14	Dignity and Belonging Initiative Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$248,247.00	
2	2.19	Enhancing individualized learning through smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,713,075.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.11	Compensation to attract and retain diverse and skilled staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,899,092.00	
4	4.1	Union City Family Center (UCFC) Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,060.00	
4	4.3	District Wide Parent Committee: District African American Advisory (DAAA) Committee Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
4	4.4	District Wide Parent Committees: Latino Parent Advisory and Punjabi Parent Advocacy Group	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.5	District Wide Parent Committees - District English Learner Advisory Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	4.7	Parent Engagement - Support the development of District Wide Parent Committees - District Parent Advisory/ School Site Council / Equity Council	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$64,174,124.93	$34,501,100.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Learner Professional Development	No	$5,000.00	$8,100.00
1	**1.2**	Long Termed English Learner Supports	No	$5,000.00	$5,000.00
1	**1.3**	EL Secondary Coaches	Yes	$451,500.00	$440,967.00
1	**1.4**	Literacy Plan: Expansion of Science of Reading and University of Florida Literacy Institute (UFLI) implementation	Yes	$100,000.00	$42,986.00
1	**1.5**	Math Instructional Support and Professional Development	Yes	$500,000.00	$419,187.00
1	**1.6**	Science PD and Teacher on Special Assignment	Yes	$163,900.00	$207,567.00
1	**1.7**	Professional Develp of Practice	Yes	$200,000.00	$282,534.00
1	**1.8**	Curriculum Alginment and Development	Yes	$80,000.00	$23,828.00
1	**1.9**	Chapter One Contract	Yes	$200,000.00	$41,000.00
1	**1.10**	Beyond the Bell /Beyond the Bell Alliance	No	$6,078,171.00	$6,737,384.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	K-5 Media Specialists and Secondary Librarians and Media Specialists	Yes	$1,600,448.00	$1,679,049.00
1	1.12	Professional Development Equity/UDL	No	$0.00	$0.00
1	1.13	Summer School (Grades 8-12)	No	$544,118.00	$545,764.00
1	1.14	Northwest Evaluation Association (NWEA)	Yes	$98,875.00	$98,875.00
1	1.15	Illuminate / Renaissance Data and Assessment Management System	No	$67,916.14	$67,916.74
1	1.16	Assessment	No	$21,000.00	$29,100.00
1	1.17	Student Data Monitoring Tool	No	$0.00	$0.00
1	1.18	Dual Immersion Curriculum and Coaching Support	Yes	$283,048.00	$295,961.00
1	1.19	Youth Cinema Project	No	$365,696.22	$121,899.00
1	1.20	UC Davis C-Stem Partnership Expansion	No	$60,000.00	$29,382.03
1	1.21	Math Teacher on Special Assignment	No	$160,203.00	$160,215.33
2	2.1	Decoto School for Independent Study Staff	Yes	$1,431,067.57	$1,530,614.90
2	2.2	Comprehensive Coordinated Early Intervening Services (CCEIS) support for Focus Students (2023-25 school year)	No	$100,000.00	$226,659.00

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	2.3	Professional Development for job alike special education staff	No	$65,000.00	$79,159.22
2	2.4	COST	No	$39,700.00	$36,363.05
2	2.5	Secondary School Guidance Counselors	Yes	$2,300,000.00	$2,685,600.49
2	2.6	School Guidance Counselor - Ed Options Liasion	No	$170,000.00	$204,336.26
2	2.7	Assistant Principals and House Principals	Yes	$2,005,641.00	$2,494,979.00
2	2.8	Conley Caraballo High School (CCHS) Staff	Yes	$1,292,864.00	$1,736,011.00
2	2.9	Alternative Courses (DSIS at Logan)	Yes	$70,000.00	$88,694.00
2	2.10	Comprehensive Support & Improvement (CSI)	No	$251,191.00	$181,168.21
2	2.11	Health Center	No	$20,000.00	$20,000.00
2	2.12	Daybreak Tele-Health Services	No	$78,400.00	$78,400.00
2	2.13	CareSolace	No	$37,062.00	$37,062.00
2	2.14	Dignity and Belonging Initiative Supports	Yes	$225,000.00	$238,764.00
2	2.15	Special Ed Job alike release time to receive PD	No	$1,000.00	$0.00

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	2.16	New Haven Promise Equity Leaders Cohort	No	$80,000.00	$80,000.00
2	2.17	Equity Walks	No	$0.00	$0.00
2	2.18	Equity Teacher on Special Assignments	No	$460,000.00	$382,786.24
2	2.19	Enhancing individualized learning through smaller class sizes	Yes	$3,947,092.00	$4,305,713.00
3	3.1	Creating effective employee relations and a collaborative district culture	No	$0.00	$0.00
3	3.2	Planning professional development	No	$5,600.00	$5,600.00
3	3.3	Wellness	No	$0.00	$0.00
3	3.4	ACSIG - EAP - Employee Assistance Program	No	$0.00	$0.00
3	3.5	Collaboration Hours	No	$8,000.00	$0.00
3	3.6	Induction Coaching	No	$311,000.00	$311,000.00
3	3.7	Teacher Hourly / Benefits	No	$10,000.00	$1,968.83
3	3.8	Communication and Outreach	No	$0.00	$0.00
3	3.9	Employee advancement	No	$30,000.00	$30,000.00
3	3.10	Administrative Cohort	No	$12,000.00	$12,000.00

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)
3	3.11	Compensation to attract and retain diverse and skilled staff	Yes	$3,899,092.00	$3,899,092.00
3	3.12	Conferences	No	$5,600.00	$0.00
3	3.13	Creating effective employee relations and a collaborative district culture	No	$0.00	$0.00
3	3.14	Creating effective employee relations and a collaborative district culture	No	$10,000.00	$0.00
3	3.15	Employment Outreach	No	$15,000.00	$3,011.00
3	3.16	Job Alignment Study	No	$100,000.00	$11,989.00
3	3.17	Staff Communication	No	$0.00	$0.00
3	3.18	Staff Appreciation Events	No	$30,000.00	$30,000.00
4	4.1	Union City Family Center (UCFC) Coordinator	Yes	$245,302.00	$240,619.18
4	4.2	District Wide Family Service Assistants	No	$1,034,782.00	$913,230.27
4	4.3	District Wide Parent Committee: District African American Advisory (DAAA) Committee Support	Yes	$10,000.00	$10,000.00
4	4.4	District Wide Parent Committees: Latino Parent Advisory and Punjabi Parent Advocacy Group	Yes	$10,000.00	$1,675.28
4	4.5	District Wide Parent Committees - District English Learner Advisory Committee	Yes	$5,000.00	$1,567.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	District Translation / Interpretation services	No	$60,000.00	$93,000.00
4	4.7	Parent Engagement - Support the development of District Wide Parent Committees - District Parent Advisory/ School Site Council / Equity Council	Yes	$20,000.00	$20,000.00
4	4.8	Expanded Learning Opportunity (ELOP) - Parent Engagement and Involvement	No	$0.00	$0.00
4	4.9	Early Childhood Community Specialist	No	$115,180.00	$142,145.80
4	4.10	Community Specialist	No	$285,513.00	$207,466.25
5	5.1	Program Menu Improvement	No	$0.00	$0.00
5	5.2	Program Operations	No	$15,000.00	$4,052.00
5	5.3	Program Operations and Menu Improvement	No	$0.00	$0.00
5	5.4	Drop Off Zones at Itliong-Vera Cruz MS., Alvarado ES. and Cesar Chavez MS.	No	$2,000,000.00	$96,116.79
5	5.5	Fencing at Itliong-Vera Cruz MS. and Cesar Chavez MS.	No	$1,000,000.00	$0.00
5	5.6	District Wide Painting	No	$500,000.00	$742,644.00
5	5.7	District Wide Playground Upgrades	No	$300,000.00	$348,262.00
5	5.8	District Wide HVAC repairs	No	$20,000,000.00	$492,523.00

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)
5	5.9	Sports Complex at Itliong-Vera Cruz MS. and Cesar Chavez MS.	No	$10,000,000.00	$1,019,906.00
5	5.10	Bond Program Implementation	No	$0.00	$0.00
5	5.11	Funding Opportunities	No	$0.00	$0.00
5	5.12	Budget systems and controls	No	$0.00	$0.00
5	5.13	Improve unused facilities for revenue enhancements	No	$0.00	$0.00
6	6.1	Attendance Outreach	No	$60,000.00	$23,686.91
6	6.2	College and Career Opportunities (CCHS)	No	$60,000.00	$64,388.19
6	6.3	Student Support	No	$86,000.00	$65,761.60
6	6.4	Curriculum Development	No	$11,567.00	$5,016.07
6	6.5	Credit Monitoirng	No	$200,596.00	$61,353.56
6	6.6	College and Career Pathways (DSIS)	No	$60,000.00	$0.00
6	6.7	Academic Support	No	$100,000.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$17,575,778	$18,661,087.57	$20,297,090.09	($1,636,002.52)	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	EL Secondary Coaches	Yes	$170,000.00	$145,268.00		
1	1.4	Literacy Plan: Expansion of Science of Reading and University of Florida Literacy Institute (UFLI) implementation	Yes	$100,000.00	$42,986.00		
1	1.5	Math Instructional Support and Professional Development	Yes	$500,000.00	$419,187.00		
1	1.6	Science PD and Teacher on Special Assignment	Yes	$163,900.00	$207,567.00		
1	1.7	Professional Develp of Practice	Yes	$200,000.00	$282,534.00		
1	1.8	Curriculum Alginment and Development	Yes	$80,000.00	$23,828.00		
1	1.9	Chapter One Contract	Yes	$200,000.00	$41,000.00		
1	1.11	K-5 Media Specialists and Secondary Librarians and Media Specialists	Yes	$1,600,448.00	$1,679,049.00		
1	1.14	Northwest Evaluation Association (NWEA)	Yes	$98,875.00	$98,875.00		
1	1.18	Dual Immersion Curriculum and Coaching Support	Yes	$283,048.00	$295,961.00		
2	2.1	Decoto School for Independent Study Staff	Yes	$1,431,067.57	$1,530,614.90		
2	2.5	Secondary School Guidance Counselors	Yes	$2,300,000.00	$2,685,600.49		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	Assistant Principals and House Principals	Yes	$2,005,641.00	$2,494,979.00		
2	**2.8**	Conley Caraballo High School (CCHS) Staff	Yes	$1,292,864.00	$1,736,011.00		
2	**2.9**	Alternative Courses (DSIS at Logan)	Yes	$70,000.00	$88,694.00		
2	**2.14**	Dignity and Belonging Initiative Supports	Yes	$225,000.00	$238,764.00		
2	**2.19**	Enhancing individualized learning through smaller class sizes	Yes	$3,947,092.00	$4,305,713.00		
3	**3.11**	Compensation to attract and retain diverse and skilled staff	Yes	$3,899,092.00	$3,899,092.00		
4	**4.1**	Union City Family Center (UCFC) Coordinator	Yes	$49,060.00	$48,123.88		
4	**4.3**	District Wide Parent Committee: District African American Advisory (DAAA) Committee Support	Yes	$10,000.00	$10,000.00		
4	**4.4**	District Wide Parent Committees: Latino Parent Advisory and Punjabi Parent Advocacy Group	Yes	$10,000.00	$1,675.28		
4	**4.5**	District Wide Parent Committees - District English Learner Advisory Committee	Yes	$5,000.00	$1,567.54		
4	**4.7**	Parent Engagement - Support the development of District Wide Parent Committees - District Parent Advisory/ School Site Council / Equity Council	Yes	$20,000.00	$20,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$110,951,738	$17,575,778	0.605%	16.446%	$20,297,090.09	0.000%	18.294%	$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).

California Department of Education
November 2024

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

New Haven Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
LEA-wide Lowest Performance	District	African American	CCI	2, 4	2.5, 4.3, 4.10
LEA-wide Lowest Performance	District	Hispanic	Graduation	2, 4	2.5, 4.4
LEA-wide Lowest Performance	District	Hispanic	Math	1, 4	1.5, 1.20, 4.4
LEA-wide Lowest Performance	District	Homeless	CCI	4	4.1
LEA-wide Lowest Performance	District	Homeless	ELA	1	1.4, 1.7, 1.8, 1.9, 1.12, 1.14, 1.18
LEA-wide Lowest Performance	District	Homeless	Graduation	2, 4	2.5, 4.3
LEA-wide Lowest Performance	District	Homeless	Math	1, 2, 4	1.5, 1.20, 4.4
LEA-wide Lowest Performance	District	Students with Disabilities	CCI	2, 4	2.5, 4.10
LEA-wide Lowest Performance	District	Students with Disabilities	ELA	1, 2	1.4, 1.6, 1.7, 1.8 1.12, 1.14, 1.18, 2.3
Required Action for English Learners	District	English Learner	N/A	1, 4	1.1,1.2,1.3, 4.5, 4.6
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1	1.2
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	2	2.3
School Student Group Lowest Performance	Alvarado Elementary	English Learner	Chronic Absenteeism	1, 2, 4	1.17, 2.7, 2.11, 4.2, 4.5, 4.9, 4.10
School Student Group Lowest Performance	Alvarado Elementary	Students with Disabilities	ELA	1, 2, 4	1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Cesar Chavez Middle	African American	Chronic Absenteeism	1, 2, 4	2.7, 2.11, 4.2, 4.3, 4.9, 4.10
School Student Group Lowest Performance	Cesar Chavez Middle	African American	ELA	1, 2, 4	1.7,1.8, 1.12, 1.14, 4.3
School Student Group Lowest Performance	Cesar Chavez Middle	African American	Math	1, 2,4	1.5, 1.8, 1.20, 2.14, 2.18
School Student Group Lowest Performance	Cesar Chavez Middle	English Learner	ELA	1, 2, 4	1.1,1.2,1.3,1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Cesar Chavez Middle	English Learner	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Cesar Chavez Middle	Hispanic	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Cesar Chavez Middle	Socioeconomically Disadva	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Cesar Chavez Middle	Students with Disabilities	Chronic Absenteeism	1, 2, 4	1.17, 2.7, 2.11, 4.2, 4.5, 4.9, 4.10
School Student Group Lowest Performance	Cesar Chavez Middle	Students with Disabilities	ELA	1, 2, 4	1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Cesar Chavez Middle	Students with Disabilities	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	Hispanic	CCI	6	6.1, 6.2
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	Socioeconomically Disadvantaged	CCI	6	6.1, 6.2
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	All Students	CCI	6	6.1, 6.2
School Student Group Lowest Performance	Decoto School for Independent Study	English Learner	Math	1, 4	1.5, 4.4, 4.5, 4.6
School Student Group Lowest Performance	Decoto School for Independent Study	Hispanic	Graduation	2,4	2.7, 4.4
School Student Group Lowest Performance	Decoto School for Independent Study	Socioeconomically Disadva	CCI	2, 4	2.7, 4.3
School Student Group Lowest Performance	Decoto School for Independent Study	Socioeconomically Disadva	Graduation	2, 4	2.7, 4.3
School Student Group Lowest Performance	Decoto School for Independent Study	All Students	CCI	2, 4	2.7, 4.3, 4.4
School Student Group Lowest Performance	Decoto School for Independent Study	All Students	Chronic Absenteeism	2, 4	2.7, 2.11, 4.2, 4.3, 4.4, 4.9
School Student Group Lowest Performance	Decoto School for Independent Study	All Students	Math	1, 2, 4	1.5, 1.20, 4.3, 4.4, 4.5, 4.6
School Student Group Lowest Performance	Decoto School for Independent Study	All Students	Graduation	2, 4	2.7, 4.3
School Student Group Lowest Performance	Hillview Crest Elementary	English Learner	ELA	1, 2, 4	1.1,1.2,1.3,1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Hillview Crest Elementary	Students with Disabilities	ELA	1, 2, 4	1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Itliong-Vera Cruz	African American	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Itliong-Vera Cruz	African American	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	Itliong-Vera Cruz	English Learner	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	Itliong-Vera Cruz	Hispanic	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	Itliong-Vera Cruz	Socioeconomically Disadva	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	James Logan High	English Learner	ELA	1, 2, 4	1.1,1.2,1.3,1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	James Logan High	English Learner	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

New Haven Unified 2026-27 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	James Logan High	Hispanic	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	James Logan High	Students with Disabilities	CCI	2, 4	4.1
School Student Group Lowest Performance	James Logan High	Students with Disabilities	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	James Logan High	White	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Pioneer Elementary	English Learner	Chronic Absenteeism	1, 2, 4	1.18, 2.7, 2.11, 4.2,4.3, 4.9, 4.10
School Student Group Lowest Performance	Pioneer Elementary	Students with Disabilities	ELA	1, 2, 4	1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Pioneer Elementary	Students with Disabilities	Math	1, 2, 4	1.5, 1.8, 1.20, 2.14, 2.18, 4.4
School Student Group Lowest Performance	Searles Elementary	English Learner	ELA	1, 2, 4	1.1,1.2,1.3,1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Searles Elementary	Hispanic	ELA	1, 2, 4	1.1,1.2,1.3,1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
School Student Group Lowest Performance	Searles Elementary	White	Chronic Absenteeism	1, 2, 4	1.18, 2.7, 2.11, 4.2,4.3, 4.9, 4.10
School-wide Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	All Students	Graduation	6	6.2
Required Action(s) for Technical Assistance	District	LTEL	ELA	1, 2, 4	1.3, 1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
Required Action(s) for Technical Assistance	District	LTEL	Math	1, 2, 4	1.3, 1.5, 1.8, 1.20, 2.14, 2.18, 4.4
Required Action(s) for Technical Assistance	District	LTEL	Chronic Absenteeism	2, 4	1.18, 2.7, 2.11, 4.2,4.3, 4.9, 4.10
Required Action(s) for Technical Assistance	District	LTEL	CCI	4	4.10
Required Action(s) for Technical Assistance	District	Students with Disabilities	ELA	1, 2, 4	1.3, 1.4, 1.6, 1.7, 1.8 1.12, 1.14, 2.3, 4.4
Required Action(s) for Technical Assistance	District	Students with Disabilities	Math	1, 2, 4	1.3, 1.5, 1.8, 1.20, 2.14, 2.18, 4.4
Required Action(s) for Technical Assistance	District	Students with Disabilities	CCI	4	4.10
Required Action(s) for Technical Assistance	District	Homeless	ELA	1	1.4, 1.7, 1.8, 1.9, 1.12, 1.14
Required Action(s) for Technical Assistance	District	Homeless	Math	1, 4	1.5, 1.7, 1.20
Required Action(s) for Technical Assistance	District	Homeless	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
Required Action(s) for Technical Assistance	District	Homeless	Chronic Absenteeism	1, 2, 4	1.17, 2.9, 2.11, 2.14, 4.2, 4.9, 4.10
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	English Learner	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	Socioeconomically Disadva	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	Students with Disabilities	Suspension	2, 4	2.7, 2.11, 4.4, 4.7
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	Hispanic	Graduation	2, 4	2.5, 4.3
School Student Group Lowest Performance	Core Learning Academy at Conley-Caraballo High (Equity Multiplier)	Socioeconomically Disadvantaged	Graduation	2, 4	2.5, 4.3
School Student Group Lowest Performance	Decoto School for Independent Study	Asian	Chronic Absenteeism	2, 4	2.4, 2.5, 2.7, 2.11, 2.14, 2.18, 4.1, 4.2, 4.7, 4.10
School Student Group Lowest Performance	Decoto School for Independent Study	English Learner	Chronic Absenteeism	2, 4	2.4, 2.5, 2.7, 2.11, 2.14, 2.18, 4.1, 4.2, 4.7, 4.10
School Student Group Lowest Performance	Decoto School for Independent Study	English Learner	ELA	1, 4	1.1, 1.2, 1.3, 1.4, 1.7, 1.8 1.12, 1.14, 4.4
School Student Group Lowest Performance	Decoto School for Independent Study	English Learner	ELPI	1, 2	1.1, 1.2, 1.3, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14, 2.14, 2.15
School Student Group Lowest Performance	Decoto School for Independent Study	Hispanic	CCI	1, 6	1.2, 1.3, 6.2
School Student Group Lowest Performance	Decoto School for Independent Study	Hispanic	Chronic Absenteeism	2, 4	2.4, 2.5, 2.7, 2.11, 2.14, 2.18, 4.1, 4.2, 4.7, 4.10
School Student Group Lowest Performance	Decoto School for Independent Study	Hispanic	Math	1	1.2, 1.3
School Student Group Lowest Performance	Decoto School for Independent Study	Socioeconomically Disadva	Chronic Absenteeism	2, 4	2.4, 2.5, 2.7, 2.11, 2.14, 2.18, 4.1, 4.2, 4.7, 4.10
School Student Group Lowest Performance	Decoto School for Independent Study	Socioeconomically Disadva	Math	1	1.5, 1.7, 1.8, 1.14