



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Unified School District

CDS Code: 34 75283 0000000

School Year: 2025-26

LEA contact information:

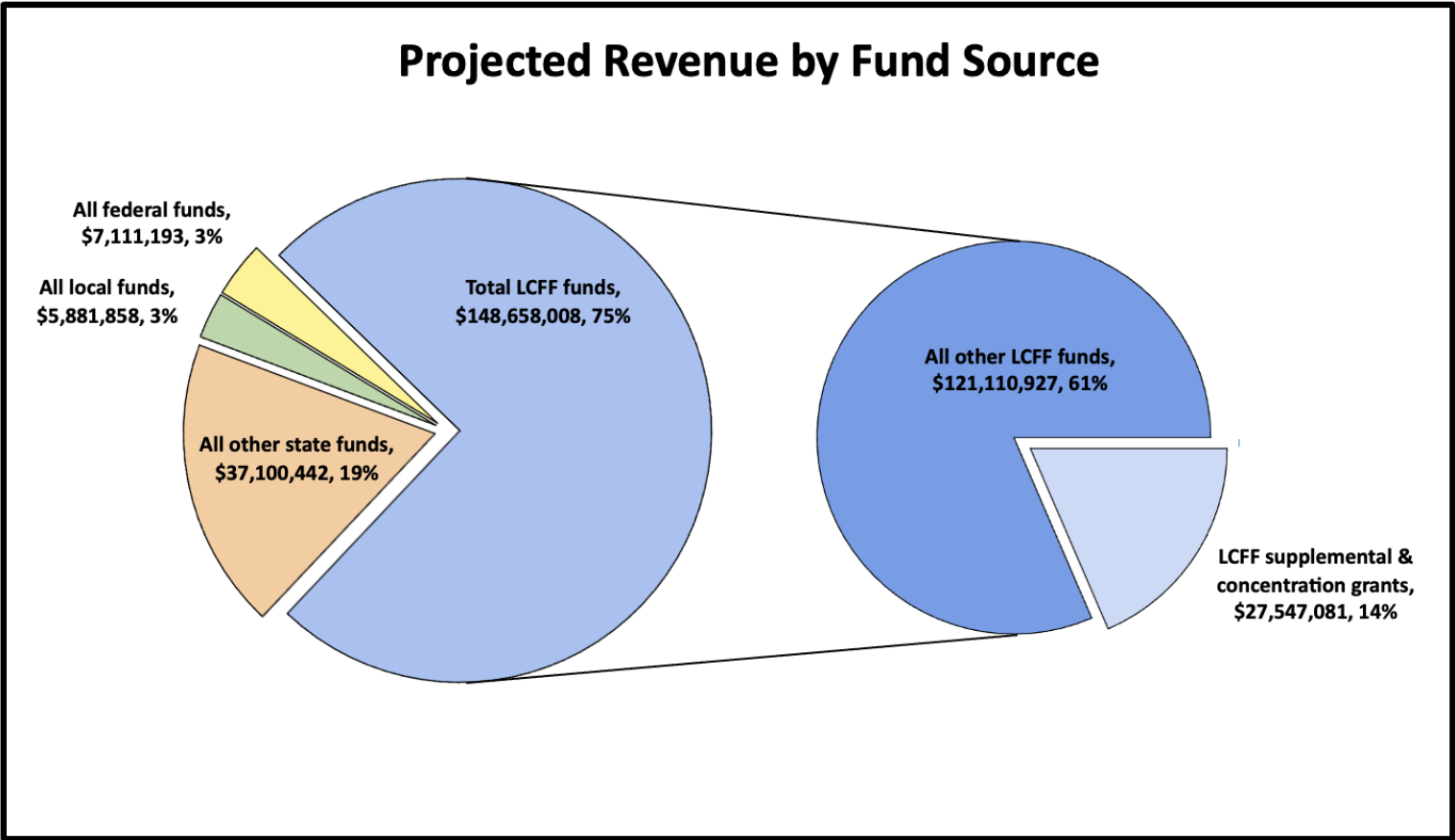
Constituent and Customer Service

customerservice@natomasunified.org

(916) 561-5253

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

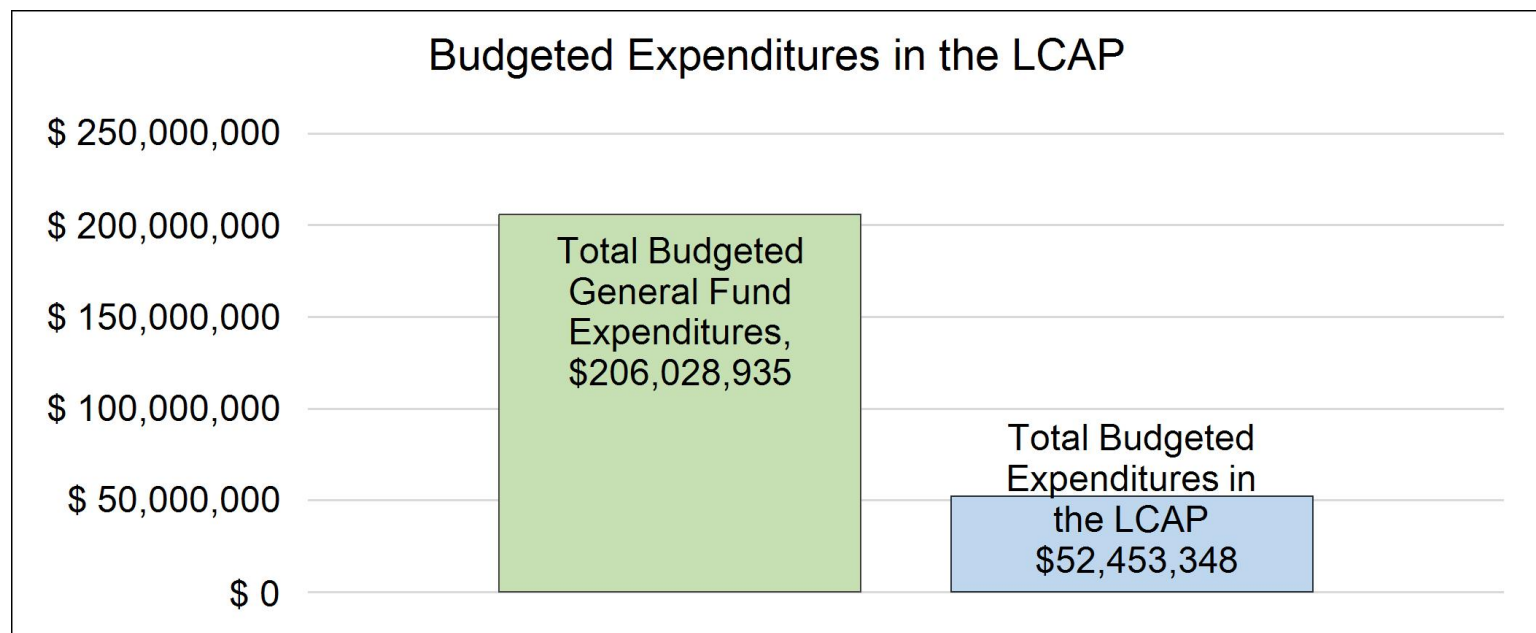
Budget Overview for the 2025-26 School Year



The text description for the above chart is as follows: The total revenue projected for Natomas Unified School District is \$198,751,501, of which \$148,658,008 is Local Control Funding Formula (LCFF), \$37,100,442 is other state funds, \$5,881,858 is local funds, and \$7,111,193 is federal funds. Of the \$148,658,008 in LCFF Funds, \$27,547,081 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 Natomas Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Natomas Unified School District plans to spend \$206,028,935 for the 2025-26 school year. Of that amount, \$52,453,348 is tied to actions/services in the LCAP and \$153,575,587 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

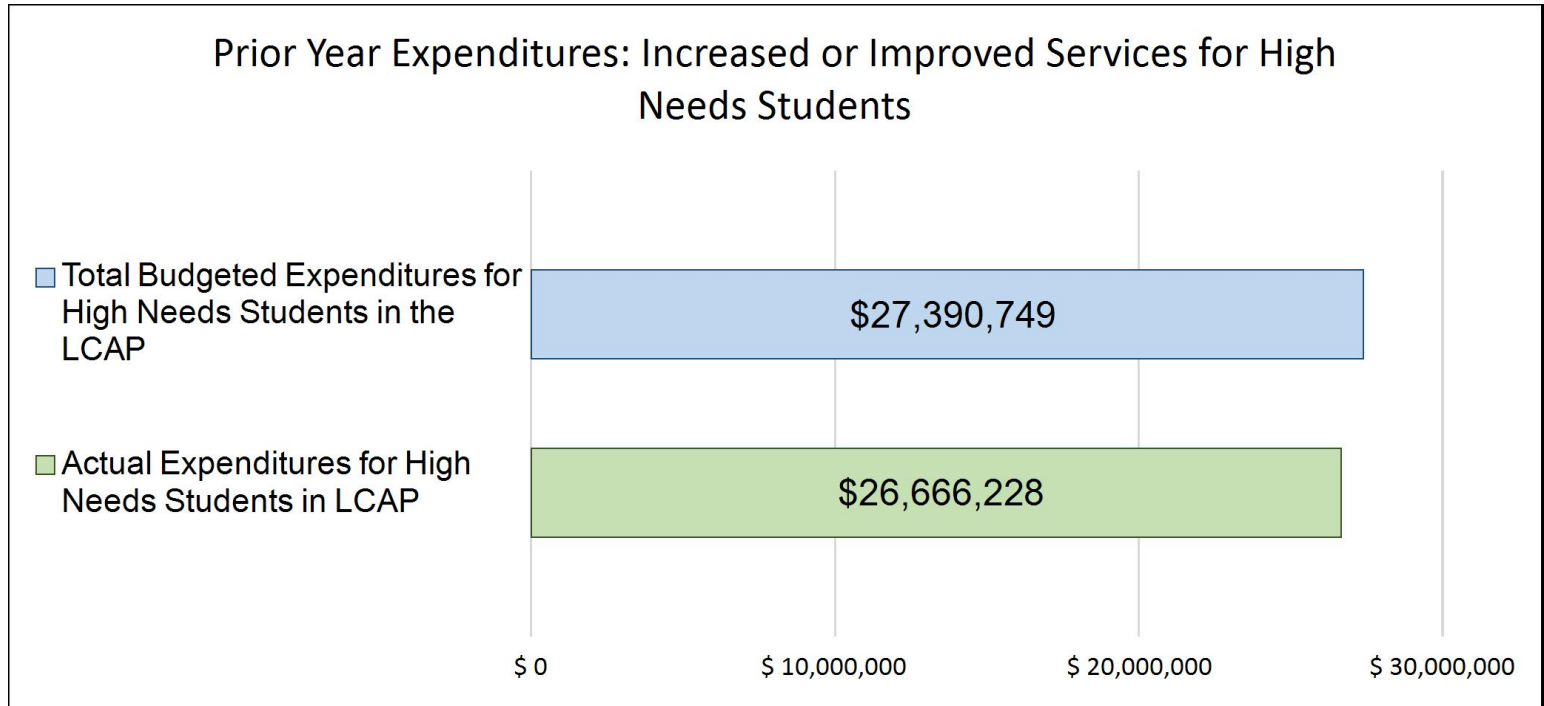
All expenditures related to the district's core educational programs and district operations are among the expenditures not listed in the LCAP. These expenditures include salaries and benefits related to teachers, all other certificated staff, classified support staff, and administration, textbooks, instructional supplies, equipment, contracted services, utilities, insurance, technology, research/data needs, maintenance, operations and transportation. Details about the entire district budget may be found on our district website.

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

In 2025-26, Natomas Unified School District is projecting it will receive \$27,547,081 based on the enrollment of foster youth, English learner, and low-income students. Natomas Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Natomas Unified School District plans to spend \$28,271,318 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Natomas Unified School District's LCAP budgeted \$27,390,749 for planned actions to increase or improve services for high needs students. Natomas Unified School District actually spent \$26,666,228 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$724,521 had the following impact on Natomas Unified School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures, overall, did not substantially impact NUSD's ability to increase or improve services for high needs students. A significant percentage of the difference is in Action 1.20 (Secondary Math Supports) and reflects a delay in the planned implementation of furniture/other materials associated with secondary math PD. The PD itself was able to move forward as expected. Another significant percentage of the difference was within Action 5.8 (Diversity Recruitment Program). Actual participation in the program for 24-25 fell short of projections, though the program continued as planned and provided the specified supports to the participating individuals. The remaining difference between budgeted and actual expenditures was spread across actions and reflected minor differences, such as delays in hiring of positions, but did not impede overall implementation of the actions and increasing/improving services for high needs students.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Natomas Unified School District	Constituent and Customer Service	customerservice@natomasunified.org (916) 561-5253

Plan Summary [2025-26]

General Information

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

Natomas Unified School District (NUSD) is a thriving educational community that prides itself on a shared vision and strong core values. Our shared vision is to provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success. This vision is rooted in our core values of (a) learning and achievement for each of our students, (b) families as partners in the education of their students, (c) committed, collaborative, caring, and exemplary employees, and (d) diversity, equity, and inclusion. Our District enacts our vision and values through an LCAP and strategic plan that are fully aligned in their goals and key actions. Both of these foundational plans are anchored by our Theory of Action for Student Success as detailed in our Board Policy and Administrative Regulation 0100. Our Theory of Action outlines the district’s direction for Systematic Access, Academic Support, Social Emotional Support/Mental Health, and Climate.

Situated in northern Sacramento, Natomas is a dynamic and rapidly growing community shaped by its rich history, cultural diversity, and evolving demographics. Originally an agricultural hub, Natomas has transformed into a thriving residential and commercial district, attracting families and professionals seeking proximity to downtown Sacramento. The community is home to a diverse population, with a blend of long-standing residents and newcomers contributing to its multicultural identity. Natomas reflects a broad socioeconomic spectrum, with a mix of housing developments, businesses, and community resources that support its residents. This diversity is reflected in NUSD, which frequently appears on the list of the most diverse school districts statewide and nationally. NUSD is a place where students and families bring a wide range of cultural backgrounds, languages, and experiences, shaping a vibrant educational environment.

NUSD currently serves students from Pre-Kindergarten through age 22. The major racial/ethnic groups that make up NUSD's student population include Hispanic/Latino (35%), Black/African American (22%), Asian (16%), White (11%), and Multiracial (11%). The remaining 5% is comprised of Filipino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students. Approximately 15% of NUSD's students are English Learners with over 50 different home languages/dialects represented among them. Nearly two-thirds of all students in the district qualify for Free and Reduced Lunch. Annually NUSD serves approximately 50 Foster Youth and 400-500 youth experiencing homelessness. Overall, NUSD has nearly 70% of students who are considered to be Unduplicated Pupils (combining English Learners, Free and Reduced Lunch, Foster Youth and Homeless Youth). Also approximately 15% of NUSD's population are Students with Disabilities, who represent a wide range of specific learning needs.

Natomas Unified operates 15 non-charter schools composed of four elementary schools (Transitional Kindergarten (TK) through 6th), seven TK-8th grade schools, one middle school (Grades 7-8th), and three high schools (Grades 9-12th). One of the TK-8 schools (Larry G. Meeks Academy) functions as a hybrid (virtual/in-class) learning program and one of the TK-8th grade schools (Heredia-Arriaga School) offers a dual-immersion Spanish language program. In total, more than 11,000 students are served across these schools with steady enrollment increases over the past ten years. Natomas Unified also serves students in other local charter schools, including Leroy Greene Academy (LGA), a 6-12th grade dependent charter school. (This Local Control and Accountability Plan (LCAP) is for Natomas Unified School District's non-charter schools and programs. Each local charter school is required to complete its own LCAP.)

Additionally, four schools (Bannon Creek School, Discovery High School, Larry G. Meeks Academy, and Natomas Middle School) have been identified by the state as LCFF Equity Multiplier Schools based on their non-stability rate and percentage of students who are socioeconomically disadvantaged from 2023-24. These schools have specific goals and actions included in the LCAP based on identified needs. For 2025-26, Goal 6 also includes actions for American Lakes School, which was identified in a previous annual cycle and has remaining funds to be expended.

NUSD continues to be financially stable and able to expand social, emotional, physical, and academic support programs and services that increase college and career readiness and connect students to their schools. Examples include, but are not limited to, a TK-12th grade International Baccalaureate (IB) continuum, Advanced Placement (AP) Capstone program, dual enrollment program (including, but not limited to, the California Early College Academy (CECA) at Inderkum High School), broad social-emotional continuum of supports and programs, health clinics and wellness supports, early learning programs, and ten Career Technical Education (CTE) pathways.

Natomas Unified School District's committed and caring staff collaborate with families, community organizations, and external partners in a collective effort to help our students succeed and to be productive citizens when they complete their journey in Natomas Unified. Within this plan NUSD shares numerous examples of positive growth and also areas where targets have not been met and improvement is needed. This plan embodies NUSD's commitment to a Cycle of Continuous Learning and Improvement (CCLI) in which progress does not happen all at once, but rather over time. Each year presents an opportunity to make progress towards annual and long-term goals as well as to reflect on what may not be working and adjust in real-time. Guiding all efforts within this Cycle of Continuous Learning and Improvement are NUSD's Core Values and shared Vision.

Reflections: Annual Performance

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

2024 Dashboard Results for Natomas Unified School District

NUSD made positive growth in five of the state indicators as measured and reported by the 2024 California School Dashboard. Below are the summarized results for each of the state indicators including the performance colors for the 2023 and 2024 Dashboards and the amount of change this represents. NUSD improved by one color in three indicator areas and by two colors in the Suspension Rate indicator and English Learner Progress Indicator.

- Graduation Rate: Improved one level from YELLOW to GREEN
- College Career Indicator: Improved one level equivalent from MEDIUM to GREEN
- Academic (Math): No Change - ORANGE both years
- Academic (English Language Arts (ELA)): No Change - ORANGE both years
- Suspension Rate: Improved two levels from RED to YELLOW
- Chronic Absenteeism Rate: Improved one level from ORANGE to YELLOW
- English Learner Progress Indicator: Improved two levels from ORANGE to GREEN

As part of the NUSD Cycle of Continuous Learning and Improvement, staff review the annual performance of student groups in each of the state indicators to assess ongoing and emerging student needs. Dashboard results are also shared with interest holders during engagement to receive feedback that is specific to student group needs as well as overarching feedback to support broad improvements. Following is a summary of key reflections including recognized areas in which growth is needed. Also detailed below are some of the key efforts to address the identified needs, all of which are addressed at various points throughout this plan.

Graduation Rate

Overall, NUSD received a 'Green' rating for Graduation Rate on the 2024 Dashboard. This rating is based on a 94.1% Graduation Rate for 2023-24 (classified as 'High' performance) and an increase of +1.7% from the previous year's rate. From 2023 to 2024, all but one student group increased their graduation rate. The most significant increases occurred for Black/African American students (+3.4%) and Multiracial students (+4.4%). There was a decrease in graduation rate for Students with Disabilities of -5.0%. This remains an area for growth and also an area for ongoing monitoring, as some students with disabilities earn a Certificate of Completion instead of a High School diploma. This is determined by their Individualized Education Program (IEP).

Ongoing efforts to improve graduation rates for all students and individual student groups include our district's Culture of Resilience to provide the academic, social, and emotional supports necessary to meet each student's individual needs. School counselors, social workers, and other staff provide wrap-around supports during the regular school year. During the summer, credit recovery opportunities enable students who are off-track to get back on-track. The district has also more recently partnered with the state's California College Guidance Initiative (CCGI) to provide staff additional tools for guiding students towards graduation and college entrance. This platform was launched as a pilot in the spring of 2024 and was implemented more broadly during 2024-25. NUSD also continues to operate and continuously improve multiple options for students to attain graduation beyond the 'traditional' path. These include Discovery High School, recognized statewide as a Model Continuation High School, and a Virtual Instruction Program (VIP) for students who need to access online opportunities.

Academic Indicator (English Language Arts (ELA) and Math)

Overall, NUSD received an 'Orange' performance rating for both parts of the Academic Indicator (ELA and Math). In both areas NUSD's status was classified as 'Low,' with a result of -78.0 points below standard for Math and -41.7 points below standard for ELA. The 2024 Math result was a +1.4 point improvement over 2023. The 2024 ELA result was -0.6 points lower than 2023. Notable student group results include:

- Math: In 2024, eight student groups were more than 100 points below standard for Math. No student groups scored at or above standard in 2024. Several student groups did improve from 2023 to 2024 in Math including Black/African American, Filipino, Pacific Islander, Two or more races, White, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.
- English Language Arts: In 2024, six student groups were more than 70 points below standard for ELA, Filipino students scored above standard (+25.7) and White students were within 4 points of meeting standard. Several student groups did improve from 2023 to 2024 in ELA including Black/African American, Filipino, Hispanic/Latino, Two or more races, White, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

It is clear from the results that significant improvement is needed districtwide in both Math and ELA. Staff have been analyzing these scores since testing was complete and have continued implementation of uniform district-wide assessments using i-Ready and IXL. Diagnostic scores from those assessments reveal the same needs as these dashboard results. Areas of work in progress to address these needs include:

- Development and implementation of NUSD's Instructional Framework, which establishes district coherence and continuity in instructional strategies, assessment, professional development, and curriculum.
- Providing sites ongoing access to early reading intervention and support through resources including, but not limited to, Read 180, Math 180 and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) materials and training.
- NUSD's work with the California State University of Sacramento (CSUS) and Sacramento County Office of Education (SCOE) to provide Math professional development.
- NUSD is part of the California Math Curriculum and Instruction Network (CMCIN), a state-wide effort led by the CORE districts to develop a cohesive mathematics vision and implementation plans aligned to the state framework.

Chronic Absenteeism

Overall, NUSD received a 'Yellow' rating for the Chronic Absenteeism Rate Indicator on the 2024 Dashboard. This is based on a 2023-24 rate of 25.4% which was a decrease of -7.2% from the 2023 rate. Results for this indicator demonstrate significant progress in the district's efforts to decrease chronic absenteeism. Most districts statewide and nationwide saw chronic absenteeism significantly increase during and post-pandemic and NUSD was no exception to this trend. A decline of -7.2% is a significant reduction and important step in the district's efforts to continue decreasing this rate.

Bright spots in the most recent year include decreases from 2023 to 2024 for ALL NUSD student groups, with most of these decreasing by 5% or more. Groups with decreases of more than 8% included American Indian/Alaska Native, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, Multiracial students, and Students with Disabilities. Opportunities for improvement remain for all student groups, with all groups remaining in the 'Very High' or 'High' level of Chronic Absenteeism, even after the most recent declines. It is important to note that the California School Dashboard includes only grades K-8 in the calculation for the Chronic Absenteeism indicator. Internally, our district

regularly monitors chronic absenteeism at all grade levels.

Improving overall attendance rates and reducing chronic absenteeism remains a key priority for NUSD. In the past year the district has continued to invest in increased resources for monitoring attendance rates and supporting sites in proactive approaches to improving student attendance. This includes the second year of implementation of the Attention to Attendance (A2A)/Attend platform and additional staffing to conduct outreach. Outreach efforts include support for sites to implement School Attendance Review Team (SART) meetings, develop attendance improvement plans, and implement positive incentives for good attendance.

English Learner Progress Indicator

NUSD's performance for 2024 was 'Green' based on 46.1% of English Learners making progress and a positive improvement of +2.0% from the 2023 Dashboard. 2024 is the first year that the Dashboard has included Long-Term English Learners (LTELs) as a student group. In this first year, LTELs placed at the 'Orange' level with 44.5% making progress. This is a decrease of -2.2% from the previous year and, along with LTEL performance across other indicators, demonstrates a need for support specific to this population. Supporting English Learners continues to be a priority for our district, as evidenced by the full implementation of NUSD's dual-immersion school, Heredia-Arriaga, and the recent efforts to update the district's English Learner Master Plan.

Suspension Rate

Overall, NUSD received a 'Yellow' rating in the Suspension Indicator for the 2024 Dashboard. This is based on a rate of 7.7% (considered 'High' on the Dashboard) and a decrease of -0.8% from the previous year. Bright spots are present for a range of student groups, with twelve of fourteen student groups decreasing their suspension rate from 2023 to 2024. Seven student groups decreased by more than -1.0%: American Indian/Alaska Native, Hispanic/Latino, Multiracial, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities. Significant room for improvement remains, as most student groups still have suspension rates that qualify them for 'High' or 'Very High' status. The rate for Foster Youth increased by +6.1%. While their cohort size was smaller relative to other groups (N=64), this increase and their overall high rate is a growth opportunity.

The need to decrease suspension rates for all students, and in instances where rates are disproportionately high, is an ongoing focus for NUSD. In the current and recent years the district has emphasized the importance of our Culture of Resilience. Ongoing bodies of work intended to build positive school culture and climate and decrease suspension rates include, but are not limited to:

- Implementation of a Multi-Tiered System of Supports (MTSS) to build out a strong foundation of Tier 1 programs and supports, while also expanding Tier 2 and 3 supports for students with more specific needs
- Implementation of effective Positive Behavioral Interventions and Support (PBIS) to acknowledge and reward the positive sets of behaviors that sites are trying to promote for all students
- Use of Restorative Practices and Restorative Justice processes to provide additional pathways in the behavior and discipline resolution processes
- Implementation of a cohesive Social Emotional Learning (SEL) curriculum to embed key SEL practices across sites and grade levels, so that all students are provided opportunities to develop in these areas
- Expanded Safety and Safe Schools department to ensure that schools have trained staff to respond to safety concerns and to proactively build positive culture and climate

College/Career Indicator

The 2024 Dashboard marks the return of color ratings for the College/Career Indicator following a hiatus during and after the pandemic. The prior year's Dashboard used descriptive levels instead (NUSD received a 'Medium' - equivalent to a Yellow). On the 2024 Dashboard NUSD achieved a Green rating based on an overall 44.8% of students achieving 'prepared' status. This was a +2.3% increase over the previous year. From 2023 to 2024, eight of twelve student groups improved their rates, with several improving by more than +5.0%. These included Hispanic/Latino students (+7.9%), Native Hawaiian/Pacific Islander (+5.8%), Multiracial students (+10.2%), and White students (+5.0%). The four student groups that decreased from 2023 to 2024 included Black/African American students (-3.0%), Asian students (-8.0%), Long Term English Learners (-1.8%), and Homeless Youth (-2.4%). Ongoing district efforts to improve this rate for all students and individual student groups include the following:

- Maintaining and expanding the broad range of Career Technical Education (CTE) pathways that have been established in NUSD over the past several years.
- Continuing to support and build upon the robust Advanced Placement (AP) program at all schools, including the AP Capstone program at Natomas High School.
- Continuing to support and build upon the robust International Baccalaureate (IB) program throughout the district, including the Middle Years Programme (MYP) and Diploma Programme (DP) at Inderkum High School.
- Continuing to expand the district's dual enrollment opportunities, including but not limited to, the California Early College Academy (CECA) at Inderkum High School. It is important to note that ALL NUSD high schools provide dual enrollment opportunities.

Additional reflections on NUSD's recent performance as well as the efforts that were taken to address identified student needs can be found in the Goal Analysis sections within the body of this plan. Further, and as required, attached as an appendix is a document summarizing the student groups, schools, and student groups within schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard. This summary also includes a detailed outline of which LCAP actions and metrics are aligned to the improvement efforts for each state indicator. As required, the 2023 Dashboard results and analysis will continue to guide improvement efforts throughout the course of this LCAP cycle. Staff will also consider the more recent results from the 2024 Dashboard and future Dashboard releases as a source of additional context for guiding improvement results.

LEARNING RECOVERY BLOCK GRANT (LREBG) CONTEXT

Natomas Unified School District will have unexpended LREBG funds entering into the 2025-26 school year. The information below details NUSD's plan for expending these funds including the goal and action(s) that will be funded and the rationale for selecting each action based on the district's needs assessment process.

LREBG funded actions in the 2025-26 NUSD LCAP include:

- Goal 1, Action 12: Professional Development that Supports ELA and Math Instruction
- Goal 1, Action 15: System of Assessments
- Goal 5, Action 11: Maintain Substitute Pay Increase

Findings from the needs assessment aligned with the above reflections from the 2024 Dashboard related to chronic absenteeism and Academics (both Math and ELA). Specific to Chronic Absenteeism, the needs assessment identified the following:

- At the district level, ALL student groups remained in the 'High' or 'Very High' level on the 2024 Dashboard, with eleven in the 'Very High' range and three in the 'High' range. As noted above, all student groups decreased their rate from 2022-23, but the continued 'High' and 'Very High' ratings indicate that there is still much room for improvement.
- This landscape is mirrored at the site level, where almost all sites had 2023-24 chronic absenteeism rates above 10% for all student groups. There were isolated exceptions at a few sites for Asian students or White students, but these were few and far between.
- Internal monitoring of chronic absenteeism rates for 2024-25 demonstrates similar trends as the prior year, with almost all sites and student groups projecting a decrease relative to 2023-24, but also projecting to remain above 10%, with few exceptions.

Overall, the trends over the past two years show that significant positive growth is being made in the area of reducing chronic absenteeism AND that this remains an area of need across the district for all sites and all student groups. As noted, efforts in this area include resources for monitoring attendance rates and supporting sites in proactive approaches to improving student attendance. When considered in tandem with the analyses below, increasing the coherence and quality of Tier 1 instruction across the district in Math and ELA is a key lever for improving attendance. Key steps include ensuring that students are provided high-quality first instruction that is academically rigorous, differentiated to individual student needs, highly engaging, relevant to their life experience, and inclusive of Social Emotional Learning (SEL). Classrooms that exemplify these best practices will be places that students feel challenged, supported, and want to attend each day.

Specific to English Language Arts (ELA), the needs assessment identified the following:

- At the district level, twelve of fourteen student groups are in the 'Low' (American Indian/Alaska Native, Asian, Hispanic/Latino, Pacific Islander, Multiracial, and Socioeconomically Disadvantaged) or 'Very Low' (Black/African American, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Students with Disabilities) categories. Only Filipino students ('High') and White students ('Medium') had higher performance on the 2024 Dashboard.
- These trends are largely mirrored across school sites. There are instances at some higher performing school sites of multiple student groups placing in the 'Medium' or 'High' categories, though these are generally limited to Asian students, Filipino students, White students, or Multiracial students when they occur. Overall, students in all other student groups are in the 'Low' or 'Very Low' category across school sites.
- When 2024 CAASPP scores are examined specifically for students who placed in the lowest level (Standard Not Met) or on the low end of the second lowest achievement level (Standard Nearly Met), results show similar trends overall and by student group. 52.4% of all students who tested in ELA scored in this range, indicating a significant need for improvement across the district. Disparities across student groups are evident, with 68.6% of Black/African American students, 38.3% of White students and 42.5% of Asian students scoring in this range. Both English Learners and Students with Disabilities have 77.8% of students scoring in this range. Disparities also exist by school site, with several schools at 65% or higher (ALS, BCS, DHS, and NMS) and several schools below 40% (HES, IHS, and PVS).
- Internal monitoring of English Language Arts performance for 2024-25 demonstrates similar trends as the above analysis and to performance in the prior year, with gaps in proficiency outcomes between student groups for the K-8 i-Ready Reading diagnostics and grades 9-12 IXL ELA diagnostics.

Overall, the trends over the past several years show that English Language Arts achievement has been relatively flat, with gaps between student groups persisting. This demonstrates a significant need for improvement in high-quality, first instruction districtwide as well as effective site-based collaboration to more deeply understand individual student needs and engage in shared decision-making and action to address those needs. In-progress efforts aligned to this need include the district's development of a TK-12 Instructional Framework for ELA, the district's ongoing use of an internally developed writing assessment, literacy-focused professional development, and piloting of SIPPS and Read 180 literacy intervention support. Additionally, NUSD is participating in the Sacramento County Office of Education (SCOE) READS initiative. A group of NUSD teachers and administrators are representing the district and bringing back information about implementation to the district through the Instructional Framework work group.

Specific to Math, the needs assessment was very similar to English Language Arts and identified the following:

- At the district level, thirteen of fourteen student groups are in the 'Low' (Asian, Hispanic/Latino, Pacific Islander, Multiracial, and White) or 'Very Low' (Black/African American, American Indian/Alaska Native, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities) categories. Only Filipino students ('Medium') had higher performance on the 2024 Dashboard.
- These trends are largely mirrored across school sites. There are instances at some higher performing school sites of multiple student groups placing in the 'Medium' or 'High' categories, though these are generally limited to Asian students, Filipino students, White students, or Multiracial students when they occur. Overall, students in all other student groups are in the 'Low' or 'Very Low' category across school sites.
- When 2024 CAASPP scores are examined specifically for students who placed in the lowest level (Standard Not Met) or on the low end of the second lowest achievement level (Standard Nearly Met), results show similar trends overall and by student group. 63.8% of all students who tested in Math scored in this range, indicating a significant need for improvement across the district. Disparities across student groups are evident, with 80.2% of Black/African American students, 49.1% of White students and 50.1% of Asian students scoring in this range. Both English Learners and Students with Disabilities have more than 80% of students scoring in this range. Disparities also exist by school site, with several schools at 75% or higher (ALS, BCS, DHS, NHS, and NMS) and several schools below 55% (HES, PVS, TRE, and WRE).
- Internal monitoring of Math performance for 2024-25 demonstrates similar trends as the above analysis and to performance in the prior year, with gaps in proficiency outcomes between student groups for the K-8 i-Ready Math diagnostics and grades 9-12 IXL Math diagnostics. Across grade levels and school sites, Math achievement continues to lag behind ELA achievement.

Overall, the trends over the past several years show that Math achievement has been relatively flat, with gaps between student groups persisting. Similar to English Language Arts, this demonstrates a significant need for improvement in high-quality, first instruction districtwide as well as effective site-based collaboration to more deeply understand individual student needs and engage in shared decision-making and action to address those needs. In-progress efforts aligned to this need include the district's development of a math-specific vision and professional development plan (supported by participation in a CORE-led, statewide math curriculum and instruction network), partnership with the Sacramento County Office of Education (SCOE) to deliver math professional development specifically aimed at increasing student engagement, and the piloting of Math 180 intervention supports.

Across the three areas detailed above, a common theme is the need to strengthen NUSD Tier 1, high-quality first instruction and social

emotional programs in the classroom. This improvement will require strong leadership at the school site level to implement effective Professional Learning Communities (PLCs), provide effective formative feedback to staff to support improved practice, alignment across sites to instructional practices that are research-based, and ongoing coaching and support. Based on this, the identified actions that are LREBG funded will expand upon the district wide professional development for instructional leaders that was started in 2024-25. The partnership with Aspire EDU provides site leaders with onsite coaching to improve their leadership of PLCs, provision of formative feedback to drive instructional improvement, and identification of high-leverage instructional practices that should be the focus at the classroom, grade-level/department, or whole school levels. All of these aspects are forms of professional development that are directly in service of effective implementation of the Mathematics Framework for California Public Schools and the English Language Arts/English Language Development Framework for California Public Schools. The actions will also continue to provide regular access to diagnostic and formative data, as well as personalized instructional resources, and ensure that students continue to have access to qualified substitutes when their teacher is not present.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard results, Natomas Unified School District is eligible for Differentiated Assistance for Foster Youth. Districts can qualify by having student groups meet criteria in two different State Priority Areas. NUSD is specifically eligible for Foster Youth based on their performance in the Academic Indicator (Math and English Language Arts outcomes) and Suspension Rate. NUSD's 2024-25 Differentiated Assistance status is a substantial shift from NUSD's eligibility in 2023-24, which was based on the 2023 Dashboard, and included six student groups (Black/African American students, American Indian/Alaska Native students, Students of two or more races, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities). Statewide, of the 994 LEA's in California, 436 (44%) of them qualified for Differentiated Assistance based on the 2024 California Dashboard results. Another 153 districts (15%) are in the second year of Differentiated Assistance based on 2023 Dashboard Results. These results are similar to the previous year, when 47% of LEA's qualified for DA. Also, 313 of the 436 LEAs that qualified in 2024 also qualified in 2023 as Natomas Unified did. In Sacramento County, 12 of 14 (86%) qualified. Of the 1,245 Charter schools in California, 173 (14%) qualified for Differentiated Assistance in 2024. In Sacramento County, 16 of 53 (30%) qualified.

Staff from the Sacramento County Office of Education (SCOE) provide support to NUSD by meeting monthly with a cross-departmental district team and working through the Cycle of Continuous Learning and Improvement (CCLI). Initially, this year's work with SCOE was focused on improving the district's re-entry processes, particularly for those students who have been suspended. With a prior eligibility list of six student groups across multiple state indicators, this focus represented an extension of the prior year's work to investigate the onboarding process for students new to NUSD or transferring within NUSD mid-year. With the release of the 2024 Dashboard, the group's focus has shifted slightly to focus on Foster Youth. This has included the addition of the Foster/Homeless Youth liaison (a social worker manager that specifically supports those student groups) to the DA team and digging into data more specific to this population. Since the number of students who make up our Foster Youth population is small, change can be made more efficiently and with a targeted approach to better address their unique needs and provide meaningful support. While the focus shifted to more specifically zoom in on Foster Youth, the initial, broader focus on re-entry also resulted in the development of new systems. A new documentation structure was built into the student information system specific to post-suspension re-entry meetings.

During the spring process, the Differentiated Assistance team surveyed Social Workers to gain more understanding of their current practices for onboarding Foster Youth at schools, developed a draft model for a Foster Youth-specific onboarding process, and engaged in the PDSA process. The team discussed the potential for this process to significantly refine the district's initial onboarding work and be the template for a new, more effective process that can be replicated for other student groups with demonstrated need.

An additional focus of the group has been the explicit modeling and practice of continuous improvement tools and skills. This has aligned with the interest of district leadership to identify some foundational protocols for digging into improvement questions, and in particular root cause analysis. The Differentiated Assistance support provided by SCOE has, from the beginning, been rooted in continuous improvement. With aligned priorities from district leadership, the team has been able to leverage the process to engage in explicit protocols, focused on the Foster Youth student group, to help unpack improvement questions and identify next steps. Examples of these efforts have included affinity grouping within a Fishbone diagram process, process mapping to understand inner workings of the system, and Plan-Do-Study-Act cycles. District staff have been able to translate these experiences to modeling of the protocols in multiple district leadership meetings and have plans to engage principals in the same protocols during their summer leadership institute.

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.

For the 2024-25 school year, the following school is eligible for Comprehensive Support and Improvement (CS) based on 2024 Dashboard results:

- Discovery High School

The following schools were previously eligible for CSI based on 2023 Dashboard results and have since exited CSI status based on 2024 Dashboard results:

- American Lakes School
- Bannon Creek School
- Jefferson School
- Natomas High School
- Natomas Middle School

Support for Identified Schools

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

NUSD has and will continue to support eligible/identified schools within the district's annual School Plan for Student Achievement (SPSA) process, key CCLI (Cycle of Continuous Learning and Improvement) activities, and needs assessments. These layers of support are provided by leadership within the Academic Office including the School Leadership Team, Educational Services, and Research and Data.

Principals and other site leaders are able to access the supports through twice-monthly principal meetings, their regular one-on-one meetings with their Supervisor of Schools, and scheduling one-on-one support sessions with staff as needed.

In 2024-25 NUSD fully transitioned to the new annual SPSA timeline, in which the SPSA is developed and approved in the spring, rather than the fall. Through this process, school leaders are provided direction and guidance for the development of their improvement plans, including alignment of their goals and actions to the district's vision and goals. In preparing their SPSAs, principals (and any other site leaders) have the opportunity to work directly with district leadership and submit drafts that are reviewed by multiple district leaders. The feedback provided is shared with schools to support their revisions before seeking final approval at their School Site Council.

As part of the district's ongoing commitment to the Cycle of Continuous Learning and Improvement (CCLI), NUSD annually has principals engage in a focused review of their site-specific needs, goals, and monitoring processes to improve student outcomes. During 2024-25, this has expanded to encompass peer-level conversations within principal meetings, presentation to leadership within the Chief Academic Officer's team, presentations to the Superintendent's cabinet, and engagement directly with Trustees during a Special Board Meeting. This process, while functioning to provide the Board and public an opportunity to see the CCLI process in action, serves as an important pillar of NUSD's engagement of principals in the intentional Plan-Act-Monitor-Adjust cycle that supports deliberate and strategic development of support and improvement plans for their school at large as well as identified student groups.

Schools are also provided a range of tools and data in the needs assessment process to support their development of improvement plans. These tools include the district's internal data analysis platform, Data Warehouse, which allows users to review a wide range of metrics for their school at large and then filter by various demographic groups, as well as a suite of additional web-based, interactive dashboards that have been rolled out in 2024-25. These include an Early Warning System which updates key student outcomes in real-time and a counselor dashboard with real-time grade monitoring for graduation progress and A-G status. The metrics included have current data that is updated nightly and span the areas of academics, behavior, attendance, and more. Research and Data staff also prepare additional reports to support the identification of student needs and the development of support plans. These include support for principals to utilize targeted data sources such as performance and growth data from diagnostic assessments (e.g. iReady and IXL), annual summative data (CAASPP), and the district's internal writing assessment.

Through the needs assessment processes described above and through site-level engagement of the School Site Council (SSC), leadership team, and other decision-making bodies, Discovery High School leadership engaged in identification of resource inequities and selection of evidence-based interventions. This process was supported through thought partnership and collaborative planning with district leadership. DHS was also able to multiply their efforts as they progressed through the WASC accreditation process, meeting with school leadership teams, teachers, parents, students, and district leadership, all which supported development of their CSI plan. Data sources utilized in the needs assessment process included student performance data (e.g. attendance rates, graduation rates, school discipline data, and state test scores), feedback from staff meetings, input from SSC meetings, and feedback from strategic team meetings. Focus was placed upon the indicators leading to CSI identification, including Suspension Rate, Graduation Rate, and College and Career Readiness. Key areas of need identified included academic intervention (including credit-earning support), social-emotional learning, and teacher professional development.

Specific supports provided throughout the development of DHS' plan included site visits by supervisors of schools, ongoing consultation meetings with district staff to plan budget and implementation, and regular principal meetings in which peers could collaborate within a continuous improvement context, including ongoing needs assessments and data-based decision-making.

Monitoring and Evaluating Effectiveness

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

NUSD monitors and evaluates implementation of school plans and the effectiveness of the actions ongoing. Monitoring and evaluation are embedded into the regular interactions between school leaders and the School Leadership Team, form an important part of recurring professional learning for site leadership, and are the basis of a new, district wide accountability and recognition tool.

The School Leadership Team (SLT), including the Supervisors of Schools, meet regularly with principals and other site leaders to oversee and provide support in the implementation of school plans and engaging in the cycle of continuous improvement and learning to drive improved student outcomes. This includes support for implementation of Comprehensive Support and Improvement (CSI) plans as well as the School Plan for Student Achievement (SPSA), recommendations from accreditation findings, and meeting district wide implementation expectations for programs and initiatives. In their regular meetings, SLT leadership and principals review data, walk classrooms, and discuss how to best leverage leadership team meetings, Professional Learning Communities, parent/family engagement, and professional development to effectively implement school plans and address identified needs.

The regular site-level engagement of principals by SLT is supported by recurring meetings of all principals. These happen twice each month, once with all principals, and once with all principals AND assistant principals. The latter meeting is an Administrator Professional Learning Community (PLC) and emphasizes the review of site data, monitoring of progress towards goals, and learning from the shared success and challenges of colleagues across sites. As noted above, embedded within this process are formal presentations of plan implementation to Academic Office leadership, Executive Cabinet, and the Board of Education.

An additional monitoring and evaluation tool that was launched in 2024-25 is the District Accountability and Recognition Tool (DART). The DART is an internal tool that measures performance (status and growth) of each NUSD school site across academic and engagement metrics. This monitoring will culminate annually in recognition of sites that are able to demonstrate excellence across the metrics. The DART was conceived as a way to (a) celebrate and recognize growth and/or exemplary performance, (b) monitor effectiveness of programs, (c) support annual goal setting, and (d) inform planning for improvement (CCLI). The metrics within the DART are aligned to the district's strategic plan, this LCAP, the California School Dashboard, and NUSD's District Progress Report (DPR), another local tool that monitor's districtwide progress across a range of metrics. The DART emphasizes improvement for Black/African American students, Hispanic/Latino students, and Students with Disabilities as three focus student groups. The focus upon these student groups is in recognition of their significant proportion within the district's overall population as well as the persistence of lower performance outcomes across academic and other metrics over time. Coming full circle in the monitoring/evaluation process, the School Leadership Team is able to use the DART as a guiding document to engage in improvement conversations aligned to the Comprehensive Support and Improvement (CSI) process based on the alignment of metrics and needs assessment to the California School Dashboard state indicators, which in turn are drivers in CSI eligibility.

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
General Public/All Partners	The general public and all educational partners were provided opportunities to review and submit input on the full draft of the 2025-26 LCAP. This included posting of the full draft of the 2025-26 LCAP to the district's web page along with a form to provide input on identified strengths and areas for improvement. The public also had opportunities to provide input on LCAP development throughout the process at (a) the February 5, 2025 regular Board meeting at which the 2024-25 LCAP Mid-Year Update was provided to the board and available for review and comment and (b) several of the meetings detailed below, which were open to the public. These included, but were not limited to the LCAP Parent Advisory Committee and the District English Learner Advisory Committee (DELAC) meetings. Additionally, the general public and all educational partners had the opportunity to view and provide input on the final version of the LCAP submitted for NUSD Board of Education approval at the June 11, 2025 Public Hearing, as a physical copy in the lobby of the district office, and at the June 25, 2025 Board Approval.
Parents/Guardians and Families	Parents/guardians and families were engaged through a series of input sessions throughout the year beginning in the early fall and continuing through the late spring. This engagement occurred in two main forms: structured input sessions within established meetings and a district wide survey to gather input to support continuous improvement.

Educational Partner(s)	Process for Engagement
	Structured input sessions included engagement with the following groups: • LCAP Parent Advisory Committee (PAC) at all meetings throughout the year • District English Learner Advisory Committee (DELAC) at three meetings over the course of the year (October, February, May) - this group meets regularly to provide advisory support to the district specific to the needs of English Learners and their families. • Diverse Conversations meeting in January - this meeting is primarily focused on bringing together parents, guardians, and family members of underrepresented students, but is open to all • Community Advisory Committee (CAC) meeting in January - this group meets to provide advisory support to the Special Education Local Plan Area (SELPA) leadership and district on issues specific to Special Education. • Superintendent's Parent Advisory Committee (SPAC) meetings in November, February, and April - this group meets regularly and includes both representative parents/guardians from each site and their respective principles to collectively discuss and provide input on important district initiatives. • Foster Family Night in October - this event brings together Foster Youth and Families across the district to share important information about supports specific to Foster Family and Youth, including both in-district resources and showcasing external agencies that provide support. The first key method of engagement at most of these meetings was a structured SWOB (Strengths, Weaknesses, Opportunities, and Barriers) process. Each instance included a brief grounding in the overall LCAP purpose/structure, sharing key bodies of work in NUSD that served as examples of the 'LCAP in action,' and highlighting recent progress of the district on the Dashboard and other indicators. Participants were also provided a 'quick reference' to the LCAP that summarized all of the actions by goal, the projected expenditures by

Educational Partner(s)	Process for Engagement
	action, and the to-date status of all outcomes by metric. Following this grounding, participants were provided time in table groups to discuss one of the district's LCAP goals in detail and, based on their experiences within our schools, identify Strengths, Weaknesses, Opportunities, and Barriers with regard to our progress towards meeting that goal. Participants then engaged in a 'gallery walk' to review and add to the ideas of their peers on the other goals. The results of each session were compiled by goal to summarize the input of each group as well as compiled overall across groups by goal to synthesize the input/priorities district wide. The second key method of engagement of parents/guardians and families was the annual district family survey conducted in February 2025. This year, in addition to the standard question clusters on Academics and College/Career Readiness, Parent Engagement, and School Climate, the survey included five open-ended questions. These were specific to each LCAP goal and asked participants to share what NUSD can do better at their child's school to improve in that area. This open-ended format enabled staff to gather a wide range of perspectives at a greater depth than the previous survey, which had fewer open-ended questions. Using the district's ThoughtExchange survey tool, staff were able to complete analysis of the high volume of input efficiently and share this back with groups in later spring to provide additional rounds of input. Further description of the ThoughtExchange tool/results is provided in the following section. The LCAP PAC engaged in a slightly modified version of the above. Based on their input during the early fall, specific bodies of work representing the 'LCAP in action' were identified as areas in which the group wanted to dig deeper. To enable this, the following meeting featured a 'workshop'-style format in which members rotated through five stations, each giving them an opportunity to meet directly with a district leader responsible for that respective topic. The topics included Tiered Intervention, Mathematics Curriculum and Instruction, Arts and Music Instruction, Equity and Excellence, and Career Technical Education (CTE). Participants shared their

Educational Partner(s)	Process for Engagement
	input/suggestions as well as questions based on their dialogues. The LCAP PAC's spring efforts focused on reviewing the draft LCAP and providing additional input based on the follow-ups to the above bodies of work.
Teachers	Detailed teacher input was gathered through the district's annual staff survey conducted in February. This survey has historically focused on staff culture and climate issues. In 2023-24 the survey was expanded to include additional questions on professional development and formative feedback and in 2024-25 open-ended questions on the district LCAP goals. These questions each focused on one LCAP goal and asked participants to share, from their perspective, what the district's greatest needs are for improvement in that area. Similar to the results of the family survey, the ThoughtExchange tool was used to analyze responses for each goal to draw out key themes and priorities from the large volume of feedback. Teachers were also engaged as a primary group within the Career Technical Education (CTE) Advisory Group in December and as participants during District English Learner Advisory Committee (DELAC) meetings, providing input within the SWOB format. Teacher voice was also solicited when seeking input on the posted draft of the LCAP.
Students	Students were engaged again this year through the established Student Voices Advisory Committee (SVAC), a group that meets regularly and is facilitated by the Communications and Family Engagement (CAFE) department. Students were engaged in the same LCAP grounding and SWOB analysis activity that was conducted with adults, sharing their perspectives with regard to Strengths, Weaknesses, Opportunities, and Barriers specific to each LCAP goal. They engaged in the same type of gallery walk followed by an extended discussion of their findings and sharing additional suggestions.
Local Bargaining Units	Leadership of the Natomas Teachers Association (NTA) and California School Employees Association (CSEA) Chapter No. 745, respectively, were engaged within the context of their regular meeting

Educational Partner(s)	Process for Engagement
	with district leadership. Consultation included an overview of the draft 2025-26 LCAP, opportunity to review the document, and soliciting input and questions.
Principals	Principals were engaged within the context of their monthly meeting structure, also through the same SWOB analysis activity as detailed above, sharing their perceptions with regard to Strengths, Weaknesses, Opportunities, and Barriers specific to each LCAP goal. They also engaged in a gallery walk to review and comment on the ideas of others. Additionally and as noted above, principals make up one-half of the Superintendent's Parent Advisory Committee (SPAC) and engaged as active and supportive participants throughout those meetings. When tasked with discussion and providing input, participants first met in school teams (parent/guardian representative and principal), but also had the opportunity for discussions with neighbors and as a whole-group. During this process principals were able to provide their school's representative(s) additional context on the implementation of LCAP goals and actions at their site as well as share ideas and questions of their own, when relevant.
Administrators and other school Personnel	Detailed input from administrators and other school personnel was gathered through the district's annual staff survey conducted in February. As noted above, this survey had historically focused on staff culture and climate issues. The open-ended questions specific to the district's LCAP goals were structured to gather input in a continuous improvement context. Each question focused on one LCAP goal and asked participants to share, from their perspective, what the district's greatest needs are for improvement in that area. Additionally, the Community Advisory Committee (CAC) provided an opportunity to engage in dialogue not only with parents/guardians specific to issues in Special Education, but also with key leaders in the Student Services and Support department, which oversees the Special Education Local Plan Area (SELPA).
Equity Multiplier Schools	LCFF Equity Multiplier Schools were consulted through the staff and family surveys, which included questions specific to Academics and

Educational Partner(s)	Process for Engagement
	College/Career Readiness, Parent Engagement, and School Climate in addition to open-ended questions to solicit input on the broad categories represented by the LCAP goals 1-5. Specific to the context of Goals 6 and 7, responses were evaluated by site and also by the pairs of sites included in each goal (DHS and NMS for Goal 7 and BCS and LGMA for Goal 6). Themes were synthesized across the Family Survey open-ended questions, the family survey quantitative questions (likert scale), Staff survey open-ended questions, and the staff survey quantitative questions (likert scale).

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

The feedback provided by educational partners during the year's engagement processes had significant influence on NUSD's 2025-26 LCAP. This influence includes numerous actions and services that NUSD will continue to support at full implementation as well as modification/expansion of actions and services based on the specific priorities and input themes that emerged. This supports NUSD's commitment to full and successful implementation of the key actions and services that were identified in the 2023-24 planning process that fully aligned the district's strategic plan and LCAP. The feedback provided by educational partners has also guided the addition of new actions and services, including those that are part of the Learning Recovery Emergency Block Grant (LREBG) implementation, Community Schools implementation, and broader Cycle of Continuous Learning and Improvement (CCLI) across all goals.

As described in the section above, a key engagement practice this year was a structured SWOB (Strengths, Weaknesses, Opportunities, and Barriers) activity that engaged participants in group discussion of a specific LCAP goal followed by a gallery walk/additional input on all goals. This practice, coupled with the addition of open-ended questions specific to each LCAP goal on the spring family and staff surveys, provided a significant volume of valuable input to support LCAP development. The ThoughtExchange tool, a survey platform that is able to quickly analyze large quantities of participant input and provide thematic summaries, was used to gain insight into the overarching priorities of educational partners across groups and across the district. Following is a summary of the key themes that emerged across the input from the multiple engagements, organized by goal, and the specific influences this input has had on the 2025-26 LCAP.

Goal 1: Maximize Academic Growth, Responsibility, and Achievement for Each Student

- Meeting Input: Key priorities for enhancing academic achievement and growth include diversity in district curriculum, coaching for mathematics instruction, strong CTE programs, college preparation and awareness programs, inclusion opportunities in Special Education, access to mental health professionals, and ensuring that students are not over-tested.
- Survey Input: Across the top five priorities emerging from the staff and family surveys, three were shared across the two groups. These included (1) increased partnership between school and home/parental involvement, (2) improved behavior and discipline practices, and (3) support for teachers/training. Areas in which the top priorities were different between groups included family prioritization of tutoring and support as well as extracurricular activities and staff prioritization of student accountability for academic success and more support for students in special education.

Aspects of the LCAP that have been influenced by educational partner input:

- Action 1.12 (Professional Development that supports Math and ELA Instruction) now includes a Curriculum and Instruction Coordinator and three Teachers on Special Assignment (TOSAs). A significant portion of this new capacity in the area of Teaching and Learning will be dedicated specifically to improving math instruction, including providing math coaching.
- Action 1.11 (Culturally Responsive Curriculum) will continue the investment that has been made in diversifying NUSD's curricular materials. This action has also been expanded to include professional development to support implementation of the materials provided to school sites.
- Action 1.15 (System of Assessments) will continue to provide a structured assessment system to school sites, aligning diagnostic, formative, and summative assessments to the district's math and ELA implementation as defined in the Instructional Framework. A key aspect of this will be communicating the relevance and importance of each assessment to staff, including how the results should be used to guide instructional decision-making.
- Action 1.17 (College and Career Supports), along with related actions, will continue to provide all students and families with access to high-quality high school counseling and college/career guidance. This includes direct support for utilizing tools such as the California College Guidance Initiative (CCGI) platform, parent portal in the Infinite Campus Student Information System, and other resources to engage in planning and progress monitoring towards graduation, college, and career. This is just one of the representative efforts of the district to strengthen the partnership between school and home and increase the involvement of parents in their student's educational journey.
- Action 1.25 (Career Technical Education) will maintain the robust CTE offerings currently in place across schools and strive to increase the overall participation in these programs. Plans for 2025-26 also include the expansion of the Cosmetology pathway.

Goal 2: Cultivate the Social-Emotional Well-Being of Each Student

- Meeting Input: Key priorities for supporting social-emotional well-being included Restorative Practices and Positive Behavioral Intervention and Supports (PBIS), teacher engagement and training, mental health and wellness resources, parent and community engagement, inclusive education, and cultural understanding and anti-racist practices.
- Survey Input: Across the top five priorities emerging from the staff and family surveys, there was strong alignment in almost all areas across the two groups. These included (1) more staffing/services for counseling and mental health, (2) improved behavior management and building a culture of respect and inclusivity in schools, (3) training for staff, with SEL as a highlighted area and (4) parental, family, and community involvement. In addition to these, families identified extracurricular activities as a priority area.

Aspects of the LCAP that have been influenced by educational partner input:

- Action 2.04 (Restorative Justice/Restorative Practices) will continue, providing training to teachers and developing internal capacity through a training of trainer model to expand the depth of expertise across the district in this area. These programs, in alignment with the PBIS efforts detailed below, represent intentional efforts to foster and maintain a positive school climate and culture where students, staff, and family members share a mutual respect.
- Actions 2.09 (Social Workers for Social Emotional Support (SES)) and 2.07 (Increased Psychologists) will be maintained and, in the case of psychologists, expanded. These actions will continue to provide a wide range of mental health and wellness resources to students across all campuses.

- Action 1.09 (Layered Academic and Social Emotional Support) will continue to support effective implementation of a Multi-Tiered System of Supports (MTSS) that includes implementation of PBIS across school sites. The Student Services and Support department provides direct support to sites to develop PBIS plans, provide training, and implement strategic actions.
- Actions in Goal 4 such as 4.02 (Parent University) will continue to engage parents/guardians and family members in educational opportunities and collaborative discussions to promote social-emotional well-being of students. Each year the Communications and Family Engagement (CAFE) department identifies high-interest topics, including those in the social-emotional and wellness areas, that guide the selection of workshops and other engagement opportunities.
- Action 5.02 (Professional Development to Support Diversity, Equity, and Inclusion) in alignment with Actions 6.07 and 7.05 (Diversity, Equity, and Inclusion Administrator) will be continued and, in the area of professional development, expanded where programs have proven to be highly engaging and well-received by the community. In 2024-25 the district launched the Office of Equity and Excellence (E2) to lead the district's DEI efforts. This includes coordination of multiple professional development opportunities, student mentoring, and family engagement opportunities that focus specifically on Diversity, Equity, and Inclusion.

Goal 3: Create a Safe, Engaging Environment Where Students Connect to School

- Meeting Input: Key priorities for creating a safe, engaging environment where students connect to school included enhanced mentoring opportunities, diverse and inclusive staff recruitment, improved communication and engagement for families, addressing bias and safety concerns, healthy and fresh food options, and enhanced extracurricular and support services.
- Survey Input: Across the top five priorities emerging from the staff and family surveys, three were shared across the two groups. These included (1) improved safety measures, staffing, and security, (2) more intentional engagement of students, and (3) teacher training and support. Areas in which the top priorities were different between the surveys included family prioritization of parental involvement and infrastructure improvements and staff prioritization of behavioral support and improved policies and communication.

Aspects of the LCAP that have been influenced by educational partner input:

- Actions 3.06 (Mentoring Programs for female students) and 3.07 (Implement the Improve Your Tomorrow (IYT) program) will be continued, along with a range of other mentoring opportunities at schools including, but not limited to, 100 Black Men of America, United College Action Network (UCAN), and the BLACK program (Building Leaders and Activists with Collective Knowledge). NUSD will continue to seek out opportunities to partner with organizations that can connect students with strong mentors, in particular those programs that can connect them with mentors who reflect their own life experience. These programs represent just some of the array of opportunities present at school sites to intentionally engage students with their school and school community. Action 3.02 (Elementary and Middle School Sports) are another example of an intentional action to increase student engagement in school.
- Action 5.02 (Professional Development to Support Diversity, Equity, and Inclusion) in alignment with Actions 6.07 and 7.05 (Diversity, Equity, and Inclusion Administrator), as detailed above, will be maintained and expand their efforts to provide training and support across sites. One of the key priorities within the Office of Equity and Excellence (E2) is to help all staff and community members recognize and address bias.
- Actions 3.08 (Elementary Safety/Security Staff) and 3.09 (Safety and Safe Schools to support Safety and Connectedness) will be maintained. These actions represent significant investments to build out the district's infrastructure to maintain safe schools.

Goal 4: Engage Parents and Families to Support Student Success

- Meeting Input: Key priorities for engaging parents and families to support student success included increasing participation in parent engagement opportunities, enhancing communication and accessibility to engagement opportunities, training and support for staff, and expanding the range of engagement opportunities and resources.
- Survey Input: Across the top five priorities emerging from the staff and family surveys, there was strong alignment in almost all areas across the two groups. These included (1) communication between school and home, (2) parent involvement, (3) community events and activities, and (4) parent education, support, and resources. In addition to these, families identified improved listening to parent feedback as a priority and staff identified parent accountability as a priority.

Aspects of the LCAP that have been influenced by educational partner input:

- Action 4.07 (Communications and Family Engagement (CAFE) Department) will be continued. This department represents an investment in ongoing engagement of parents/guardians and families to support their student's educational success. This includes enhancing communication, offering educational and input opportunities, and facilitating the ongoing collaboration between home and school.
- Action 4.10 (Multilingual Family Engagement application (ParentSquare)) will be continued to ensure that the district is utilizing a single platform for all district and site communication. Staff will continue to explore how this tool can be used best to reach all parents/guardians and make sure that they are aware of important district/school events and how they can access engagement opportunities.
- Action 4.02 (Parent University), as discussed above, will continue to provide parent engagement opportunities for a wide range of topics including, but not limited to, academics, parenting, financial aid, social-emotional issues and wellness.

Goal 5: Hire, Train, and Retain High Quality Staff

- Meeting Input: Key priorities for Hiring, Training, and Retaining High Quality Staff included recruitment and retention of diverse staff, differentiated professional development opportunities, clear expectations for what is expected following training, placement of staff based on site needs, and continuing to invest in developing the next generation of leaders internally.
- Survey Input: Across the top five priorities emerging from the staff and family surveys, there was strong alignment in almost all areas across the two groups. These included (1) compensation and benefits, (2) support and training for staff, (3) improved hiring practices and (4) more administrator support. In addition to these, families identified recognition and appreciation as a priority and staff identified improving the overall work environment including class size and school climate/culture.

Aspects of the LCAP that have been influenced by educational partner input:

- Action 5.08 (Diversity Recruitment Program) will be continued. This innovative program is intended to increase the diversity of the teacher workforce and prioritizes resources to minimize the obstacles prospective applicants face in their path to teaching within NUSD.
- Action 5.09 (Aspiring Leaders Program) represents a continued investment in NUSD's commitment to build leadership internally. This program engages staff interested in future leadership positions in a multi-year cohort experience that includes professional development and support through formal credentialing steps.
- Multiple actions discussed in this section including, but not limited to 5.02 (Professional Development to Support Diversity, Equity, and Inclusion), Action 1.12 (Professional Development that supports Math and ELA Instruction), Action 1.05 (English Learner Supports), 1.09 (Layered Academic and Social Emotional Support), 1.20 (Secondary Math Supports), and 2.04 (Restorative Justice/Restorative Practices) will continue to expand and diversify the range of professional development opportunities available to

staff. This will be done in alignment with the district's goals and key frameworks. A key priority for district staff in the coming year will be increasing clarity of expectations for implementation of each training opportunity so that staff are clear on what successful implementation looks like and what will be monitored.

- Actions 5.03 (Human Resources Systems) and 5.07 (Human Resources Information System) will further the district's efforts to ensure appropriate assignment and placement of staff at schools based on the relevant credentialing requirements and site needs. NUSD is committed to continuous improvement in the area of hiring practices with the aim of staffing all district positions with excellent and exemplary employees.
- Actions 1.03 (Increased Instructional Minutes) and 5.04 (Increased Salaries and Instructional Minutes) represent the district's ongoing investment in employee compensation as a key lever to increase staff collaboration time and student learning time as well to remain competitive in the hiring landscape.

Additional feedback from the LCAP Parent Advisory Committee

- Maintain strong Career Technical Education (CTE) Program options. Explore additional partnerships with employers.
- Support for efforts to build out Tiered Interventions and Supports. Ensure that training is provided to support effective implementation of programs.
- Support for the focus on improving Mathematics Curriculum and Instruction. Build out resources for parents/families to support at home, including educational events within existing structures such as Parent University.
- Support for Equity and Excellence (E2) initiatives, including the new E2 Office/administrator. Recognized need to take opportunities to showcase diversity and inclusion and to address inequitable practices and outcomes.
- Importance of Arts and Music Instruction for students. Emphasis on increasing accessibility, creating pipelines for instructors, making arts and music experiences culturally relevant.

The LCAP PAC and DELAC also provided comments and questions on the Draft 2025-26 LCAP which were compiled into an 'FAQ'-style document that is publicly available on the website. Within the answers to questions are connections to specific LCAP and district actions, providing another opportunity for educational partners to see the impact of feedback and engagement. These responses are available on the district's web page at natomasunified.org/about-us/lcap-and-lcff.

Feedback specific to the implementation of LCFF Equity Multiplier-Funded Goals:

Goal 6 Family Survey Themes for BCS/LGMA:

- LCAP Goal 1: Improved academic programs (e.g. tutoring, skills focus), high-quality staffing, student engagement, focus on student safety, and effective communication between school and home.
- LCAP Goals 2 and 3: Safety measures, engaging activities, student input/voice, age-appropriate separation, bullying prevention, staff engagement, and community connection.
- LCAP Goal 4: Communication between home and school, parental involvement, student engagement, access to resources (e.g. libraries, buses), and student success plans.
- LCAP Goal 5: Staff quality, creating a desirable work environment, staff diversity, staff-student relationships, and inter-school collaboration.

Goal 6 Staff Survey Themes for BCS/LGMA:

- Areas in which more training is desired: Classroom Management, Content-specific training, instructional strategies, and technology integration.

- Additional comments on culture/climate: More support for staff needed, student behavior concerns, and need for more parent engagement to build positive culture.
- LCAP Goal 1: Need for more behavior support, additional support in classroom (e.g. paraeducators), more qualified teachers, peer tutoring, and inclusion of special needs students in regular classrooms.
- LCAP Goals 2 and 3: Increase social-emotional support (e.g. social workers, counselors, paraeducators), behavior management and support needs, use of technology as barrier, addressing basic needs (e.g. hunger), student engagement activities, and safety measures/staff on campus.
- LCAP Goal 4: Parent involvement, Effective communication, inclusivity for school activities, family engagement activities, and parent education.
- LCAP Goal 5: Support and onboarding, Leadership and Management improvement, competitive salaries and benefits, importance of PD, recognition and valuing of staff.

Connections to Goal 6 actions based on the priorities of educational partner input:

- Action 6.1 (Family Engagement Liaison): Input regarding more parental engagement/involvement, communication between school and home, parent education.
- Action 6.3 (Additional Social Worker): Input regarding increased social-emotional staff, additional support for staff to address behavior and social-emotional issues.
- Action 6.4 (Additional TOSA) and Action 6.10 (Additional i-Ready PD): Input regarding improved academic programs and support, training in content-specific topics and instructional strategies, and tutoring/individual support.
- Action 6.5 (Additional Behavior Support) and Action 6.8 (Additional District Support): Input regarding more behavioral support and improved behaviors structures and policies.
- Action 6.7 (DEI Administrator): Input regarding inclusivity, diversity and the need for addressing culture and climate.
- Action 6.8 (Additional District Support): Additional safety and climate liaison to address input regarding campus safety issues.
- Action 6.9 (Student leadership and enrichment opportunities (BLACK program)): Input regarding need for student and family engagement activities, particularly those that promote more inclusivity and equity.
- Action 6.10 (Summer Enrichment): Input regarding student engagement, inclusive activities, social-emotional support, and academic supports.

Goal 7 Family Survey Themes for DHS/NMS:

- LCAP Goal 1: Not enough survey responses to generate a thematic summary
- LCAP Goals 2 and 3: Improve physical and emotional school environment, increased staff professionalism, addressing race, privilege, and equity (including equitable treatment for B/AA students), need for behavior and discipline policies, increased adult presence on campus, student accountability, and student activities.
- LCAP Goal 4: Not enough survey responses to generate a thematic summary
- LCAP Goal 5: Stronger leadership to create better environment for teachers, effective staff management, and compensation.

Goal 7 Staff Survey Themes for DHS/NMS:

- Areas in which more training is desired: Deescalation, curriculum, technology, behavior and culturally responsive training.
- Additional comments on culture/climate: Safety concerns, student behavior as a problem, low staff morale, more administrative support, and better training and resources.

- LCAP Goal 1: Student accountability, behavior management, class size and support, parent involvement, more engaging electives and real-world experiences.
- LCAP Goals 2 and 3: Student safety concerns, need for more behavioral support, more administrative support/accountability, large class sizes as barrier, enhance student engagement, improved safety and discipline, more mental health support, and more parent/community involvement.
- LCAP Goal 4: Need for a PTA, parent involvement in the community, effective communication, events and activities that involve parents/guardians, and encouraging volunteerism.
- LCAP Goal 5: Support and training, competitive salaries and benefits, safe and respectful work environment, more staff and resources, and improved retention strategies.

Connections to Goal 7 actions based on the priorities of educational partner input:

- Action 7.1 (Family Engagement Liaison): Input regarding more parental engagement/involvement, communication between school and home, and parent education.
- Action 7.2 (Activities Director): Input regarding need for more student engagement, extracurricular opportunities, and building positive culture/climate.
- Action 7.5 (DEI Administrator): Input regarding inclusivity, diversity and the need for addressing culture and climate.
- Action 7.6 (Additional District Support - Climate and Safety Liaison and Crossing Guard): Additional safety and climate liaison and crossing guard to address input regarding campus safety issues.
- Action 7.7 (Additional PD aligned to Goal 1 - i-Ready): Input regarding the need for training/resources and providing high-quality instruction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize academic growth, responsibility and achievement for each student.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 is fully aligned to NUSD’s 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district’s efforts in the area of academic achievement on the individual growth of each student. This focus reflects the district’s commitment to meeting each student where they are at and providing the necessary supports to help each student maximize their academic growth potential and achievement - both for students that are above as well as below grade-level standards. Goal 1 was developed based on analysis of data points including, but not limited to: CAASPP Math and English Language Arts proficiency, NUSD’s internal writing assessments, information from regular i-Ready and IXL diagnostic assessments, curriculum-embedded assessments, reclassification rates for English Learners, and district Advanced Placement (AP) and International Baccalaureate (IB) course enrollment and test pass rates. Additional sources of information contributing to goal development included feedback from student, family and staff experiences through surveys and educational partner meetings, analysis of formative feedback from classroom walkthroughs, graduation rates, UC/CSU A-G completion rates, and our Career Technical Education (CTE) Pathway completion rates. Data was analyzed according to the NUSD Theory of Action that informs analysis through an equity lens and includes disaggregation by site, grade level, gender, and student group. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement practices that not only improve academic achievement but also ensure the holistic development of students in a supportive and responsive educational landscape. Analysis of California School Dashboard data indicates a clear need to focus on English Language Arts (ELA) and Math instruction. In 2022-23, 35% of all students in grades 3-8 and 11 met or exceeded standards on the Smarter Balanced Assessments for ELA. In the same year, 23% of all students in grades 3-8 and 11 met or exceeded standards on the Math Smarter Balanced Assessments. These results improved only slightly during 2023-24, reinforcing the identified needs. Results from local diagnostics (i-Ready, IXL) continue to demonstrate that this area of focus should be maintained in the coming years. Continuing to provide targeted supports for English Learners also remains a priority, with 44.1% of English Learners making progress in 2022-23 and 46.1% making progress in 2023-24. Increasing the percentage of students who qualify as 'prepared' for College and Career informed the development of this goal as well, with 42.5% meeting this mark in 2022-23 and

44.8% in 2023-24.

The following are the five priorities within this goal that we have identified based on multiple metrics, feedback points, and inputs from educational partners:

- Literacy & Math Proficiency: Provide high-quality teaching and learning in literacy and math.
- College & Career: Offer students a variety of opportunities to explore and prepare for college and career success.
- Diversity, Equity, and Inclusion: Use culturally responsive materials and strategies that allow students to connect to their learning.
- Enrichments & Interventions: Meet each student where they are academically and guide them to the next level.
- Resources & Supports: Provide a variety of resources and support to increase student achievement.

NUSD will provide opportunities for academic growth and achievement by offering multiple programs and pathways for students to engage in so that they are able to make decisions about their future college and career exploration, including A-G approved coursework, aligned enrichments and interventions, CTE pathways, dual enrollment courses, AP/IB coursework, and culturally responsive and representative materials, resources, and instructional practices where our students see themselves in their learning.

The metrics in place are used for short-term and long-term goal development, action statements, and to determine ongoing progress monitoring. The data points we continue to analyze through our district's Cycle of Continuous Learning and Improvement (CCLI) to refine, implement, and monitor student learning and progress serve as the means to course correct and adjust LCAP actions and goals. This, in turn, helps us ensure that we are providing support in ways that best engage our students and help all students reach their greatest potential.

While NUSD is recognized as one of the most diverse school districts in the nation and exceeds national, county, and local outcomes on some metrics, we are focused on continuous improvement in key areas that include, but are not limited to: graduation rate, A-G completion, number of CTE pathways, our number of students enrolled in dual enrollment opportunities, representative enrollment through AP and IB coursework, and the increased number of students earning the State Seal of Biliteracy. Efforts being implemented during this LCAP cycle to monitor progress toward this goal include refinement of an internal writing assessment with aligned rubrics, addition of diagnostics to the NUSD System of Assessments, and development of internal district dashboards to help predict student achievement outcomes, differentiate intervention and enrichment in real-time, and improve instructional planning and modification.

Continued focus on student groups to achieve equity in outcomes (e.g. increasing CAASPP proficiency for Black/African American students) drives the development of actions and metrics. Additionally, as the number of English Learners identified continues to increase each year, so does the need to provide targeted training for our teachers who provide instructional and language support for our English learners. A key effort in 2024-25 that spans multiple actions has been the development of NUSD's Instructional Framework. This foundational blueprint for teaching and learning outlines key instructional practices, assessments, tiered interventions, and other key instructional elements by grade level for Math and English Language Arts. An expected outcome of implementing the instructional framework is increased coherency in core materials, supplemental materials, assessments, scope and sequence, and instructional practices. These unifying documents will provide expectations for how staff reach and teach our students and serve as the roadmap for providing aligned professional development and training opportunities.

The following actions and metrics within Goal 1 are intended to:

- Continue to implement State Standards and the NUSD Instructional Framework by providing representative textbooks, instructional materials, technology, and instructional practices that reflect our students and staff
- Increase ELA and math proficiency, in particular for Black/African American students, English Learners, and other student groups with disparate outcomes
- Improve implementation of the English Language Development (ELD) standards
- Increase Advanced Placement (AP) and International Baccalaureate (IB) exam pass rates
- Improve outcomes/progress for English Learner students
- Improve school-level academic interventions and acceleration for our students, in particular for Black/African American students, English Learners, Foster Youth, and Low-Income students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High School Graduation Rate Source: DataQuest (CALPADS)	All: 92.5% AA: 89.7% A: 92.0% F: 95.8% H/L: 92.3% 2+: 94.3% W: 93.7% EL: 81.5% HY: 86.1% SED: 90.7% SWD: 82.1% (2022-23)	All: 94.0% AA: 92.4% A: 92.9% F: 97.9% H/L: 92.9% 2+: 98.8% W: 96.2% EL: 81.9% HY: 88.3% SED: 93.0% SWD: 75.9% (2023-24)		All: 94% AA: 92.7% A: 93.5% F: 96.8% H/L: 93.8% 2+: 95.8% W: 95.2% EL: 84.5% HY: 89.1% SED: 93.7% SWD: 85.1%	All: +1.5% AA: +2.7% A: +0.9% F: +2.1% H/L: +0.6% 2+: +4.5% W: +2.5% EL: +0.4% HY: +2.2% SED: +2.3% SWD: -6.2%
1.2	11th Grade A-G Completion: Percentage of 12th grade class with 11 or more A-G courses complete Source: Student Information System (Internal)	77% (Class of 2024)	76% (Class of 2025)		Maintain at 75% or above	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	A-G Completion Rate: Percentage of 12th graders who graduate with UC/CSU a-g requirements completed Source: DataQuest (CALPADS)	58% (2022-23)	57.3% (2023-24)		65%	-0.7%
1.4	CTE Pathway Completion Rate Source: California School Dashboard (CALPADS)	20% (2022-23)	21% (2023-24)		25%	+1%
1.5	Dual Enrollment Rate Source: Student Information System (Internal)	25% (Class of 2023)	22% (Class of 2024)		30%	-3%
1.6	ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	All: 35.1% AA: 19.9% AI: 40.0% A: 47.0% F: 61.2% H/L: 30.3% 2+: 41.5% W: 48.6% EL: 7.3% HY: 24.9% SED: 25.9% SWD: 11.4% (Spring 2023)	All: 35.3% AA: 19.0% AI: 23.3% A: 46.1% F: 66.1% H/L: 31.7% 2+: 40.0% W: 51.6% EL: 9.1% HY: 17.5% SED: 26.8% SWD: 13.6% (Spring 2024)		All: 42% AA: 28.4% AI: 47% A: 54% F: 68.2% H/L: 38.8% 2+: 48.5% W: 55.6% EL: 15.8% HY: 33.4% SED: 34.4% SWD: 19.9%	All: +0.2% AA: -0.9% AI: -16.7% A: -0.9% F: +4.9% H/L: +1.4% 2+: -1.5% W: +3.0% EL: +1.8% HY: -7.4% SED: +0.9% SWD: +2.2%
1.7	Math CAASPP Achievement:	All: 22.9% AA: 9.2%	All: 23.1% AA: 9.2%		All: 30% AA: 17.7%	All: +0.2% AA: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	AI: 14.3% A: 36.2% F: 43.9% H/L: 18.7% 2+: 26.4% W: 34.1% EL: 7.7% HY: 14.6% SED: 15.5% SWD: 9.2% (Spring 2023)	AI: 6.7% A: 34.2% F: 49.4% H/L: 18.0% 2+: 29.4% W: 37.4% EL: 7.1% HY: 9.1% SED: 15.7% SWD: 10.6% (Spring 2024)		AI: 22.8% A: 43.2% F: 50.9% H/L: 27.2% 2+: 33.4% W: 41.1% EL: 16.2% HY: 23.1% SED: 24.0% SWD: 17.7%	AI: -7.6% A: -2.0% F: +5.5% H/L: -0.7% 2+: +3.0% W: +3.3% EL: -0.6% HY: -5.5% SED: +0.2% SWD: +1.4%
1.8	ELA CAASPP Improvement: Percentage of students scoring Level 1 on the prior CAASPP that go on to score a 2 or above Source: State CAASPP Reporting (Internal calculations)	21% (Spring 2023)	22% (Spring 2024)		30%	+1%
1.9	Math CAASPP Improvement: Percentage of students scoring Level 1 on the prior CAASPP that go on to score a 2 or above Source: State CAASPP Reporting (Internal calculations)	14% (Spring 2023)	16% (Spring 2024)		25%	+2%
1.10	AP/IB Course Enrollment Source: Student Information System (Internal)	34% (Fall 2023)	33% (Fall 2024)		Maintain at 35% or above	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	AP/IB Test Taking Rate Source: College Board and IBO reporting	26.5% (Spring 2023)	31% (Spring 2024)		30%	+4.5%
1.12	AP/IB Test Pass Rate: Percentage of students taking an AP or IB exam who pass a least 1 exam Source: College Board and IBO reporting	48% (Spring 2023)	44% (Spring 2024)		55%	-4%
1.13	English Learner Progress: Percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)	44.1% (2022-23)	46.1% (2023-24)		50%	+2%
1.14	English Learner Redesignation Rate Source: CALPADS	11% (2022-23)	7.9% (2023-24)		15%	-3.1%
1.15	California State Seal of Biliteracy: Percentage of graduates earning the State Seal of Biliteracy Source: DataQuest (CALPADS)	14.6% (2022-23)	14.2% (2023-24)		20%	-0.4%
1.16	Percentage of Students demonstrating proficiency on District	50% (Spring 2024 Post-Assessment Score)	56%		55%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Writing Assessment (Average score of 3 or more) Source: Internal results reporting from school sites	*Note: Baseline has been corrected to Spring 2024 date (previously stated spring 2023)	(Spring 2025 Post-Assessment Score)			
1.17	K-8 Reading Diagnostic (i-Ready): Percentage of students on or above grade level Source: iReady platform	41% (May 2024)	39% (March 2025)		50%	-2%
1.18	Secondary Grade ELA Diagnostic (IXL): Percentage of students on or above grade level Source: IXL platform	25% (March 2025)	25% (March 2025)		40%	N/A (Baseline set in 2024-25)
1.19	K-8 Math Diagnostic (i-Ready): Percentage of students on or above grade level Source: iReady platform	33% (May 2024)	31% (March 2025)		38%	-2%
1.20	Secondary Grade Math Diagnostic (IXL): Percentage of students on or above grade level Source: IXL platform	10% (March 2025)	10% (March 2025)		25%	N/A (Baseline set in 2024-25)
1.21	Percentage of students with standards-aligned curriculum Source: Annual Board Certification	100% (2023-24)	100% (2024-25)		Maintain 100%	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	Percentage of students meeting A-G requirements AND completing a CTE pathway upon graduation Source: California School Dashboard (CALPADS)	11.3% (2022-23)	11.9% (2023-24)		15%	+0.6%
1.23	Percentage of students earning the CA State Seal of Civic Engagement Source: CALPADS	0% (2023-24)	50.2% (2024-25)		60%	+50.2%
1.24	Percentage of students placing in 'Prepared' level on College/Career Indicator on California School Dashboard Source: California School Dashboard (CALPADS)	All: 42.5% AA: 26.2% A: 62.6% F: 68.8% H/L: 34.4% 2+: 39.8% W: 51.6% EL: 18.5% HY: 26.9% SED: 34.0% SWD: 11.2% (2022-23)	All: 44.8% AA: 23.3% A: 54.6% F: 70.2% H/L: 42.3% 2+: 50.0% W: 56.6% EL: 20.8% HY: 27.2% SED: 36.0% SWD: 14.3% (2023-24)		All: 50% AA: 35.2% A: 70.1% F: 76.3% H/L: 43.4% 2+: 48.8% W: 59.1% EL: 27.5% HY: 35.9% SED: 43.0% SWD: 20.2%	All: +2.3% AA: -2.9% A: -8.0% F: +1.4% H/L: +7.9% 2+: +10.2% W: +5.0% EL: +2.3% HY: +0.3% SED: +2.0% SWD: +3.1%
1.25	Percentage of schools with classroom walkthroughs conducted to support state	100% (2023-24)	100% (2024-25)		Maintain 100%	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards implementation Source: Internal formative feedback dashboard					
1.26	Percentage of Ever-ELs (Includes current English Learners and Redesignated students) that have been ELs for 6+ years Source: DataQuest	16.9% (2023-24) *Note: This baseline was inaccurate in the previous LCAP and has been corrected, with the targeted outcome also adjusted.	16.5% (2024-25)		14.5% (Decrease annually by 1%)	-0.4%
1.27	California Science Test (CAST) Achievement: Percentage of students in grades 5, 8, and High School meeting or exceeding standards Source: State CAASPP Reporting	24.5% (2022-23) *Note: This baseline was inaccurate in the previous LCAP and has been corrected.	22.4% (2023-24)		40%	-2.1%
1.28	Number of seniors (not including DHS) accessing NUSD College Application Fee Funding (UC and CSU) Source: Internal Tracking	UC: 113 students, 11.9% of cohort CSU: 328 students, 34.5% of cohort 948 students in cohort (2023-24)	UC: 79 students, 9.4% of cohort CSU: 252 students, 30.1% of cohort 837 students in cohort (2024-25)		UC: 15% CSU: 40%	UC: -2.5% CSU: -4.4%

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 1 (Maximize Academic Growth, Responsibility, and Achievement for Each Student) occurred as planned. Implementation across the breadth of actions in Goal 1 furthered the district's efforts to strengthen academic programs at Tier 1, while continuing to build out supports at Tier 2 and 3. Over the course of 2024-25, these efforts have become increasingly aligned to the district's development of NUSD Instructional Frameworks aligned to state standards, professional development for administrators and teachers to support more effective Professional Learning Communities (PLCs), a district wide System of Assessments, and a Multi-Tiered System of Supports (MTSS).

During 2024-25, the following actions were implemented as planned:

- 1.1 (AP/IB Supports)
- 1.2 (AP/IB Exam Fees)
- 1.3 (Increased Instructional Minutes)
- 1.4 (Technology Refresh)
- 1.5 (English Learner Supports)
- 1.6 (English Learner Extended Day and Summer School)
- 1.7 (Williams Act Compliance)
- 1.8 (School Site Supplemental Programs and Services)
- 1.9 (Layered Academic and Social Emotional Supports)
- 1.10 (State Seal of Civic Engagement)
- 1.12 (Professional Development that Supports ELA and Math Instruction)
- 1.13 (College Access Supports)
- 1.14 (Specialized Programs)
- 1.15 (System of Assessments)
- 1.16 (Elementary AVID Support)
- 1.17 (College and Career Supports)
- 1.18 (High School Summer Credit Recovery)
- 1.19 (AP Capstone Program)
- 1.21 (High School Graduation Supports)
- 1.22 (PK-12 International Baccalaureate (IB) Programs)
- 1.24 (Seal of Biliteracy)
- 1.25 (Career Technical Education (CTE) Pathways)
- 1.26 (Adult Education Program)

Examples of the district's ongoing and recent successes stemming from the implementation of the above actions within Goal 1 include:

- Development and implementation of NUSD's Instructional Framework, which establishes district coherence and continuity in instructional strategies, assessment, professional development, and curriculum.

- Participating in the California Math Curriculum and Instruction Network (CMCIN), a state-wide effort led by the CORE districts to develop cohesive mathematics visions and implementation plans aligned to the state framework.
- Working with the California State University of Sacramento (CSUS) and Sacramento County Office of Education (SCOE) to provide Math professional development.
- Providing school sites with ongoing access to early reading intervention and support through resources including, but not limited to, Read 180 and Math 180 and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) materials and training.
- Continued to expand access to programs that support college and career readiness including International Baccalaureate (IB) programs, Advancement Placement (AP) coursework, and AVID programs.
- Two Rivers Elementary recognized nationally as an AVID Showcase School.
- Maintained open access to Advancement Placement (AP) courses including the AP Capstone Diploma program at Natomas High School.
- Continued partnerships with American River College (ARC) to expand Dual Enrollment opportunities for high school students.
- Continued to provide access to take the PSAT and SAT free during the school day on campus.
- Continued paying for the first application fee for seniors eligible to apply to the University of California (UC) and/or California State University (CSU).
- Created the Office of Equity and Excellence (E2) focused on ensuring all aspects of our district are demonstrating equitable access and outcomes for all.
- Continued expansion of our first Dual Immersion program, Heredia-Arriaga School, by adding 1st grade, with the ultimate goal of building towards a full TK-8 school.
- Received the California School Board Association (CSBA) Golden Bell Award for best practices in Career Technical Education Pathways.
- Fully implemented a partnership with California College Guidance Initiative (CCGI) to provide staff additional tools for guiding students towards graduation and college entrance.
- Developed an Early Warning System to support district and site-based needs assessments.
- Maintained ten (10) Career Technical Education Pathways for students, with state-of-the-art facilities servicing programs such as Building and Construction Trades, Cosmetology, Music Production, and Public Safety.

As measured by the metrics outlined in Goal 1, progress was made in most areas during Year 1. However, there are areas in which progress was not observed or as substantial as desired. Following are some overall results within Goal 1, with additional analysis to follow in the sections below:

- NUSD remained a leader in Sacramento County for high graduation rates (94.0% overall), with the rate increasing 1.5% from the previous year.
- A-G outcomes, while still among the top districts across Sacramento County, remained relatively flat (57.3% in 2023-24, a slight dip of less than 1% from the previous year).
- Math and English Language Arts (ELA) proficiency also remained flat and are both primary areas of focus moving forward. ELA proficiency for Spring 2024 was 35.3% meeting or exceeding standard, almost identical to the previous year's rate. Math was also flat at 23.1% meeting or exceeding standard.

- While English Learner Redesignation rates decreased from 11% to 8% (NUSD has seen an increasing number of newcomers - students recently arriving in the United States), English Learner Progress improved from 44.1% to 46.1%, indicating that more students are making the necessary progress toward proficiency.
- The percentage of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses was maintained, while the percentage of students taking a test increased by almost 5% from 26.5% to 31%. This increase did come with a dip in overall test passing rate (from 48% to 44%). However, NUSD has long pointed out the importance of participating in AP/IB and taking the AP/IB exam as a key step in college readiness, even if a passing score is not achieved in one's first AP/IB experience.
- Internal assessments including the i-Ready/IXL Math and ELA diagnostics and the district's locally-developed writing assessment demonstrated similar overall proficiency as in the previous year, with 41% of elementary/K8 students proficient in reading and 33% proficient in Math and 25% of high school students proficient in English Language Arts and 10% in Math.

Support for staff to implement instructional practices that support student achievement continued in 2024-25, with a focus on professional development aligned to the district's newly developed Instructional Framework and supported by formative feedback. All staff have access to a wide variety of Professional Development opportunities that are made available through the district's PD catalog. Administrators were also provided ongoing support to lead effective implementation of Professional Learning Communities and provide more effective and aligned formative feedback.

For 2024-25, actions with substantive differences in implementation include:

1.11 (Culturally Responsive Curriculum)

The intended impact of this action was overall, consistent with the plan. A key difference in implementation was the addition of professional development to support the culturally responsive curricular materials that were provided to schools.

1.20 (Secondary Math Supports)

The intended impact of this action with regard to teacher professional development and implementation of new math instructional practices was consistent with the plan. A difference in implementation was that the planned furniture/materials purchases that align to the training were delayed until 2025-26. The intent is that these materials will still be made available to secondary classrooms in the coming year.

1.23 GATE

During 2024-25 students in 1st grade were assessed as planned, resulting in GATE identification. The planned implementation of program support/materials and training did not occur as planned. As discussed in the next section, staff are currently working to develop plans to establish more consistent and aligned GATE program support across school sites in 2025-26.

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.

Actions with a material difference (greater than +/- 10%) between budgeted expenditures and estimated actual expenditures for the 2024-25 school year included:

1.5 (English Learner Supports)

This action includes two English Learner Teacher on Special Assignment (TOSA) positions that were not fully staffed until mid-year, resulting in expenditure of less funds than were anticipated.

1.7 (Williams Act Compliance)

This action provides standards-aligned materials (new or replacement) as needed to ensure that all students have full access. The actual expenditures to meet those can vary by year, exceeding or falling short of the allocated amount based on actual enrollment and circumstances. Any unused funds will support future standards-aligned materials and forthcoming textbook adoptions.

1.8 (School Site Supplemental Programs and Services)

These funds are used at school sites in alignment with district wide goals. The School Leadership Team and other district office staff support principals in developing plans for use of these funds and following up on implementation. However, the inability to fill planned positions on time/at all, actual participation/enrollment in programs, and other factors can (and did) result in not all funds being expended as planned. District leadership uses the data of which schools have more significantly underspent each year to provide targeted support as needed to leaders in preparing for more effective budgeting in the following year.

1.13 (College Access Supports)

These funds are used to eliminate barriers for students to participate in PSAT/SAT testing and to apply to UC and CSU campuses. The projected expenditures are budgeted to ensure that the district can provide these opportunities and access to all who opt to participate. At the time of the LCAP writing it was still possible that some reimbursement requests for UC/CSU fees would be received, but not enough to eliminate a material difference between projection and estimated actuals. In future years the district will continue to project with as much accuracy as possible the anticipated total need for these opportunities to be provided.

1.19 (AP Capstone Program)

This action was implemented as planned, with Natomas High School continuing to implement their AP Capstone program supported with additional staffing. Not all funding beyond staffing was expended, as the site utilized funding available for other supports through their other funding streams.

1.20 (Secondary Math Supports)

The professional development portions of this position were implemented as planned, but the material improvements to support effective implementation will not occur until 2025-26. This resulted in a significant under expenditure for this action.

1.21 (High School Graduation Supports)

This action has included an annual contract with APEX Learning to provide online/virtual credit recovery access and funding for additional support on site. Not all funding available for site implementation of extended day credit recovery was used.

1.23 (GATE Programs)

Funding was allocated in this action for program implementation and professional development, in addition to the annual cost of the assessment that supports identification. 2024-25 did not include significant expenditures in the program/professional development area. Staff

are currently in a process of redesigning GATE supports in the district and it is anticipated that the budgeted funds will be used to provide professional development and direct program support for students.

1.26 (Adult Education Program)

The Adult Education Program budget is specific to this program only, and unspent funding rolls into the following year to be used within the Adult Education Program.

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

Overall, the actions implemented in Goal 1 were effective in making progress towards the overall goal and within their specific program area(s). There were, of course, challenges that arose in some instances. Following are details regarding each of the specific actions within Goal 1:

1.1 (AP/IB Supports) and 1.2 (AP/IB Exam Fees)

These actions were effective in making progress toward the overall goal. The overall percentage of students enrolled in an AP or IB course was maintained (33% in Fall 2024, within a percent of the previous year). Results from the Spring 2024 testing cycle included significant growth in the percentage of students taking 1 or more AP exams (from 27% to 31%), indicating a much larger percentage of students who enroll in AP/IB courses are going on to take the exams. This increased testing rate did come with a slight reduction in pass rate from the Spring 2023 to Spring 2024 cycle (48% to 44%), indicating an area for ongoing improvement. As noted in the stakeholder engagement section, maintaining funding for AP/IB exam fees for students and families is a priority. This action continued to ensure students, in particular those who are unduplicated, do not face a financial barrier to access the exams. This action also continued to support AP professional development during the summer to ensure that staff have the appropriate training to implement AP curriculum and supports. NUSD continues to prioritize the Advanced Placement Summer Institute (APSI) at Sacramento State University, a local, week-long opportunity that allows staff to attend with colleagues and collaborate. For content areas not offered at the Sac State APSI, on-line or other regional trainings were made available. The planned number of AP tests to be taken in spring 2025 was 1,293 at Inderkum and Natomas High Schools combined.

1.3 (Increased Instructional Minutes)

Since 2014-2015, these additional instructional minutes for students at specified grade levels have and will continue to support student achievement and meet multiple LCAP actions. During 2024-25, incremental increases in student achievement in reading and literacy have been observed in results from the district's writing assessment and across diagnostics from the district's reading/ELA assessment tools, i-Ready and IXL. NUSD has maintained this action of increased instructional minutes to support additional instructional time. This action is aligned to action 5.4 and all associated funding is accounted for in that action.

1.4 (Technology Refresh)

All staff and students were provided updated equipment needed for their job duties and/or instructional access. During 2024-25, 485 staff devices were refreshed and 2800 student devices were refreshed. Student device refreshing included Chromebooks for first grade students and refurbished Chromebooks to replace lost/stolen and broken Chromebooks throughout the school year. Staff continue to monitor data to

determine rates of lost/stolen student devices and breakage rates for each school to identify where to target additional support for sites and collaboration with site leaders to decrease these rates.

1.5 (English Learner Supports) and 1.6 (English Learner Extended Day and Summer School)

These actions have continued to make progress towards the overall goal, and specifically the improvement of academic supports for English Learners (ELs). The English Learner Teacher on Special Assignment (TOSA) and Coordinator have continued to support teachers in classrooms based on identified needs (number of ELs, EL academic outcomes, and EL proficiency). Professional development is ongoing and aligned to the English Learner Master Plan and the district's Instructional Framework. NUSD has seen the English Learner population steadily increase (by ~25%) over the past four years and the newcomer population continues to increase in number. Moving forward, the EL team will continue to develop professional development and instructional supports that address the specific needs of the evolving EL population. To date during 2024-25, 126 teachers have participated in QTEL training. Summer school support during 2025 will again include programs specifically for English Learners, as well as access for ELs to the full range of summer opportunities. These programs will be provided through LEAP, NUSD's expanded learning program, with additional instructional support from the EL TOSAs. This year, we project similar numbers of English Learners enrolled in summer school as last year. Last summer, 211 English learners participated in summer school through LEAP. Additional context for the district's work to support English Learners can be found in NUSD's English Learner Master Plan.

1.7 (Williams Act Compliance)

Students across schools were provided standards-aligned materials for their courses. During 2024-25 NUSD successfully passed all Williams Act inspections and certified instructional materials sufficiency in the fall.

Over the course of the 2024-25 school year through April 17, 2025, there were no complaints received related to the Williams Act regarding instructional materials. During this past year the district also initiated the preliminary exploration and planning process for the upcoming textbook adoptions for Mathematics.

1.8 (School Site Supplemental Programs and Services)

The school sites are allocated funding to support their school plans and to implement approved supplemental programs, services, related supplies, and professional development to align with the district's vision and goals. This funding continues to be critical for student learning recovery and engagement.

1.9 (Layered Academic and Social Emotional Supports)

NUSD continues to build out tiers of support and provide guidance to schools in developing site-based structures for determining student needs and connecting students to relevant supports. The MTSS (Multi-Tiered System of Supports) approach has been reflected in a focus on a strong Tier 1, differentiation, targeted intervention, and regular assessment to drive decision-making. Key implementations during 2024-25 included the launch of Math 180 and Read 180 intervention programs at the elementary/K-8 level.

1.10 (State Seal of Civic Engagement)

Currently all students enrolled in the International Baccalaureate Diploma Programme and students participating in either Ethnic Studies or Race and Social Justice classes are on track to receive the State Seal of Civic Engagement (SSCE). Professional Development for teachers is being provided to support teacher understanding of how SSCE requirements can be filled within curricular activities. Funds will also be used to provide students medals to recognize their SSCE accomplishment at graduation ceremonies.

1.11 (Culturally Responsive Curriculum)

This action has supported progress towards the overall goal by expanding the range of materials available to students, so that more of them can engage with academic materials that reflect their life experiences. A collection of books that focus on diversity, equity, and inclusion were purchased for all TK-5 and TK-8 school sites in order to add more diversity to school site libraries. These books were delivered to sites in summer 2024. Additionally, Professional Development specific to Culturally Responsive Teaching Practices was provided for all school sites. These sessions focused on classroom management and culturally responsive writing instruction. The PD format included on-site sessions with in-classroom coaching for implementation as well as offering after-school sessions for teachers needing additional support.

1.12 (Professional Development that Supports ELA and Math Instruction)

This action was significant in making progress towards the overall goal and is a central effort aligned to the district's new instructional framework, targeted efforts to improve Professional Learning Communities, and delivering formative feedback that supports instructional improvements. This work is in progress, via a partnership with Aspire EDU to provide instructional leadership coaching for administrators, and will continue into the 2025-26 year. Aspire EDU partners conduct regular site walks with principals, provide detailed summaries of observations, conference with principals, and provide professional development sessions to administrators. The discussion of NUSD's use of Learning Recovery Emergency Block Grant (LREBG) funds in the 'Plan Summary: Reflections' section identified this as a primary lever towards addressing the needs identified in a review of the district's Math and ELA assessment results.

1.13 (College Access Supports)

This action was effective in reducing the financial barrier for students to apply to UC/CSU campuses. This opportunity is extended to all students, including those who already qualify for some free applications based on need. In 2024-25, NUSD provided 331 application reimbursements/payments (252 CSU and 79 UC). NUSD expects to continue growing this number in the coming year. Students who have completed their UC/CSU applications are able to submit reimbursement requests for the first application to each institution. Based on data obtained from the National Student Clearinghouse, 61% of the students who took advantage of NUSD's UC/CSU fee opportunity in 2023-24 enrolled in a four-year university after completing high school. Increase the number of students who take advantage of the UC/CSU fees opportunity and the overall college matriculation are ongoing areas of focus.

1.14 (Specialized Programs)

This action was effective in making progress toward the goal, particularly in highlighting the areas in which our district is making progress in equitable participation in academic programs as well as areas in which there are gaps. In the fall (October 2024), staff presented a report to the Board of Education in alignment with AR 0100 that analyzed enrollment demographics and outcomes for key NUSD programs. This is part of the district's annual effort to identify areas in which students are not participating in programs at an equitable rate and/or experiencing inequitable outcomes. NUSD continues to offer a wide range of rigorous and engaging programs including, but not limited to Advanced Placement (AP), International Baccalaureate (IB), Career Technical Education (CTE), Advancement Via Individual Determination (AVID), Dual Enrollment, and Dual Immersion. Our district continues to see disproportionate enrollment in programs such as AP, IB Diploma coursework, and Dual Enrollment. Participation overall in college fees reimbursement and free PSAT/SAT administrations are areas for improvement.

1.15 (System of Assessments)

This action is a key lever in the district's ongoing effort to consistently monitor student progress and needs over time in both Math and Literacy. The i-Ready and IXL diagnostics are important actions supporting the district's progress in this goal area and were implemented in 2024-25 at three points during the year (fall, winter, and spring). These results are reported within this LCAP, the District Progress Report, and used with principals and staff to identify ongoing needs. Additionally, NUSD's 2024-25 efforts included alignment of these tools to the instructional framework. A key area of growth within this is the determination of how the personalized learning aspects of the two platforms will be used ongoing. Over 46 professional development days were used in 2024-25 across both the i-Ready and IXL partnerships for sites to increase their capacity to use the diagnostic data and implement personalized instruction. These PD days were implemented throughout the year and included both on-site coaching, virtual sessions, and supports during professional development days to provide a range of options. i-Ready and IXL have become important pillars of the district's System of Assessments. In addition to the three i-Ready and IXL diagnostics, the district's System of Assessments includes, but is not limited to, an internal writing assessment twice each year and use of the CAASPP Interim Assessment Blocks (IABs).

1.16 (Elementary AVID Support)

This action was effective in making progress towards the overall goal. The AVID Teacher on Special Assignment (TOSA) continued to support three school sites with the implementation of AVID and support implementation of AVID Professional Development. A notable achievement in 2024-25 was to build upon the prior year's recognition of Two Rivers School as an AVID showcase site and support Witter Ranch Elementary and Natomas Park Elementary on the path to this same distinguished status. One of the key components enabling TRE to achieve showcase status has been the professional development delivered and coaching provided to staff by the TOSA. This year professional development and coaching has continued for teaching staff and expanded to support principals in leading AVID.

1.17 (College and Career Supports)

This action was effective in making progress toward the goal, with students across NUSD high schools continuing to receive robust counseling support and college and career coordination support. These staff implement a wide range of college and career support events for students and family, offer office hours, push into classrooms, and conduct 1 on 1 meetings with students to provide direct support. A key effort during 2024-25 has been the broader implementation of the California College Guidance Initiative (CCGI) at all secondary sites. With the state of California moving towards a universal implementation of this platform/tool, NUSD is committed to implementation now so that students, families, and staff can benefit from the resources and others can learn from our district's experiences. Counselors continue to engage in professional development to keep them abreast of changes at the post-secondary level and best practices in delivery of student support. The counseling team has regularly attended the California State University and University of California annual conferences as well as additional opportunities identified on an as-needed basis.

1.18 (High School Summer Credit Recovery)

This action was effective in making progress toward the goal, with a significant number of students participating in High School Summer Credit Recovery. NUSD continues to operate this program across its high schools, with students having access to one or more 2-week credit recovery sessions. For Summer 2024, 1,081 students participated in high school summer school. Across all students, 8,293 credits were earned, representing 1,602 courses passed. Summer School 2025 was underway at the time of this plan's approval, with a total of 1,155 anticipated participants throughout all Summer 2025 sessions.

1.19 (AP Capstone Program)

This action was effective in making progress toward the goal, with Natomas High School continuing to implement the AP Capstone Program. The placement of this program at NHS is of particular importance given the school's higher percentage of unduplicated students. Increasing access to rigorous coursework that prepares students for college and career is a priority of NUSD. Natomas High School continues to offer a wide variety of AP courses, as well as the AP Research and Seminar courses needed for completion of the Capstone program. In an October 2024 report to the board, NHS had a 27.4% AP Enrollment Rate for students in grades 9-12. For the 2023-24 school year, NHS did not award any AP Capstone Diplomas. This was a slight decrease from the 2 diplomas awarded in 2022-23. Both the enrollment rate and overall number of Capstone Diplomas are areas for improvement moving forward.

1.20 (Secondary Math Supports)

This action was effective in making progress toward the overall goal. Improvement of math instruction and student math outcomes are both recognized needs, and identifying strong professional development partners has been a critical step in addressing those needs. NUSD has partnered with the Sacramento State Math Project and Sacramento County Office of Education (SCOE) leader Deb Stetson to implement Building Thinking Classrooms (BTC) and other Math professional development to improve Math teaching and learning. Professional development and support in the current year has included training sessions, coaching, supplies to implement strategies, and an ongoing book study. In alignment with this effort, NUSD has been part of the statewide effort led by the CORE districts to develop updated math visions, articulated PD plans, and prepare for the upcoming math curriculum adoptions. This has involved launching an internal math network within NUSD and building internal capacity to lead math instructional improvements beyond the support from partnerships. As of spring 2025, 37 classrooms were implementing BTC instructional strategies.

1.21 (High School Graduation Supports)

This action was effective in making progress toward the goal, with all high school sites offering credit recovery options through the APEX online course platform. This included options during the school year and in summer. A significant portion of NUSD students access these services. Through March 2025 for the 2024-25 school year, approximately 796 students had utilized APEX, for a total of 1165 courses. This number will further increase with a significant number of students using APEX during summer school credit recovery. NUSD is committed to providing students accessible credit recovery options to get them back on-track for high school graduation when the need is identified.

1.22 (PK-12 International Baccalaureate (IB) Programs)

This action was effective in making progress toward the overall goal. In 2024-25, NUSD continued to offer IB programs at 7 schools, ranging from the Primary Years Program (PYP) at grades K-5 to the Middle Years Program (MYP) at grades 6-10 and the Diploma Program at grades 11-12. In all, this represents almost 5,000 students participating in IB programs districtwide. The IB program, alongside Advanced Placement (AP), Career Technical Education (CTE), and dual enrollment, provides students a rigorous academic pathway that prepares them for future college and career success. Like AP, IB also provides students the opportunity to earn college credit during high school via successful passage of IB exams. Final 2023-24 exam results included a 71% pass rate for all exams and 88% of students passing at least one exam. As an international program, IB provides the added benefit of instruction through a global perspective. In addition to the expressed goals of developing critical thinking, research, and writing skills, preparing students for university assignments, and developing students' intellectual, personal, emotional, and social skills, the IB program also specifically encourages students to participate in global issues and diverse cultures.

1.23 (GATE Programs)

NUSD continues to assess students for GATE, testing all 1st graders during the past Spring. GATE program access is currently provided in each school site's local context and NUSD is exploring how to improve support for sites to offer GATE instruction and programming. Moving into 2025-26, NUSD will be reevaluating the GATE identification procedures to ensure that the range of measures used to identify students provides multiple pathways towards identification as well as reevaluating the grade level at which students are screened.

1.24 (Seal of Biliteracy)

This action was effective in making progress toward the goal, with the number of students reaching the specific biliteracy target increasing. In 2024-25, 215 graduating seniors will earn the State Seal of Biliteracy (SSB), an increase of 34 students over the previous year (181 in 2023-24). Staff continue to support students in earning the SSB. Each winter after the first semester is completed, staff analyze data to identify graduating high school seniors who meet the requirements to earn the SSB.

1.25 (Career Technical Education (CTE) Pathways)

This action was effective in making progress toward the goal, with the variety of CTE pathways being maintained and the range of opportunities within those pathways expanded. In 2024-25 NUSD moved toward a formal licensure opportunity within the Cosmetology Pathway. With anticipated launch in 2025-26, this will incorporate licensure into the overall course hours, enabling students to leave high school with immediately employable status. The overall completion rate for all pathways in 2023-24 was 21%, a slight improvement over the 20% rate in the previous year and incremental progress towards the 25% goal. Ongoing partnership continued with High School Counseling departments to prioritize scheduling that increases pathway completion rates. An exciting innovation during the 2024-25 year was a dedicated study session for the Board of Education to learn specifically about the work occurring in CTE. This session was held in the Public Safety Pathway facility and brought all pathway teachers into space with trustees and executive leadership to discuss NUSD's progress in implementing CTE and goals moving forward.

1.26 (Adult Education Program)

This action was effective in serving a range of Adult learners in 2024-25. The NUSD Adult Education program continues to offer courses in beginning and advanced English as a Second Language (ESL), High School Completion, General Education Diploma (GED), and Citizenship. As of April, the program anticipates awarding 18 or more adults their high school diploma and supporting an additional 5 students to earn their General Education Diploma (GED) in 2024-25.

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.

With the full alignment of NUSD's LCAP to the district's new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are not any major changes to the planned goal and associated metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect planned implementation of Learning Recovery Emergency Block Grant (LREBG) funds per requirements, and more fully represent bodies of work supporting the overall goal.

Changes to Actions

- Action 1.05 (English Learner Supports): The description has been updated to remove the specific FTE reference, as this is no longer accurate.

- Action 1.07 (Williams Act Compliance): The description has been updated to reduce the overall language for clarity.
- Action 1.08 (School site supplemental programs and services): The description has been updated to reduce the overall amount of language for clarity.
- Action 1.11 (Culturally Responsive Curriculum): The description has been updated to specify that professional development will be provided to support implementation of the curriculum.
- Action 1.12 (Professional Development that Supports ELA and Math Instruction): The scope has been expanded to include new staffing that aligns with and will support the ongoing professional development. This staffing will include a new Coordinator in Curriculum and Instruction as well as three Teachers on Special Assignment (TOSAs) to support implementation of the instructional framework through a range of professional development. This will include on-site coaching, facilitating training sessions, and direct support to implement best practices for high-quality first instruction.
- Action 1.15 (System of Assessments): The scope of this action has been expanded to include a new K-2 reading difficulties screener. NUSD will be using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment for this purpose. The title and description of this action have also been updated.
- Action 1.16 (Elementary AVID Support): The action description has been modified to reflect a reduction in FTE for the TOSA position from 1.2 to 1.0.
- Action 1.18 (High School Summer Credit Recovery): The title will be changed from 'High School Summer Credit Recovery' to 'Secondary Summer School' to reflect that (a) NUSD is emphasizing the importance of summer school options for students in grades 6-8 and (b) summer school is not limited to credit recovery only and does include some options for students to accelerate or address course requirements as needed to take the full complement of desired courses during the regular year.
- Action 1.20 (Secondary Math Supports): The action description has been expanded to explicitly include a reference to professional development.
- Action 1.21 (High School Graduation Supports (Credit Recovery)): The action title and description have been revised to remove reference to a specific platform name.
- Additionally, Actions 1.12 and 1.15 have been modified to reflect the use of LREBG funds in these actions. LREBG context has also been added to Action 1.27.

New Action

- Action 1.27 (Math and Literacy Interventions) has been added as a new action to reflect the continuation of Math 180 and Read 180 intervention supports as well as the launch of Heggerty Literacy intervention curriculum. As noted above, this is also an LREBG action.

Changes to Metrics

- Baseline outcomes were incorrectly reported for three metrics in the previous year's LCAP. These include the district's CAST proficiency (Metric 1.27), the percentage of Ever-English Learners (ELs) that are Long-Term English Learners (LTELs) (Metric 1.26), and the year of the District Writing Assessment post-assessment proficiency (Metric 1.16). These have been corrected in the Goal 1 Metrics table with corresponding notes indicating that the corrections have been made. In the case Metric 1.26, it has been clarified that the district will be tracking the percentage of Ever-ELs that have been ELs for 6+ years as reported annually in DataQuest. This is distinct from the prior description of 'Long-Term English Learners LTELs),' the definition of which can vary. Tracking the percentage of ELs that have not been reclassified after 6 or more years is a reliable data point that can be obtained

from DataQuest, an official state source, year over year. Additionally, the target outcome for Metric 1.26 has been adjusted to align with the reset baseline.

- Metric 1.28 (Number of seniors (not including DHS) accessing NUSD College Application Fee Funding (UC and CSU)) has been added. This is an outcome that the district has been tracking internally and will now also include it in the LCAP.

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	AP/IB Supports	NUSD will continue to provide resources to schools to support increased passage rates on AP/IB exams. Providing tutoring supports or specialized exam preparation, for example, supports for unduplicated students preparing for AP/IB exams.	\$35,000.00	Yes
1.2	AP/IB Exam Fees	NUSD will continue to pay for AP/IB exam fees for all students. Prior local data indicated that our low income students, English Learners, and Foster Youth were less likely to take the AP/IB exams before NUSD implemented this action in 2016. The cost of those exams for unduplicated students and their families may have deterred students from attempting the exams.	\$175,000.00	Yes
1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. Increased instructional time benefits all students and particularly our low income students, English Learner students, and Foster Youth. (This action is aligned to Action 5.4 and all associated costs are included that action)	\$0.00	Yes
1.4	Technology Refresh	NUSD will implement a Technology refresh plan to include the replacement of outdated hardware for students and staff, the purchase of replacement	\$1,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		equipment that may have been lost/stolen/broken, the purchase of new equipment when new/additional staff is hired, and the purchase of new equipment when student enrollment grows. This funding also supports Chromebook cases, associated insurance costs, NUSDConnect, and any additional IT work necessary to support this action.		
1.5	English Learner Supports	NUSD will continue to support English Learner (EL) students and EL teachers through two Teachers on Special Assignment (TOSA) and an EL Coordinator, all of which will support English Learner needs including redesignation, access/placement, and professional development. The language acquisition model for all English Learners (including Long Term English Learners (LTELs)) is a structured English immersion model (includes both integrated and designated ELD)). Professional development opportunities for all teachers of English Learners include job-embedded coaching and targeted training sessions to implement EL-specific instructional strategies. Additionally, for teachers who teach LTELs or students at-risk of becoming LTELs, professional development specific to LTEL needs is provided through the Quality Teaching for English Learners (QTEL) pedagogy.	\$484,482.00	Yes
1.6	English Learner Extended Day and Summer School Supports	NUSD will continue to provide extended day supports for English Learners and EL teachers and extended/supplemental summer school for English Learners.	\$19,200.00	No
1.7	Williams Act Compliance	NUSD will continue to meet Williams Act expectations by ensuring that all students have access to standards aligned materials.	\$700,000.00	No
1.8	School site supplemental programs and services	School sites will receive funding allocations annually to implement approved supplemental programs, services, related supplies, and professional development aligned to district goals.	\$1,469,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Layered Academic and Social Emotional Support	NUSD will continue to implement an MTSS, Culture of Resilience (tiered academic and social emotional supports). This includes universal strategies (i.e. Positive Behavior Interventions and Supports (PBIS)) as well as interventions and accelerations for our students and professional development for staff. These strategies, interventions, and PD, while supporting all students, are intended primarily for students with the highest needs, including unduplicated students and students with disabilities.	\$100,000.00	Yes
1.10	State Seal of Civic Engagement	NUSD will implement and monitor the State Seal of Civic Engagement program.	\$4,500.00	No
1.11	Culturally Responsive Curriculum	NUSD will continue to purchase and implement culturally responsive curriculum, materials, and resources that are intended to reverse the marginalization of traditionally underrepresented groups throughout history and text. This action includes integrating the curriculum into English Language Arts and History/Social Studies curriculum. Professional development to support implementation will also be provided.	\$75,000.00	No
1.12	Professional Development that Supports ELA and Math Instruction	Provide ongoing professional development focused on implementing high-quality, first instruction. LREBG Action The needs assessment identified a significant need for improvement in high-quality, first instruction districtwide as well as effective site-based collaboration to more deeply understand individual student needs and engage in shared decision-making and action to address those needs. Studies show that providing high-quality professional development to staff is a critical component to improving the quality of first instruction, which is a necessary step towards improving outcomes for all students as well as student groups and school sites with lower performance. Metrics 1.6-1.9 and 1.16-1.20 LREBG Funds: \$357,000 for 2025-26	\$1,019,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2026-27: NUSD anticipates receiving ~\$675,000 in new LREBG funding. Of this total amount, NUSD plans to use \$385,000 to continue efforts within this action in 2026-27.		
1.13	College Access Supports	NUSD will continue to emphasize increasing college access for all students, and especially those who are unduplicated and traditionally underrepresented, to matriculate to college. The emphasis will support students from 9th grade through college acceptance. Areas of student support include, but are not limited to, paying for UC/CSU application fees, college entrance exam fees, offering application preparation training and supports, and financial aid application training.	\$65,000.00	Yes
1.14	Specialized Programs	NUSD will monitor specialized programs such as the IB Diploma Programme, AP, CTE, and CECA in relation to the demographics of students who apply, are accepted to, who enroll, and who complete the program to make sure “gate-keeping” does not exclude students from applying and/or being admitted. (no additional cost)	\$0.00	No
1.15	System of Assessments	Implement and monitor a district wide System of Assessments that includes regular Math and Reading diagnostics (i-Ready and IXL) as well as an Early Reading Screener. This is a two year action funded by LREBG through 2025-26. LREBG Action The needs assessment identified a significant need for improvement in high-quality, first instruction districtwide as well as effective site-based collaboration to more deeply understand individual student needs and engage in shared decision-making and action to address those needs. A key element of improving the quality of first instruction and supporting effective professional collaboration is access to meaningful, timely, and regular data on student progress and performance. Studies show that regular progress monitoring of student performance data aligned to instructional targets/standards supports more intentional and aligned instructional planning and implementation of programs.	\$450,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics 1.16-1.20 LREBG Funds: \$374,550 for 2025-26		
1.16	Elementary AVID Support	NUSD will continue providing a 1.0 FTE AVID TOSA to support instruction and assessment aligned to the instructional framework at 3 AVID designated elementary schools.	\$167,985.00	Yes
1.17	College and Career Supports	NUSD will continue the college and career supports at Discovery, Inderkum, and Natomas High Schools to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower drop-out rates with a specific focus on Hispanic/Latino and African American students. This includes College and Career Coordination Specialists at NHS and IHS.	\$940,000.00	Yes
1.18	Secondary Summer School	NUSD will continue to provide a summer school program at all high schools that addresses graduation and UC/CSU a-g original credit and credit recovery opportunities for students who have taken an a-g course but earned a D or F. Summer programs at the Middle School grades will also be offered to students in need of Math and Literacy intervention.	\$680,000.00	Yes
1.19	AP Capstone Program	NUSD will continue to implement an Advanced Placement (AP) Capstone program.	\$179,660.00	Yes
1.20	Secondary Math Supports	Secondary schools will implement a program titled 'Building Thinking Classrooms' that incorporates collaborative learning strategies to support math development and improve math achievement. The action includes costs associated with required furniture upgrades.	\$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	High School Graduation Supports (Credit Recovery)	NUSD will continue to implement a credit recovery program to increase graduation rates by school and student group and increase UC/CSU a-g rates by student group.	\$161,630.00	Yes
1.22	PK-12 International Baccalaureate (IB) Programs	NUSD will continue to implement the PK-12 IB Programme at multiple schools across the district.	\$1,930,385.00	No
1.23	GATE Programs	NUSD will continue to implement GATE testing and continue to offer GATE program access for identified students at all elementary schools during the school day. This funding also is for parent training, GATE program supplies and supports.	\$33,000.00	No
1.24	State Seal of Biliteracy	NUSD will continue to implement the Seal of Biliteracy medals, awards and recognition events for students and families.	\$3,970.00	No
1.25	Career Technical Education (CTE) Pathways	NUSD will continue to provide eleven (11) career technical education pathways for secondary students with dedicated staff to help lead program development and growth.	\$2,603,558.00	No
1.26	Adult Education Program	NUSD will continue to implement an Adult Education Program as outlined in the Capital Adult Education Regional Consortium (CAERC) grant.	\$487,937.00	No
1.27	Math and Literacy Interventions	Provide elementary and K-8 schools access to Math and Literacy interventions to address identified student needs and ensure that students are staying on track to meet grade-level standards. LREBG Action The needs assessment identified Math and ELA proficiency levels that indicate a significant need for additional support in both areas. This need begins at the earliest grade levels based on state testing, and internal diagnostics show that these needs extend into even earlier grade levels.	\$385,588.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses that need by specifically implementing intervention resources for Math, Reading, and Literacy at the earliest grades. Studies show that providing students intervention to build their foundational academic skills at the earlier grades is critical to their immediate and long term academic success. Metrics 1.16-1.20 LREBG Funds: \$385,588 for 2025-26 2026-27: NUSD anticipates receiving ~\$675,000 in new LREBG funding. Of this total amount, NUSD plans to use \$390,000 to continue this action in 2026-27.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate the Social Emotional Well-Being of Each Student	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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 is fully aligned to NUSD’s 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district’s efforts to cultivate the social-emotional well-being of each student. This focus reflects the district’s commitment to a holistic approach to student outcomes in recognition that all parts of a student’s growth must be addressed in order for them to maximize their academic potential and develop into productive global citizens.

Goal 2 was developed based on analysis of data points including, but not limited to: student social-emotional health survey data, attendance data, high school and middle school drop-out rates, and suspension outcomes. Additional sources of information contributing to goal development included feedback from students, family and staff experiences through surveys and educational partner meetings and analysis of formative feedback from classroom walkthroughs. Data was analyzed according to the NUSD Theory of Action that informs analysis through an equity lens and includes disaggregation by site, grade level, gender, and student group. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement practices that not only increase the social-emotional well-being of students, but also ensure the holistic development of students in a supportive and responsive educational landscape.

Social-emotional well-being was one of the district’s main focus areas prior to the pandemic and remains more important than ever. Providing a district program that cultivates students’ well-being through intentional curriculum, utilizing restorative and trauma-informed practices, and supporting positive attendance enables students to positively and fully engage in the school community and all aspects of their academic journey. In order to address performance gaps, NUSD is committed to increasing access for those who are historically underserved, and increasing the inclusivity of our schools. The district community will guide all of the efforts within this goal, consistent with our district’s focus on Diversity, Equity, and Inclusion.

The following are several key focus areas that supported the development of this goal and were developed as a result of feedback collected from staff, students, and families through surveys and educational partner meetings.

Student Social-Emotional Resources and Supports: Promote a caring learning community to support the development of social-emotional

skills for each student.

As the district has continued to increase support and services for NUSD staff, students, and families in the form of School Psychologists, Social Workers, and related support contractors through the county office, the need for targeted mental health and social-emotional support services continues to be evidenced. The twice-annual CoVitality Social-Emotional Health Survey continues to indicate specific student needs including emotional distress (depression, anxiety, self-harm ideation, etc.). A key effort over the past few years has been the implementation of a common social-emotional learning curriculum. This has recently been launched and at present the district is building towards full implementation. Ensuring that this curriculum is implemented with fidelity across sites and over time is a key need.

Behavior Intervention: Set clear expectations and provide multiple levels of support to develop student responsibility and positive behavior. NUSD has had a higher suspension rate over the past several years and this remains an area of focus. Before the pandemic, NUSD's suspension rate was 6.1% (2019 Dashboard) and increased to 8.4% (2023 Dashboard) in the years after. NUSD has been able to lower its suspension rate to 7.7% as of the 2024 Dashboard. While this improvement is a positive sign, the rate is still significantly above the 2019 Dashboard rate and well above the desired target of 5% or lower. Lowering the district's overall suspension rate will positively impact school climate and student outcomes. NUSD continues to operate an alternative educational option through a collaboration with SCOE to offer the Promise Program, which provides students with an added layer of support before expulsion and as a deterrent to excessive suspensions. The implementation of Restorative Practices at all sites will help to address the current district wide suspension rate and disproportionality in suspension rates for our Black/African American students (16.8% on the 2024 Dashboard) and other groups with disproportionately high rates. Restorative Practices can also impact students' well-being with specific attention to building relationships, fostering community, and repairing relationships, which is a relevant area of focus as evidenced by the safety and connectedness results of the Covitality survey.

Attendance & Wellness: Deliver support and resources for families to encourage daily school attendance and student wellness. NUSD has experienced a significant increase in chronic absenteeism post-pandemic, similar to national, state, and regional trends. On the 2023 California Dashboard, NUSD had a chronic absenteeism rate of 32.6%. While this was significantly decreased (by 7.2%) over 2023-24, the resulting 25.4% rate on the 2024 Dashboard is still much higher than desired. Before the pandemic, the 2019 California Dashboard chronic absenteeism rate was 13.3%. From this data, it is evident that continuing to strategically re-engage and connect students to school with a specific focus on our historically underserved student groups should remain a priority in the coming years. NUSD has maintained a high expectation for the overall attendance rate and desires to return to pre-pandemic levels over time. For reference, NUSD once had an attendance rate of 95%. As these levels decreased to just below 92% in 2022-23 and have only gained back part of the ground towards 95% since, significant resources are being directed toward attendance interventions and proactive strategies to improve rates at each school as well as across the district. Improving student attendance is a key lever towards improving overall academic performance.

Diversity, Equity, Inclusion: Celebrate, promote, and value the diverse cultural backgrounds of our community. NUSD has intentionally engaged staff in specific professional development on culturally responsive pedagogy with Culturally Responsive Teaching and Learning, a DEI Change Management group that has regularly met to discuss how to positively impact the district, and a new district Office of Equity and Excellence that was launched in 2024-25 with a Principal on Special Assignment leading work in this area. Partnerships to provide programs to students and families have expanded, one example being the Building Leaders and Activists with Collective Knowledge (BLACK) programs at NUSD secondary schools. This program provides culturally relevant content and pedagogy to empower students through a collective literary experience.

The metrics, actions, and services in Goal 2 are in alignment with the key areas identified above and provide specific context for NUSD's plan to achieve this goal, including the following:

- Improve the social-emotional well-being of each student, and in particular those student groups with disproportionately low attendance and high suspension rates.
- Increase attendance rates and decrease the chronic absenteeism rate.
- Decrease suspension rates, in particular for Black/African American students and other student groups with disproportionately high rates.
- Decrease the high school drop-out rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	High School Dropout Rate Source: DataQuest (CALPADS)	2.7% (2022-23)	1.8% (2023-24)		Maintain at 2.0% or below	-0.9%
2.2	Chronic Absenteeism Rate Source: DataQuest (CALPADS)	All: 30.4% AA: 37.3% AI: 36.8% A: 21.8% F: 17.5% H/L: 33.1% 2+: 31.7% W: 21.9% EL: 31.0% HY: 50.6% SED: 35.9% SWD: 39.2% (2022-23)	All: 24.2% AA: 33.9% AI: 26.2% A: 15.7% F: 8.9% H/L: 25.9% 2+: 25.1% W: 15.5% EL: 23.8% HY: 48.4% SED: 29.5% SWD: 32.8% (2023-24)		ALL: 18% AA: 23.8% AI: 23.3% A: 9.8% F: 5.5% H/L: 19.6% 2+: 19.7% W: 9.9% EL: 19.0% HY: 37.1% SED: 22.4% SWD: 25.7%	ALL: -6.2% AA: -3.4% AI: -10.6% A: -6.1% F: -8.6% H/L: -7.2% 2+: -6.6% W: -6.4% EL: -7.2% HY: -2.2% SED: -6.4% SWD: -6.4%
2.3	Suspension Rate Source: DataQuest (CALPADS)	All: 8.4% AA: 17.8% AI: 17.1% A: 2.5%	All: 7.7% AA: 16.8% AI: 6.1% A: 2.4%		ALL: 5% AA: 13.3% AI: 12.6% A: 1.5%	ALL: -0.7% AA: -1.0% AI: -11.0% A: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		F: 1.7% H/L: 6.8% 2+: 9.7% W: 4.1% EL: 5.2% HY: 16.2% SED: 10.6% SWD: 11.7% (2022-23)	F: 1.8% H/L: 5.7% 2+: 8.7% W: 4.0% EL: 4.4% HY: 13.2% SED: 9.6% SWD: 10.7% (2023-24)		F: 1.0% H/L: 3.8% 2+: 6.7% W: 2.5% EL: 3.1% HY: 11.7% SED: 6.1% SWD: 7.2%	F: +0.1% H/L: -1.1% 2+: -1.0% W: -0.1% EL: -0.8% HY: -3.0% SED: -1.0% SWD: -1.0%
2.4	Expulsion Rate Source: DataQuest (CALPADS)	0.2% (2022-23)	0.1% (2023-24)		Maintain at or under 0.2%	-0.1%
2.5	Middle School Dropout Rate: Number of dropouts in each grade level (7th, 8th) Source: CALPADS	Less than 5 (2022-23)	Less than 5 (2023-24)		Maintain at less than 5 per grade level (7th, 8th)	Maintained at less than 5
2.6	Attendance Rate: Overall percentage of days attended Source: DataQuest (CALPADS)	92% (2022-23)	92% (2023-24)		95%	No change

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 2 (Cultivate the Social-Emotional Well-Being of Each Student) occurred as planned. Implementation across the breadth of actions in Goal 2 furthered the district's efforts to strengthen social and emotional curriculum and programs at Tier 1, while continuing to build out supports at Tier 2 and 3. As in the case of Goal 1, efforts during 2024-25 have become increasingly aligned to the district's professional development for administrators and teachers to support more effective Professional

Learning Communities (PLCs), our district wide System of Assessments, and a Multi-Tiered System of Supports (MTSS).

During 2024-25, the following actions were implemented as planned:

- 2.1 (Foster Youth Supports (Staffing))
- 2.2 (Chronic Absenteeism Interventions)
- 2.3 (Promise Program/Community Day School)
- 2.4 (Restorative Justice/Restorative Practices)
- 2.5 (Foster Youth Supports (Resources))
- 2.6 (Increased Health Assistants)
- 2.7 (Increased Psychologists)
- 2.8 (Social Emotional Assessments (Covitality))
- 2.9 (Social Workers for Social Emotional Support)
- 2.10 (Chronic Absenteeism System and Supports (A2A))
- 2.11 (Homelessness Tutoring and Supports)
- 2.12 (Continue Expanded Health and Wellness Supports)

Examples of the district's ongoing and recent successes stemming from the implementation of the above actions within Goal 2 include:

- Opened a permanent facility for the B. Teri Burns Health Clinic and HALO (Health and Life Organization) across the street from Natomas High School
- Implemented a cohesive Social Emotional Learning (SEL) curriculum and core SEL classroom practices
- Ongoing training and support for implementation of Restorative Practices (RP)
- Continued the Natomas Mobile Health Clinic which travels to provide basic health care such as physicals and vaccinations
- Maintained full-time social workers across our campuses to support an array of services and resources for students and families.
- Provided an additional, full-time social worker liaison to support foster/homeless youth
- Maintained seventeen (17) full-time psychologists across campuses to serve all students
- Maintained fifteen (15) full-time counselors to serve students in grades 6-12

As measured by the metrics outlined in Goal 2, progress was made in most areas during Year 1. However, there are areas in which progress was not observed or was not as substantial as desired. Following are some overall results within Goal 2, with additional analysis to follow in the sections below:

- The High School Dropout Rate decreased significantly from 2.7% to 1.8%.
- NUSD's efforts to increase attendance through interventions and connectedness significantly decreased the Chronic Absenteeism Rate (from 30.4% in 2022-23 to 24.2% in 2023-24). To-date internal analysis for 2024-25 anticipates another year of decreasing rates relative to 2023-24.
- NUSD's efforts to increase school safety and connectedness, including the implementation of Positive Behavioral Interventions and Supports (PBIS), significantly decreased the Suspension Rate (from 8.4% in 2022-23 to 7.7% in 2023-24).
- NUSD's Expulsion Rate remains under the target of 0.2% and was reduced by more than half from 2022-23 to 2023-24.
- Overall attendance increased from 2022-23 to 2023-24 and has continued to improve in 2024-25.

For 2024-25, there were not any actions in Goal 2 that had substantive differences in implementation from what was planned in the 2024-25

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.

Actions with a material difference (greater than +/- 10%) between budgeted expenditures and estimated actual expenditures for the 2024-25 school year included:

2.8 (Social Emotional Assessments (Covitality))

This assessment was implemented as planned. The lack of expended funds is due to a projected budget being incorrectly applied to this action. NUSD's current contract for this assessment is paid in full through 2026-27. This action will remain in the LCAP for 2025-26 and 2026-27, but without a projected budget for the remainder of the current LCAP cycle.

2.9 (Social Workers for Social Emotional Support)

This action was implemented as planned. The difference between budgeted and estimated actual expenditures was an inaccurate projection during the planning process. The estimated actual expenditures reflect the social worker FTE planned for the year. The per social worker costs for the 2024-25 year were not accurately projected in the spring 2024 process. The projected expenditures for 2025-26 school year are in line with the estimated actual expenditures for 2024-25.

2.12 (Continue Expanded Health and Wellness Supports)

This action continued to provide expanded access to immunizations and other important health services. With the launch of the Welcome Center in 2024-25, which provided a formal home to many of the health services that have been associated with the mobile health clinic, not all of the projected expenditures associated with this action were realized. Moving into 2025-26 and beyond, this action will allow the Welcome Center and Health and Wellness staff to further expand their efforts from the permanent Welcome Center facility that partners to provide valuable health services.

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

2.1 (Foster Youth Supports (Staffing)) and 2.5 (Foster Youth Supports (Resources))

These actions were effective in making progress toward the overall goal. With the continued investment in a foster youth social worker liaison, NUSD has been able to provide a range of supports to our foster youth and families. This has included, but not been limited to, support for enrollment, coordination of academic and social-emotional services, facilitation of foster youth engagement, and ensuring foster youth and families have access to district and community resources. For 2024-25, NUSD served approximately 50 Foster Youth at any given time. A signature event that was held again during the fall was the Foster Fall Family Night. This event brings together families to learn about relevant NUSD and county resources that can help support their students' education and well-being. Families also had the opportunity to connect directly with staff from local colleges, universities, and community-based organizations. These action items also supported taking four foster students to the Guardian Scholars Bridge Conference at Sacramento State. The liaison also ensures that each student in foster

care is connected with their site social worker at their school site. The site social workers meet monthly with each foster student to assess needs and provide supports.

2.2 (Chronic Absenteeism Interventions) and 2.10 (Chronic Absenteeism System and Supports (Attend))

These actions have been effective in making progress towards the overall goal. NUSD's 2024-25 Chronic Absenteeism Rate is projected to be significantly less than the rate from 2023-24, indicating that the range of strategic interventions being implemented continue to be effective in reducing student absenteeism as in the previous two years. Key efforts within the scope of these actions have included districtwide alignment of progressive interventions for students who are on-track to be or who are chronically absent, support for Student Attendance Review Team (SART) meetings and facilitation of the Student Attendance Review Board (SARB) and Truancy Court. The Program Specialist has visited all school sites this year to either provide staff attendance training or to attend a site attendance meeting to provide site teams with consultation. The Program Specialist has also facilitated student engagement events at school sites, has successfully managed both the Independent Study and Home-Hospital Processes, and has been instrumental in revamping the SARB process for NUSD. The SchoolStatus-ATTEND Program (Formally Called A2A) has been fully implemented and is in use by all attendance staff at all school sites. This program generates and sends legally required truancy letters and attendance awareness campaign messaging to families. As of March 31, 2025 for the 2024-25 school year, a total of 60,245 attendance-related letters have been sent to parents through ATTEND, along with 13,359 digital campaign messages. Additionally, 1,398 SART meetings have been scheduled using this program.

2.3 (Promise Program/Community Day School)

This action has been effective in making progress towards the overall goal and has continued to provide an important program option for secondary students. There are currently 17 students enrolled in the Promise Program, which is a Sacramento County Office of Education (SCOE) program located on the Discovery High School campus. NUSD continues to support the Promise Program, which provides a community day school option for secondary students that are in need of this different school setting.

2.4 (Restorative Justice/Restorative Practices)

This action has been effective in making progress toward the overall goal. During 2024-25, the Restorative Justice Training of Trainers (TOT) cohort continued to meet and build capacity to provide training at school sites. The Restorative Justice Professional Learning Community (PLC)/Community Group also continued to hold regular meetings. Participants utilized the Little Book of Youth Engagement to expand their Restorative Justice work to students. In the fall, 18 participants attended the Hacking School Discipline book study and a second cohort launched in December 2024.

2.6 (Increased Health Assistants) and 2.12 (Continue Expanded Health and Wellness Supports)

These actions have been effective in making progress towards the overall goal, particularly in their proactive approach to student health issues that might otherwise decrease attendance and instructional time. In 2024-25, NUSD was fully staffed with two Health Assistant-I positions and eleven Health Assistant-II positions. With the maintenance of the additional Health Assistant-II positions, elementary and K-8 schools have dedicated coverage for the health offices to support student health activities such as medication administration, providing first aid, and supporting compliance with required immunizations. These positions also support attendance improvement activities such as calls to families to verify absences and identify barriers to attendance. In addition, they provide support for attendance systems such as the ATTEND program, SART (School Attendance Review Team) scheduling, Independent Study, and Home-Hospital Instruction. Through this action item, nursing staff have been able to operate a Vaccines For Children (VFC) immunization clinic each Monday from 9:00 a.m. to 4:00 p.m. and Wednesday from 2:00 p.m. to 4:00 p.m. This school year through March 31, 2025, the Vaccines for Children (VFC) clinic has provided 514

students with multiple immunizations to meet California enrollment requirements. During these same clinics, nursing staff have also been providing staff and volunteer TB testing. Through March 31, 2025, 301 Staff TB risk assessments have been completed and 57 PPD TB skin tests have been administered. During our NUSD mobile vaccine clinics to ensure compliance with 7th grade immunization requirements, an additional 36 students have received the Tdap booster vaccine at their school site. This action item has also supported expanded learning/LEAP staff training for severe allergies/epi-pens and the purchase of epi-pens for all LEAP program sites.

2.7 (Increased Psychologists) and 2.9 (Social Workers for Social Emotional Support)

These actions have been effective in making progress toward the overall goal. In 2024-25 through April 1, Psychologists and Social Workers had collaborated to serve 1,232 unique students through individual check-ins, regular check-in check-out (CICO), 1 on 1 counseling, lunch bunch groups, and other small group supports. All sites are staffed with one psychologist, except for Inderkum High School, which has two. These staff continue to provide a range of mental health and social emotional supports, as well as supporting assessments and identifications within the special education context. NUSD also has a dedicated preschool psychologist, which provides direct support to students in early childhood education. Every school has a social worker to support mental health and social emotional support. This is not inclusive of the additional staffing as part of LCFF Equity Multiplier for ALS in the current year. These staff work within the school context to respond to emerging student needs and to provide tiered support through small groups and individual counseling.

2.8 (Social Emotional Assessments (Covitality))

This action has been effective in making progress toward the overall goal. The CoVitality survey has been fully implemented in both the fall and spring. The fall administration occurred Aug 26th-Sept 6th, 2024, with 89.6% of 4th-12th Grade students participating. The spring administration occurred Jan 27th - Feb 7th, 2025, with 90.4% of students participating. Following each administration, district staff develop site-specific lists of students whose results demonstrate an elevated risk level. These lists are shared with site wellness teams including the social workers and school psychologists to conduct outreach directly to the families of the students to determine if additional referral to support is needed.

2.11 (Homelessness Tutoring and Supports)

This action has been effective in making progress toward the overall goal. Our Social Worker Liaison works with school site staff to identify available tutoring resources for our unhoused students at the school site level. If a school site does not have tutoring resources, our Liaison will search for available resources in our district and in the community. As of March 6, 2025, NUSD had 514 students PK-12 in the Homeless Youth student group. The liaison also works to connect families and students to a range of community resources, connects with school sites to ensure that counselors, social workers, psychologists, administrators, and other relevant staff are aware of specific needs and keep an open line of communication to collaborate on supports as additional needs arise.

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.

With the full alignment of NUSD's LCAP to the district's new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are not any major changes to the planned goal and associated metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect slight modifications to implementation plans, and more fully represent bodies of work supporting the overall goal. These minor changes include:

Changes to Actions

- Actions 2.01 (Foster Youth Staffing) and 2.05 (Foster Youth Supports): The action descriptions have been expanded to include specific reference to NUSD’s ongoing Differentiated Assistance work in partnership with the Sacramento County Office of Education (SCOE). NUSD was identified for DA on the 2024 Dashboard based on outcomes for Foster Youth.
- Action 2.08 (Social Emotional Assessments): The dollar amount for this action has been shifted to \$0.00 for the 2025-26 school year. This is because the district has paid for this resource through the 2026-27 school year.
- Action 2.10 (Chronic Absenteeism and Supports): This action description has been adjusted to reflect the use of LREBG funding within this action.
- Action 2.11 (Homelessness Tutoring and Supports): The previous reference to ‘no additional cost’ has been removed, as there are now projected expenditures associated with this action.
- Action 2.12 (Continue Expanded Health and Wellness Supports): This action description has been revised to remove the word ‘mobile.’ While NUSD does still offer mobile health clinic services, the word was limited in that there are also services available at the Welcome Center and other facilities.

New Actions

- Action 2.13 (Additional Mental Health Supports) This new action will provide additional staffing to support specific behavioral and mental health needs at the school site level across the district. The action will include two behavior support assistants and one behavior specialist.

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	Foster Youth Supports (Staffing)	A Social Worker Liaison focusing on foster youth will implement systems to measure and collect baseline data about foster youth, track foster youth accurately with Foster Focus and the student information system, ensure that each foster youth has monthly check-ins with a site-based practitioner, prioritize foster youth for academic and social emotional interventions, and develop practices regarding enrollment, placement, and awarding partial credit to foster youth transferring into and out of NUSD. This action also represents a focal area within the district's ongoing Differentiated Assistance process and efforts.	\$79,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Chronic Absenteeism Interventions	NUSD will continue implementing preventative measures such as attendance awareness campaigns and building positive school culture to help reduce chronic absenteeism and enhance school connectedness. For students that are on-track to becoming chronically absent, NUSD will continue implementing tiered interventions. Particular attention will be placed on Foster Youth, English Learners, Low Income, Black/African American, and Hispanic/Latino students.	\$71,607.00	Yes
2.3	Promise Program/Community Day School	NUSD will continue implementation of the Promise Program/Community Day options for secondary students	\$100,000.00	Yes
2.4	Restorative Justice / Restorative Practices	NUSD will continue to implement Restorative Justice / Restorative Practices at school sites that have the need for services. This action will be implemented in conjunction with Goal 5, Action 9.	\$80,000.00	No
2.5	Foster Youth Supports (Resources)	NUSD will continue to ensure Foster Youth have access to academic support, social-emotional interventions, and opportunities for engagement through extracurricular activities. Families of Foster Youth will also be engaged through educational and empowerment activities, including the Annual Foster Family Fall Night event. This action also represents a focal area within the district's ongoing Differentiated Assistance process and efforts.	\$19,500.00	Yes
2.6	Increased Health Assistants	NUSD will continue the addition of Health Assistants for six hours a day which includes increased student health services and attendance monitoring.	\$290,224.00	Yes
2.7	Increased Psychologists	NUSD will continue the additional psychologists added since 2014-15 to support the implementation of intentional layers of academic and social emotional supports to impact the needs of PK-12 students, with a specific	\$516,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focus on student groups. The full cohort of school psychologists, including this additional staffing, also targets a significant portion of their support efforts for students with disabilities.		
2.8	Social Emotional Assessments	NUSD will continue to implement a student social emotional screener/system to identify student support needs and gather student feedback on school climate and safety.	\$0.00	No
2.9	Social Workers for SES	NUSD will allocate Social Worker positions at each school as an additional way to support student success through social emotional supports (SES).	\$1,883,566.00	Yes
2.10	Chronic Absenteeism System and Supports	Through 2025-2026, NUSD will continue to pilot an attendance software and management program to increase student attendance and attendance awareness. As part of this continued pilot, a Program Specialist will continue to assist with the ongoing training and monitoring for this program. LREBG Action The needs assessment identified a need to continue decreasing chronic absenteeism rates districtwide and for student groups where disparities in rates exist. This action addresses that need by expanding the district's capacity to provide districtwide, site, and student group monitoring of attendance rates and provide direct support to site-based attendance teams to implement attendance-improvement strategies. Studies show that improved attendance is a key lever for improving overall student achievement. When students attend school regularly, they maximize their instructional time and opportunities to receive the necessary academic and social-emotional supports. Metrics 2.2 and 2.6 LREBG Funds: \$144,049 for 2025-26	\$146,869.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Homelessness Tutoring and Supports	NUSD will continue to prioritize tutoring services/options for students experiencing homelessness, increased connections to community resources, early identification, and continued operation of a resource and support hotline.	\$10,000.00	Yes
2.12	Continue Expanded Health and Wellness Supports	NUSD will continue to provide health and wellness support for students and staff such as immunizations and dental, vision, and health check-ups and enhanced training to support service delivery.	\$150,000.00	Yes
2.13	Additional Mental Health Supports	Additional staff to support specific behavioral and mental health needs at the school site level. Includes two behavior support assistants and one behavior specialist.	\$320,809.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a Safe, Engaging Environment where Students Connect to School	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 is fully aligned to NUSD’s 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district’s efforts in the creation of a safe, engaging school environment that promotes student connectedness. This focus reflects the district’s commitment to creating the conditions necessary at schools for each student to grow and reach their full potential academically and social-emotionally.

Goal 3 was developed based on analysis of data points including, but not limited to: student social-emotional health survey data, attendance data, disciplinary outcomes, and participation rates in activities such as athletics and visual and performing arts. Additional sources of information contributing to goal development included feedback from students, family and staff experiences through surveys and educational partner meetings and analysis of formative feedback from classroom walkthroughs. Data was analyzed according to the NUSD Theory of Action that informs analysis through an equity lens and includes disaggregation by site, grade level, gender, and student group. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement programs, policies, and monitoring structures that establish safe and engaging school environments where students are connected to the school itself, their peers and the adults around them.

Following are several key areas of focus that supported the development of this goal and were developed as a result of feedback collected from staff, students, and families through surveys and educational partner meetings:

Extra-Curriculars & Athletics: Provide a wide range of extra-curricular activities and athletic programs that engage and connect students to school.

The district’s athletics programs in grades 4 through 12 have played an important role in student connectedness to school. Analysis of attendance rates has demonstrated that participation in school-based athletics programs resulted in greater attendance. Participation in athletics also promotes academic success and positive behaviors at school, as students cannot participate in athletics programs without meeting academic and behavioral eligibility requirements. NUSD has continued to expand access to opportunities, most recently launching E-Sports Clubs at four schools to encourage students to participate in school-based programs outside of the academic day. Another key source of extra-curricular opportunities are NUSD’s locally-driven expanded learning programs, including after-school programs that represent partnerships between public schools and Community-Based Organizations (CBOs) to provide academic and literacy support and safe, constructive alternatives for youth. Priority in these programs is given to unduplicated students, though all students are welcome to apply. Expanded learning programs offer academic support in reading, writing, math, and science while also partnering with enrichment

providers to offer SEL, STEAM, Health, and Nutritional support. NUSD's LEAP Academy programming embodies the belief that we can help individual students progress and increase their success academically, socially, and emotionally. Mentoring programs represent additional opportunities to support students with academic achievement, college and career readiness, and social-emotional needs. Through community partnerships with organizations that have a specific focus on mentoring youth, the district provides additional supports to students during and after school hours including, but not limited to, tutoring, counseling, college and cultural field trips, civic engagement, family engagement, and career explorations. Mentoring programs also help to connect students to trusted adults and peers.

Student Voices: Utilize student voices as a primary source of information to help guide district actions.

Mentoring & Before/After School Programs: Provide targeted support through mentoring and before/after school programs.

In alignment with NUSD's Administrative Regulation 0100, student voices are utilized as a primary source of information to inform district actions. Site and district staff are expected to engage with students to solicit their feedback and to use their insights gained to guide decisions that reflect the interests and needs of their student community. These intentional efforts are to be shared with students in age-appropriate formats and the voices of students should reflect the district's diversity in grade levels, ethnicities, cultures, socio-economics, and groups that have been traditionally underrepresented and underserved including the unhoused and foster youth.

Safety, Transportation & Facilities: Build and maintain safe, clean and inviting schools, services and facilities that support student learning. NUSD's Safety and Safe Schools Department provides a multi-level safety and climate support system across the district to maintain the safety of students, staff, and community. The Department strives to provide ongoing social-emotional support, supports integration of restorative practices, develops and maintains a streamlined communication system, provides on-going training and monitoring to maintain preparedness for possible risks, and responds to all issues related to facility safety at all sites. The Safety and Safe Schools Department also partners with the Sacramento Police Department to provide resources and support to sites. As part of this partnership and ongoing commitment to safety, School Resource Officers (SRO's) provide direct support to students, staff, and families. Additionally, Safety and Climate Liaisons support the elementary and K-8 school sites in the implementation of Restorative Practices, Trauma Informed Practices, Positive Behavior Interventions and Support (PBIS) and other programs that promote a safe and engaging school environment. Campus Safety Specialists have been assigned to all of our high school, middle school, and K-8 schools as an added layer of support throughout the school day. Campus Safety Specialists focus on positive student interactions, remaining visible and responsive to the needs of students and staff on campus and staying connected to the entire school culture. Providing 1:1 student Chromebooks is another tool to ensure students stay connected to school at all times. During the pandemic, all students who needed a Chromebook were issued a device to ensure equitable access to curriculum. Additionally, Go Guardian is connected to these Chromebooks and to student Google accounts, providing alerts/notifications for school administrators, social workers, and psychologists to signal that support is needed when students are engaged in concerning or unsafe online behavior.

Diversity, Equity, Inclusion: Support and grow diverse student participation in academic and extracurricular programs.

In alignment with the district's Theory of Action, all areas of focus are implemented and monitored through the lens of diversity, equity, and inclusion. This includes the approach to extra-curricular programming. After school, intersession, and summer offerings are designed to increase connectedness as well as provide instructional intervention and enrichment that allows students to see themselves represented in their learning. Efforts of Climate and Safety Liaisons are focused among those students who demonstrate the greatest need for increased connectedness and outreach for student voice is directed at students to ensure that the input gathered is reflective of the district or school's demographics as a whole. Transportation and facilities-related supports also directly align to this Goal as well as alignment with the Williams Act. Related services and costs are included as actions to further meet this goal.

The following actions and metrics within Goal 3 are intended to:

- Increase the participation rates of students in athletics programs and in Visual and Performing Arts.
- Increase the overall rate of positive student-reported perceptions of safety, particularly among unduplicated student groups
- Increase the overall level of positive student-reported perceptions of connectedness, particularly among unduplicated student groups
- Maintain the state of district facilities in good repair to ensure that all students have access to a safe school environment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student perception of safety as reported on the CoVitality social emotional health survey Source: CoVitality Survey	86% (Spring 2024)	87% (Spring 2025)		90%	+1%
3.2	Student perception of connectedness as reported on the CoVitality social emotional health survey Source: CoVitality Survey	87% (Spring 2024)	87% (Spring 2025)		90%	No change
3.3	VAPA Participation Rate: Percentage of students in secondary schools enrolled in a VAPA course Source: Student Information System (Internal)	58% (2023-24)	51% (2024-25)		65%	-7%
3.4	Athletics Participation Rate: Percentage of	Grades 4-8: 36% Grades 9-12: 26%	Grades 4-8: 35% Grades 9-12: 32%		Grades 4-8: 40% Grades 9-12: 35%	Grades 4-8: -1% Grades 9-12: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students enrolled in athletics Source: Student Information System (Internal)	(2023-24)	(2024-25)			
3.5	Percentage of school sites meeting or exceeding 'Good' rating on the Facilities Inspection Tool (FIT) Source: Annual SARC Reporting	100% (Fall 2023)	100% (Fall 2024)		100%	Maintained at 100%

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 3 (Create a Safe, Engaging Environment Where Students Connect to School) occurred as planned. Implementation across the breadth of actions in Goal 3 furthered the district's efforts to strengthen engagement opportunities and safety programs/structures at Tier 1, while continuing to build out supports at Tier 2 and 3. As in the case of Goals 1 and 2, efforts during 2024-25 have become increasingly aligned to the district's professional development for administrators and teachers to support more effective Professional Learning Communities (PLCs), our district wide System of Assessments, and a Multi-Tiered System of Supports (MTSS).

During 2024-25, the following actions were implemented as planned:

- 3.1 (Student Voices)
- 3.2 (Elementary and Middle School Sports)
- 3.3 (School Facility Conditions)
- 3.4 (Transportation Services)
- 3.5 (Senior Survey)
- 3.6 (Mentoring Program for Female Students)
- 3.7 (Implement the Improve Your Tomorrow (IYT) Program)
- 3.8 (Elementary Campus Safety Staff)
- 3.9 (Safety and Safe Schools to support Safety and Connectedness)

3.10 (Music Education Supports)

Examples of the district's ongoing and recent successes stemming from the ongoing and recent implementation of the above actions within Goal 3 include:

- Expanded a dedicated, Safety and Safe Schools Department with a full-time safety dispatcher, innovative consultant, and safety and climate liaisons.
- Continued expansion of our elementary and middle school athletics programs, including the addition of cross country.
- Modernized athletic facilities, fields, and scoreboards for our student-athletes to support student well-being and connectedness.
- Continued community-supported school bond projects to fund construction, renovation, security, and other projects.
- Continued to provide access to school vaccinations and flu shots for students and staff to help keep our school communities healthy and safe.
- Founded the Office of Equity in Excellence (E2) to continue and lead NUSD's DEI (Diversity, Equity, and Inclusion) efforts.
- Continued to expand a set of interventions and enrichments specifically for Black/African American students including a partnership with Freedom Soul Media Education Initiatives (FSMEI) to implement the BLACK (Building Leaders and Activists with Collective Knowledge) which provides culturally relevant and responsive programming for students, families, staff, and community.
- Recognized by Equality California's Safe and Supportive Schools Report Card for scoring in the 95th percentile for policies and practices that provide safe and supportive schools for LGBTQIA+ staff and students.
- Continued implementation of Positive Behavior Intervention and Supports (PBIS) programs across campuses with multiple schools recognized by the state's California PBIS Coalition for Gold Awards (Jefferson School, Two Rivers Elementary) or Silver Awards (American Lakes School, H. Allen Hight Elementary, Witter Ranch Elementary).
- Continued planning and implementation of a Community Schools model at Jefferson School and Natomas High School.
- Expanded after school, winter session, and summer school opportunities through NUSD's LEAP program.
- Presented to the California School Boards Association (CSBA) about our work to build coherence around our Culture of Resilience.
- Expanded our transportation and service fleet to include hybrid and electric vehicles.
- Nutrition Services nationally and locally recognized and being awarded multiple grants.
- Maintained 1:1 access for Chromebooks.
- Girls Flag football has been added as a California Interscholastic Federation (CIF) sport at Inderkum High School and will be expanded to Natomas High School in the fall of 2025.
- Launched a new E-sports program through the expanded learning/LEAP Academy program for elementary school students.
- Ethnic Studies pilot program selected as the 2024 Sacramento State College of Education High School Partner of the Year.
- Implemented a State Seal of Civic Engagement program, with the first cohort to be recognized in spring 2025.

As measured by the metrics outlined in Goal 3, progress was made in most areas during Year 1. However, there are areas in which progress was not observed or was not as substantial as desired. Following are some overall results within Goal 3, with additional analysis to follow in the sections below:

- Students' self-reported sense of safety, as measured by the twice-annual Covitality Survey, increased slightly relative to the previous year (86% in Spring 2024 to 87% in Spring 2025), though it was still short of the 90% target.
- Students' self-reported sense of connectedness as measured by the twice-annual Covitality Survey, remained the same in Spring 2025 (87%) as in Spring 2024.

- The rate of participation in Visual and Performing Arts (VAPA) courses in secondary schools decreased from 2023-24 to 2024-25 (from 58% to 51%), making this an area of increased focus for 2025-26 to ensure that these courses remain an important part of the middle and high school experience.
- School site facilities continued to demonstrate an overall 'Good' or higher rating on the Facilities Inspection Tool (FIT), an annual review required by the state and used internally to identify areas of need for updates and repairs.

For 2024-25, there were not any actions in Goal 3 that had substantive differences in implementation from what was planned in the 2024-25 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.

Actions with a material difference (greater than +/- 10%) between budgeted expenditures and estimated actual expenditures for the 2024-25 school year included:

3.1 (Student Voices)

This action enables the Community and Family Engagement (CAFE) team to host regular meetings of the Student Voices Advisory Council and also to hold events at school sites designed to solicit student input. While the unspent dollars were relatively few for this action, so is the overall budget, resulting in a material difference of more than 10%.

3.2 (Elementary and Middle School Sports)

This action was implemented as planned. The difference between budgeted and estimated actual expenditures is due to the actual participation rates vs. projected rates. Elements such as transportation, uniforms, and other associated costs vary by total student participant number.

3.6 (Mentoring Programs for female students)

This action was implemented based on past needs assessments and has provided valuable mentorship opportunities for female students at multiple campuses. As several of these programs were launched in 2024-25, the total amount of participation and precise scope were estimates at the time of projections. It is the intent to continue growing these programs in the coming year and beyond and the district anticipates utilizing the full budget moving forward.

3.8 (Elementary Campus Safety Staff)

This action was implemented as planned. The difference between budgeted and estimated actual expenditures is due to the challenges associated with the hiring process, as not all positions were immediately staffed and some projected funds were not used during the delay.

3.1 (Student Voices)

This action was effective in making progress toward the overall goal, specifically in obtaining input directly from students to support district decision-making and providing important educational experiences and connectedness opportunities for students. Through December 2024, 26 Student Voices activities had been held across all campuses. These include the Student Voices Advisory Council, 8th grade road shows, Career Technical Education (CTE) field trips and other events. The Student Voices Advisory Council provides input to the Superintendent and staff on the LCAP and other key district initiatives.

3.2 (Elementary and Middle School Sports)

This action was effective in making progress toward the overall goal, specifically in providing increased access to engaging athletics opportunities for elementary and middle school students. These opportunities provide powerful incentives for students to attend and do well in school, build individual and team character, improve physical fitness, and keep students connected to their school. During the first half of the year, 887 athletes participated in the Fall sport programs for Elementary and Middle School students. During the second half of the year, an additional 388 students participated for a total of 1275 students in the 2024-25 school year. All schools had boys/girls participation in each of the Fall sports: Volleyball, Flag Football and Cross Country.

3.3 (School Facility Conditions)

This action was effective in making progress toward the overall goal, specifically in maintaining school facilities that are safe and allow students and staff to focus on teaching and learning. Facility inspections conducted during 2024-25 yielded a 100% rate of school sites meeting the 'Good' rating or higher. Staff continue to make facilities improvements ongoing.

3.4 (Transportation Services)

This action was effective in making progress toward the overall goal, specifically in supporting students with transportation needs to get to school on time and maximize their learning opportunities. Transportation services continue to be provided to students to ensure that they can get to their school of enrollment, with priority on providing all required transportation for students with disabilities. The Transportation team serves approximately 1,000 NUSD students each day.

3.5 (Senior Survey)

This action was effective in making progress toward the overall goal, specifically in obtaining information about the student experience from departing 12th graders. The senior survey includes questions for students on a range of topics spanning their high school experience and their college/career plans. As of this writing, the senior survey was in progress across NUSD's three high schools (DHS, IHS, NHS) and the affiliated dependent charter school (LGA).

3.6 (Mentoring Program for Female Students) and 3.7 (Implement the Improve Your Tomorrow (IYT) Program)

These actions were effective in making progress toward the overall goal, specifically in providing students mentoring and leadership activities that connect them to positive role models, engage them in their campus community, and support them in making positive choices. All Things Pretty is operating in four-week cohorts to provide mentoring opportunities for female students. The program has provided services to students at multiple campuses including ALS, BCS, JFS, HES, NPE, PVS, TRE, and WRE. The program is open to 4th through 6th grade girls. During 2024-25, 146 students have participated in the program across the designated sites. Improve Your Tomorrow (IYT) continues to

serve students at DHS, NHS, IHS, NMS, & JFS. Through spring for the 2024-25 year, the program had served a total of 261 students across the 5 sites. End of year reporting for 2023-24 from IYT included 2,979 mentorship sessions provided.

3.8 (Elementary Campus Safety Staff)

This action was effective in making progress toward the overall goal, specifically in providing additional staffing targeted at increasing the safety of campuses. From August 2024 through April 2025, Safety and Climate Liaisons submitted 3,938 entries via daily logs to document their efforts. These consisted of 90% preventive/proactive actions, 7.7% response, and 2.6% recovery. Preventative actions are the focus of the team and include, but are not limited to, activities such as campus safety checks, classroom visits, monitoring groups of students, campus safety consultations, visitor contacts, attending student activities, providing training, and drills. Safety and Safe Schools (SASS) continues to provide 4 Safety and Climate Liaisons to support our TK-5, TK-8, and NMS schools. The Field Operation Consultant continues to meet site leaders and other safety staff to reinforce safety protocols and help them to address issues related to safety at their sites. SASS staff continue to provide training and support to all district Campus Safety Specialists.

3.9 (Safety and Safe Schools (SASS) to support Safety and Connectedness)

This action was effective in making progress toward the overall goal, specifically in providing additional staffing targeted at increasing the safety of campuses. The SASS Team continues to provide training and support to all district Campus Safety Specialists and school site safety teams. Training and professional learning opportunities have been offered to all certificated, classified and management staff. Specific safety-related professional learning opportunities have been provided to school sites upon request including Restorative Learning, Behavioral Threat Assessment, Understanding Escalation and Beyond De-escalation and Hacking School Discipline (Book Study). SASS leadership has attended Principal meetings monthly to inform and update administration on safety procedures and supports. Additionally, the SASS Team conducts regular site visits to collaborate with school teams to increase the emotional and physical safety of the school site. The anonymous reporting system, threat assessment system and bully reporting system are monitored weekly by the SASS department. The SASS Team uses this information to support Principals in addressing the safety needs and wellness of their students in their School Safety Plans.

3.10 (Music Education Supports)

This action was effective in making progress toward the overall goal, specifically in continuing to provide expanded access to music instruction in secondary schools. These courses and programs are an important avenue for increasing school connectedness and overall engagement. Students who thrive in the Visual and Performing Arts area, and specifically music, have opportunities to pursue their passion and develop their musical potential. The planned staffing has continued at NHS, NMS, and IHS. More than 50% of all secondary students continue to be enrolled in Visual and Performing Arts (VAPA) courses.

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.

With the full alignment of NUSD's LCAP to the district's new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are not any major changes to the planned goal or associated metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect slight modifications to implementation plans, and more fully represent bodies of work supporting the overall goal. The changes of note for 2025-26 to this goal are outlined below:

Changes to Actions

- Action 3.01: Student Voices: The previous reference to ‘no additional cost’ has been removed, as there are projected expenditures associated with this action.
- Action 3.02 (Elementary and Middle School Sports): This action is retaining its purpose and implementation method. The only change is in scope, as 3 elementary schools will be adding a 6th grade and Natomas Middle School will be offering 7th and 8th grade only. While not significantly changing the overall landscape of elementary and middle school sports, this change will necessitate new uniform needs and modifications to league schedules.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Voices	NUSD will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented, underserved, and untapped in public education. This engagement is in addition to annual student surveys and student focus groups. This is in alignment with AR 0100.	\$3,000.00	Yes
3.2	Elementary and Middle School Sports	NUSD will continue to implement 3 seasons of sports in all elementary schools and provide all necessary equipment for all elementary and middle schools.	\$613,343.00	Yes
3.3	School Facility Conditions	NUSD will continue to conduct the Facility Inspection Tool (FIT) every Fall at all district facilities. Maintenance and operations staff will conduct/coordinate all necessary maintenance and repairs at all District facilities.	\$6,211,600.00	No
3.4	Transportation Services	NUSD will maintain current levels of transportation services and add LEAP/ELOP services where applicable. This action is particularly targeted	\$4,026,063.00	No

Action #	Title	Description	Total Funds	Contributing
		to support the specific transportation needs of students with disabilities, who are prioritized in the allocation of transportation resources.		
3.5	Senior Survey	NUSD will continue to implement a Senior Survey for all 12th grade students to get feedback on high school experiences, how well-prepared students are, interests, and plans for post-graduation. This feedback will be used to inform ongoing staff efforts to prepare students to be college and career ready. (no additional cost)	\$0.00	No
3.6	Mentoring Programs for female students	NUSD will implement expanded/supplemental mentoring programs to support female students	\$90,000.00	No
3.7	Implement the Improve Your Tomorrow (IYT) Program	NUSD will continue the Improve Your Tomorrow (IYT) program at Inderkum High School, Natomas High School, Discovery High School, Natomas Middle School, and Jefferson School (K-8) to increase the number of young men of color that attend and graduate from colleges and universities.	\$493,080.00	Yes
3.8	Elementary Campus Safety Staff	NUSD will continue the additional campus safety/security staff at elementary and K-8 schools.	\$171,554.00	No
3.9	Safety and Safe Schools Department to support Safety and Connectedness	The Safety and Safe Schools department provides additional safety resources, including safety training, to enhance and support the existing safety protocols and procedures across the district. This budget includes three Safety and Climate Liaisons supporting TK-5, TK-8 and middle schools, a Dispatcher, and a Director. This action also supports safety, social-emotional supports and connectedness for all students at all schools.	\$863,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Music Education Supports	NUSD will continue to allocate 1.0 FTE to Natomas High School, 1.0 FTE to Natomas Middle School, and 0.6 FTE at Inderkum High School for music instruction.	\$318,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engage Parents and Families to Support Student Success	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 4 is fully aligned to NUSD’s 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district’s efforts in the area of engaging parents and families to support student success. This focus reflects the district’s commitment to increasing the connection and collaboration between school and home and recognition that parents and families are necessary partners in maximizing student academic growth and achievement and cultivating social-emotional well-being.

Goal 4 was developed based on analysis of data points including, but not limited to family survey results, participation in and feedback following community and family engagement events, and feedback from educational partner meetings. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement practices that not only increase parent and family engagement, but also build meaningful partnership structures and communication channels to ensure that staff at schools and families at home are working together in support of student success.

The following are several key areas of focus that supported the development of this goal and were developed as a result of feedback collected from staff, students, and families through surveys and educational partner meetings:

Parent Education & Engagement: Provide meaningful parent education and engagement opportunities throughout the school year. The district will continue to provide meaningful parent education and engagement opportunities throughout the school year. A key example of this continued effort is Parent University, which is a network and resource hub for families to take classes, attend informational workshops, and become informed through a variety of modalities including in-person, virtual, daytime and evening hours, and traditional and digital media. In addition to Parent University, the district’s Communications and Family Engagement (CAFE) Department makes intentional efforts to engage with diverse families with a focus on families that have been traditionally underrepresented and underserved. Signature efforts include Diverse Conversations, coffee with CAFE at all NUSD school sites, and districtwide events where parent education and engagement are included.

Parent Advisories & Committees: Engage parent advisories and committees, recognizing families as partners in the education of their students. The district has standard parent advisories and committees that regularly provide input to district staff on strategic actions, including those

within the LCAP. These parents are integral in providing diverse perspectives that help to guide the district’s actions and services, including the identification of focus areas and meeting goals.

Communications: Utilize systems of communication throughout the district to keep families informed and engaged. To support the district’s efforts to engage with families, the district has developed a comprehensive communication strategy to keep families informed of important school and district events and information. This includes a combination of traditional and digital media to reach the multifaceted needs of our diverse family population including, but not limited to, websites, ParentSquare, social media, newsletters, and podcasts.

Diversity, Equity, Inclusion: Maintain open lines of communication with all families to ensure diverse points of view are represented. All focus areas within this goal include intentional efforts to communicate and engage with families with a diversity, equity and inclusion approach. This approach acknowledges that parents and families come from diverse backgrounds, languages, cultures/ethnicities, socio-economics, grade-levels, residential geography, unhoused status, foster status, and more and strives to ensure that diverse points of view are considered and represented.

- The following actions and metrics within Goal 4 are intended to:
- Increase the participation rate in the annual family survey.
 - Increase the positive response rate for family members that report their student is safe at school, their student is connected at school, and that they feel their suggestions are welcomed.
 - Increase the percentage of parents that are registered with the ParentSquare communication app.
 - Increase the percentage of students with 1 or more parents registered in the Infinite Campus Parent Portal.
 - Increase the number of parents attending Parent University events and accessing services such as the Welcome Center.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of parents/guardians completing the annual Family Survey (% of all households represented) Source: Internal Survey	8% 752 total responses (Spring 2024)	9% 806 total responses (Spring 2025)		20%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent/guardian perception of student safety as reported on annual survey. Source: Internal Survey	77% of respondents indicated their student is safe on school grounds (Spring 2025) NOTE: Baseline is being reestablished in 2024-25 after modification of survey format.	77% (Spring 2025) Note: Beginning in Spring 2025, NUSD did not include a 'neutral' option on the survey and asked family members to either agree or disagree with the statement.		90%	N/A
4.3	Parent/guardian perception of student connectedness as reported on annual survey Source: Internal Survey	83% of respondents indicated their student is connected to the school (Spring 2025) NOTE: Baseline is being reestablished in 2024-25 after modification of survey format.	83% (Spring 2025) Note: Beginning in Spring 2025, NUSD did not include a 'neutral' option on the survey and asked family members to either agree or disagree with the statement.		90%	N/A
4.4	Percentage of parents/guardians who reported that staff welcomed their suggestions Source: Internal Survey	61% (Spring 2025) NOTE: Baseline is being reestablished in 2024-25 after modification of survey format.	61% (Spring 2025) Note: Beginning in Spring 2025, NUSD did not include a 'neutral' option on the survey and asked		90%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			family members to either agree/disagree with the statement.			
4.5	Percentage of students with 1 or more parents/guardians with a parent portal account in the Student Information System (Infinite campus) Source: Internal (Student Information System)	All: 80.9% Low Income: 76.9% EL: 67.9% HY: 69.8% FY: 55.9% (2023-24)	All: 81.6% Low Income: 78.9% EL: 66.5% HY: 74.1% FY: 60.4% (2024-25)		90% for all groups	All: +0.7% Low Income: +2.3% EL: -1.4% HY: +4.2% FY: +4.5%
4.6	Number of parent/guardian participants in Parent University events Source: Internal (Community and Family Engagement Department)	2,567 (2023-24) Note: This metric has been revised to report the total number of participants rather than a percentage. The percentage could not be reported accurately as not all events record identities of attendees.	2,398 (2024-25 through 4.17.25)		3,000	-169
4.7	Number of Student Voices engagement activities by site Source: Internal (Community and Family Engagement Department)	1 per site (15 total) (2023-24)	1 or more per site (2024-25)		1 or more per school site on an annual basis	Maintained baseline rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Number of LanguageLink uses Source: Internal (Constituent and Customer Services Department)	233 uses 21 different languages (July-December 2023)	264 uses 18 different languages (July-December 2024)		200 or more uses per 6 month interval	+31 total uses
4.9	Number of diverse group engagement activities by site Source: Internal (Community and Family Engagement Department)	1 per site (15 total) (2023-24)	1+per site (all sites with at least 1 activity, some with 2 or more) (2024-25)		1 or more per school site on an annual basis	Maintained
4.10	Percentage of parents/guardians registered for the district communication platform, Parent Square Source: Internal (Community and Family Engagement Department)	75% (2023-24)	61% (2024-25)		90%	-14%
4.11	Average attendance at District English Language Advisory Committee (DELAC) meetings Source: Internal (Academic Office)	12 (2023-24)	15 (2024-25)		16	+3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Number of individuals served and closure rate (w/in 5 days) by Constituent and Customer Services (CCS) department. Source: Internal (CCS)	1,941 contacts 94.0% closure rate within 5 calendar days (July-December 2023)	1,592 contacts 92.1% closure rate within 5 calendar days (July-December 2024)		95% closure rate	-349 contacts -1.9% closure rate
4.13	Number of families accessing Welcome Center services Source: Internal (Student Services and Attendance)	0	9,695 contacts through 3.28.25		100 or more	+9,965

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 4 (Engage Parents and Families to Support Student Success) occurred as planned. Implementation across the breadth of actions in Goal 4 furthered the district's efforts to strengthen engagement of parents/guardians and students, in particular communication and collaboration between school and home.

Examples of the district's ongoing and recent successes stemming from the implementation of the actions within Goal 4 include:

- The Communications and Family Engagement (CAFE) Department continues to implement intentional efforts with parents as partners through efforts such as Coffee with CAFE, Diverse Conversations, Umoja (Efforts specific to Black/African American students and families), and the Multicultural Festival
- Increased family engagement sessions on academic opportunities, parenting, social and emotional support for students, creating intentional family time without devices and technology, and supports for Foster, Unhoused, and immigrant families.
- Continued providing families our Student Success Guides (TK-12) and On Track to College information (high school students) to engage and empower them in supporting their students.
- Continued operation of Joey's Food Locker to provide free food to families in need each week.
- Maintained NUSD Connect (Wi-Fi towers at each school) to provide internet access at home to families who need it at no cost.
- Launched new websites for the district and 16 schools for the 2024-2025 school year.

- Implemented Year 2 of ParentSquare as the unified communication tool for families and staff.
- Opened the NUSD Welcome Center, bringing together Health, Enrollment, Attendance, Translation/Interpretation, and other resources under one roof to provide a one-stop experience for families seeking support.
- Presented at California School Boards Association (CSBA) Annual Conference on successes of Constituent and Customer Service (CCS) department (Service Excellence Through Customer Care).
- California School Board Association (CSBA) Golden Quill awarded to Nick Lozito, who followed and wrote about the 23/24 season of the NHS Nighthawks men's basketball team, including publishing the book 'Natomas: One Season's Dream.'

During 2024-25, the following actions were implemented as planned:

- 4.1 (Annual Parent Survey)
- 4.2 (Parent University)
- 4.3 (Student Information System and the Parent Portal)
- 4.4 (DELAC Parent Supports)
- 4.5 (Constituent and Customer Services)
- 4.6 (Special Education Community Advisory Committee)
- 4.7 (Communications and Family Engagement Department)
- 4.8 (Communication through websites and social media)
- 4.10 (Multilingual Family Engagement application)
- 4.11 (Welcome Center)
- 4.12 (English Learner Reclassification Recognition Event)

As measured by the metrics outlined in Goal 4, progress was made in most areas during Year 1. However, there are areas in which progress was not observed or was not as substantial as desired. Following are some overall results within Goal 4, with additional analysis to follow in the sections below:

- Engagement efforts across sites reached the desired targets, with all sites implementing at least 1 Student Voices activity and a diverse group engagement activity. For the latter, this included the consistent implementation of multicultural literacy nights across elementary and TK-8 schools sites in the spring.
- The percentage of parents/guardians completing the annual Family Survey for 2024-25 was 9%, a slight improvement over 8% in the previous year.
- Results of the survey show 77% of parent/guardian respondents had a positive perception of student safety and 83% had a positive perception of student connectedness. Aligned with efforts to make students feel safe and connected, NUSD will continue to focus on efforts to have this feeling of safety and connectedness extend to parents, guardians, and family members.
- 61% of parents/guardians reported that staff welcomed their suggestions. This is an area of focus as the district looks to make ALL families feel that their voice is important, heard, and can have an impact on school improvement and decision-making.
- Through March 2025, the percentage of parents/guardians registered for the district's single communication platform (ParentSquare) was 86%. This represented an improvement, but is still short of the target (90%) and will remain a focus for improvement.
- The district's Constituent and Customer Service (CCS) department continues to have a high rate of closure within 5 calendar days.
- The new NUSD Welcome Center has become a one-stop shop for many family and community needs, serving thousands of individuals over the course of the year across a range of Health, Attendance, Enrollment, Translation, and other needs.

For 2024-25, actions with substantive differences in implementation include:

4.9 ('On Track to College' letters to families)

As detailed in the following sections, this action was implemented as planned, but only for the fall cycle before pivoting to an internal, more aligned process. Parents/guardians will continue to receive support and have access to the same types of information as were present in the On Track to College Letter. This access will be within existing district systems (The Student Information System and The California College Guidance Initiative) that also house other important information and systems that parents/guardians should be routinely accessing.

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.

Actions with a material difference between budgeted expenditures and estimated actual expenditures:

4.4 (DELAC Parent Supports)

This action was implemented as planned, though the expenditures were less than anticipated. The English Learner team is committed to increasing the participation rate at DELAC meetings, as is stated in one of the LCAP metrics. This budget ensures that any increased number of attendees at DELAC meetings will be able to participate fully in all aspects of the meeting.

4.9 ('On Track to College' letters to families)

This body of work was implemented as planned before pivoting to an internal process (as described above and in the sections below). A key aspect of the decision to pivot away from the third-party relationship was the ongoing challenges with the vendor, one of which was escalating costs.

4.10 (Multilingual Family Engagement application)

The expenditures for this action in 2024-25 were well beyond the projected budget due to a multi-year contract being secured. The costs realized in 2024-25 will provide for this service through 2026-27.

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

4.1 (Annual Parent Survey)

This action was effective in making progress toward the overall goal, specifically in obtaining information about the experience of parents/guardians with their student's school and their feedback about how we can improve in each of our LCAP goal areas. For a more detailed summary of the key survey trends, see the engagement section of this LCAP. For spring 2025, a total of 806 respondents (9%) participated in the survey. This was an increase over Spring 2024, in which 752 responses (8%) were received. While an improvement, the Spring 2025 total is still well below the district's goal of 20%. Specific to engagement, 61% of respondents agreed or strongly agreed that

their suggestions are welcomed at their school site. This was substantially different from the prior year's rate, though it is important to note that, for the 2024-25 survey, no 'neutral' option was included in the likert scale question and was thus not counted toward the positive rate, as it was in the previous year. Given this, 61% represents a more accurate result, and new baseline.

4.2 (Parent University)

This action was effective in making progress toward the overall goal, specifically in providing meaningful parent education and engagement opportunities throughout the school year. Opportunities provided during the 2024-25 school year included events focused on Historically Black Colleges and Universities (HBCUs), How to Pay for College, What College Best Fits Your Student, Discussing Challenging Topics, 8th Grade Launch to High School, Family Culinary Night, Understanding A-G Requirements, Love and Logic, Private vs. Public Colleges, Screenagers Documentary and panel, Community College or 4-year universities, Family Game Day, Multicultural Festival, and more. Through April 17, 2025, 2,398 parents/guardians have attended parent university and engagement events in 2024-25.

4.3 (Student Information System and the Parent Portal)

This action was effective in making progress toward the overall goal, specifically in maintaining an effective Student Information System (SIS). Infinite Campus continues to be the center of our district's efforts to expand tools and information for families, conduct needs assessments, and target interventions and supports. This year the district transitioned fully to using Infinite Campus to send out the regular Student Success Guides to families. This tool provides a range of recent student outcomes to parents/guardians to support stronger and more informed school-home collaboration. The SIS has also enabled staff to begin building out a new Early Warning System and other district dashboards that are supporting staff to look at real-time student data in a more accessible form to support more effective targeting of supports. For 2024-25 through December 2025, 86% of all students had a parent/guardian who had a registered parent portal account AND had accessed that account within the current year.

4.4 (DELAC Parent Supports) and 4.12 (English Learner Reclassification Recognition Event)

These actions were effective in making progress toward the overall goal, specifically in engaging parents/guardians of English Learners. The District English Learner Advisory Committee (DELAC) continued to meet regularly during 2024-25, providing parents/guardians and community members important presentations specific to English Learner students and families and seeking their input based on their specific experience in our schools. For 2024-25, the average meeting attendance at DELAC meetings was 15, an increase over the 2023-24 average of 12. The annual spring Reclassification Recognition Event celebrate the achievement of 168 students and the efforts of their families who have completed all reclassification requirements.

4.5 (Constituent and Customer Services)

This action was effective in making progress toward the overall goal, specifically in providing all members of the NUSD community, and especially family members, 24/7 access and multilingual supports to share questions, input or concerns. The CCS department continues to support the community and parents with all school-related concerns and questions. From the time period of July 1 through December 31, 2024, CCS logged 1592 contacts including phone calls, e-mails, and in-person interactions. CCS collaborates with all school sites and departments to resolve and close cases as efficiently as possible. In the July-December 2024 period, 92.1% of all cases were closed within 5 calendar days. In addition to their general support for community and parents, CCS also has recently provided internal customer service training for Transportation Department staff, met with site administrators to discuss customer service, and presented at the California School Boards Association (CSBA) annual conference on the topic of Service Excellence through Customer Care.

4.6 (Special Education Community Advisory Committee)

This action was effective in making progress toward the overall goal, specifically in providing a consistent opportunity for parents/guardians of students with disabilities to share their experiences and feedback for improvements specific to Special Education. Community Advisory Committee (CAC) meetings are regularly held at the district office. 2024-25 culminated in an April evening event to honor people who go above and beyond for students in special education. The CAC was also engaged in providing feedback to support the LCAP development process. A summary of this feedback can be found in the engagement section.

4.7 (Communications and Family Engagement Department) and 4.8 (Communication through websites and social media)

These actions were effective in making progress toward the overall goal, specifically in providing meaningful parent education and engagement opportunities throughout the year and managing communications into and out of the district to ensure that families are kept informed of important opportunities and developments. The Communications and Family Engagement (CAFE) team coordinated all Parent University events, Diverse Conversations engagements, hosted student voice activities, regularly published important updates on Board meetings, district events, and celebrations of accomplishments. Communications channels managed by CAFE included weekly video highlights, newsletters, website postings, ParentSquare notifications, and a wide range of updates to the district wide and individual school web pages. In 2024-25, the single communication platform (ParentSquare) moved through year 2 of implementation and the district launched a brand-new website for the district as a whole and each school. CAFE continues to build social media presence with support of a webmaster/social media specialist.

4.9 ('On Track to College' letters to families)

This action was partially effective in making progress toward the overall goal, specifically in providing families regular access to important on-track to college information. Letters were sent to all students in grades 9-12 in Fall 2024. These letters were developed in partnership with a third party vendor and sent directly to homes via email and standard mail. Based on recurring feedback from site staff (primarily counselors and college/career staff) and internal challenges with resolving data errors on the vendor side, district staff determined that district tools obtained in recent years can provide the same type of information present in the On Track to College Letters and made the determination to move to an internal process. This will have the dual advantage of aligning the parent/guardian and student experience to existing tools and avoiding the errors in reported on-track status that were recurring each instance of the process. The key tools that will now be used to provide parents/guardians and students on-track to college information will include (a) the California College Guidance Initiative (CCGI) platform, a statewide tool with a wealth of on-track information, student planning tools, college exploration resources, and ability to launch college and financial aid applications and (b) the Multi-Year Academic Planner (MYAP) components of Infinite Campus. In using these two tools, families and students can view their on-track to graduation status, on-track to college status, and profiles of colleges across the state.

4.10 (Multilingual Family Engagement application)

This action was effective in making progress toward the overall goal, specifically in aligning district and school-to-home communication within a single platform. This supports consistency for families with students in multiple schools, minimal disruption for any transfers between schools, and reduces the total 'app load' that individuals have to navigate when different tools are used. 2024-25 is the second year of implementation for ParentSquare, which continues to serve as the district's comprehensive communication platform. In 2024-25, 61% of parents/guardians had registered for the ParentSquare App. This tool has also widely expanded the level of access for families that speak languages other than English, as it provides automatic translation access into multiple languages. Important streams of communication such as announcements, surveys, messages from teachers/staff, and sharing important resources are all now available in multiple languages.

4.11 (Welcome Center)

This action was effective in making progress toward the overall goal, specifically in launching an entirely new structure within the district to provide families more comprehensive and centralized access to a wide range of critical resources and support. The Welcome Center successfully launched in summer 2024, with the new HEART Team (Health, Enrollment, Attendance, Resource, and Translation) staffing a one-stop resource center along with representatives and resources from other departments such as Nutrition Services, Technology, and Transportation. In 2024-25 through 3.28.25, the Welcome Center had a total of 9,695 contacts. Contact types included Health (Student Immunizations, TB Screenings, and Sports Physicals), Enrollment (Transfers, Questions, Regular Enrollment), Attendance (Training, Check-ins/Meetings), Resources (Foster Services, Homeless Support Services, Other), Translation (Work Orders for services), and Technology (Chromebooks distribution, Password reset, Pick up technology, and Other support).

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

With the full alignment of NUSD's LCAP to the district's new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are not any major changes to the planned goal or associated metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect slight modifications to implementation plans, and more fully represent bodies of work supporting the overall goal. These changes include:

Changes to Actions

- Action 4.02 (Parent University): The description has been modified to more accurately communicate the broader context of topics addressed by Parent University. The UC/CSU a-g process is an important example, but not the only example.
- Action 4.07 (Communications and Family Engagement (CAFE) Department): The description has been updated to remove the term 'stakeholders' and replaced with 'educational partners.'
- Action 4.09 (On Track to College Letter): The title of this action has been changed to 'On Track to College Communications and Tools' to reflect a revised process for communicating with families regarding their student's progress. Previously, this action funded a contract with a third party vendor to produce a twice-annual 'letter' that went home to families. Now that NUSD has implemented the California College Guidance Initiative (CCGI) platform alongside the parent tools within Infinite Campus, families have access to comparable (and in some cases more) information internally. During Summer 2025 staff communicated with families and staff to notify them of the transition to aligned use of internal tools to obtain on-track to college information. A further advantage of this transition is the access to real-time updates, as opposed to the former reliance upon a twice-annual, static report that was out of date as soon as it was produced.
- Action 4.11 (Welcome Center): The description of this action has been revised to remove Differentiated Assistance-specific language, as these references have been added to actions 2.01 (Foster Youth Staffing) and 2.05 (Foster Youth Supports).

Changes to Metrics

- Metrics 4.2-4.4 (Family Survey Response-related metrics): In the spring 2025 survey, no 'neutral' response was provided on the likert scale for likert-style questions and thus not counted toward the positive response rate, which it had been in previous years. As such, the positive response rates for these questions represent more accurate baselines and will be used as the baselines moving forward.

- Metric 4.6 (Number of parent/guardian participants in Parent University events): This metric has been revised to report the total number of participants, rather than a percentage. An accurate percentage was not reportable as not all events collect identifies of attendees. The baseline for 2023-24 has been included and a new target set.

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	Annual Parent Survey	NUSD will distribute and implement an annual parent survey in multiple languages. (no additional cost)	\$0.00	No
4.2	Parent University	NUSD will continue to provide parents educational opportunities on topics such as the UC/CSU a-g process via Parent University to support unduplicated and underrepresented students.	\$150,000.00	No
4.3	Student Information System and the Parent Portal	NUSD will continue to implement the student information system for families and staff to collaborate to support academic achievement.	\$240,000.00	Yes
4.4	DELAC Parent Supports	NUSD will provide DELAC meeting supports to allow for increased member participation.	\$5,000.00	Yes
4.5	Constituent and Customer Services (CCS)	The Constituent and Customer Services department serves as an access point for information, support, and intervention needs for all parents, staff, and community stakeholders. This service includes multilingual engagement options for parents and a bilingual 24 hours a day / 7 days a week call support center.	\$473,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Special Education Community Advisory Committee	NUSD will continue on-going, regularly scheduled, Special Education Community Advisory Committee parent meetings to encourage parental input and participation in programs for individuals with exceptional needs. (no additional cost)	\$0.00	No
4.7	Communications and Family Engagement (CAFE) Department	NUSD will maintain the Communications and Family Engagement Department to increase stakeholder participation with diverse groups and families of unduplicated students.	\$605,927.00	Yes
4.8	Communications through websites and social media	NUSD will provide timely and accurate website information and social media communications to parents and families implemented by a web content social media specialist	\$120,491.00	No
4.9	On Track to College Communications and Tools	NUSD will provide information to families with high school students to engage and prepare parents and students with paths to college access. (No additional cost)	\$0.00	No
4.10	Multilingual Family Engagement application (ParentSquare)	NUSD will implement a multilingual communications application (ParentSquare), that includes multilingual teacher communication tools, surveys, and online payment features district-wide to further promote parent and family engagement. (Contract paid through 2026-27)	\$0.00	Yes
4.11	Welcome Center	NUSD will maintain a Welcome Center to provide a centralized location where families can enroll their child(ren), obtain educational program information, obtain technology equipment, obtain immunizations and general health services, enroll in after-school programs and care, etc. The Welcome Center, as part of enrollment and overall connectedness promoting activities, will also support the onboarding and Foster Youth-specific supports related to the Differentiated Assistance process in 2023-24 and 2024-25.	\$580,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.12	English Learner Reclassification recognition event	NUSD will host district-level reclassification recognition events for students and families.	\$2,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Hire, Train, and Retain High-Quality Staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 5 is fully aligned to NUSD’s 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district’s efforts to recruit high quality staff, provide them the training they need, and create conditions that retain them over time. This focus reflects the district’s recognition that high quality staff in all positions are a critical component to improving student academic and social-emotional outcomes.

Goal 5 was developed based on analysis of data points including, but not limited to: credentialing and assignment data, staff feedback provided on surveys, and ongoing partnership with staff groups. Additional sources of information contributing to goal development included feedback from student, family and staff experiences through surveys and educational partner meetings and analysis of formative feedback from classroom walkthroughs. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement practices that improve the district’s effectiveness in hiring, training, and retaining high quality staff.

The following are several key areas of focus that supported the development of this goal and were developed as a result of feedback collected from staff, students, and families through surveys and educational partner meetings:

Hiring & Recruiting: Use a variety of creative methods to intentionally attract and retain high-quality, caring employees
California, along with the nation as a whole, has seen a teacher shortage persist in recent years. With more people leaving the profession and less people entering into credentialing programs, it has become increasingly important to focus on hiring and retaining staff. This is particularly important for NUSD, which projects to continue growing as a school district. While the percentage of teachers appropriately assigned in the district has exceeded that of the county and state during the last two years, the percentage did decrease from 89.5% to 83.9% between 2020-2021 and 2022-2023. Therefore, a continued focus on consistently hiring and retaining high-quality staff is essential to the success of students.

Diversity, Equity, Inclusion: Recruit, hire, and retain staff that reflects the diversity of our community
NUSD has an additional commitment to hiring staff that have the ability and desire to serve one of the most diverse populations in the nation, which is why the District has continued to invest in the Diverse Future Teacher and Aspiring Leaders programs, which both aim to develop the potential from within our own community. Since the inception of both programs in 2017, the percentage of teaching staff from a diverse staff has increased from 27% to 39%, and the percentage of managers from a diverse background has increased from 36% to 50%.

Training & Professional Development and Resources & Supports: Provide training and professional development to staff to effectively fulfill

their job duties, prepare for advancement, and encourage lifelong learning. Provide appropriate resources and support for staff to be more efficient and effective in their areas of responsibility.

As evidenced by feedback from our staff through multiple surveys, training and professional development remain a top priority. In early development of the district’s instructional framework specific to reading and literacy, over 75% of staff respondents indicated they needed support in teaching writing. In the recent spring 2025 staff survey, respondents were asked to share the areas in which they would like more training. The highest priorities across all respondents included training for instructional strategies, behavioral management, special education, and safety and emergency preparedness. Examples of recent training that were cited as being the most impactful included the topics of culturally responsive instruction, writing instruction, de-escalation and classroom management, Quality Teaching for English Learners (QTEL), and AVID training. Continuing to provide high quality and relevant training/professional development to staff is reflected in Goal 5’s actions. As the district moves forward with efforts such as the build-out of tiered interventions, adopting new core curricula, and expanding the implementation of Social Emotional Learning, providing staff the appropriate resources and ongoing supports (including coaching and ongoing training) are critical to the successful implementation of these and all programs.

Value, Recognize, & Celebrate Staff: Value, recognize, and celebrate staff in ways that lead to increased job satisfaction

NUSD remains committed to the regular celebration of staff to recognize their exemplary efforts and to demonstrate that they are valued as individuals, sites, teams, and as a whole. Led by the Human Resources team, there are a variety of recognition and celebratory events throughout the year. Board meetings regularly include opportunities to highlight individuals or groups. These opportunities include regular appreciation days/weeks as well as specific highlights for staff who have received awards or gone above and beyond in other ways. This culture extends out to the school sites, who have their own traditions and structures for recognizing staff for their work and celebrating all staff for their commitment to students and families.

- The following actions and metrics within Goal 1 are intended to:
- Increase the percentage of teachers that are appropriately credentialed and assigned.
 - Increase the percentage of teaching staff from a diverse background.
 - Increase the percentage of teachers that feel safe and connected.
 - Provide all staff with high quality professional development that enables them to implement district programs effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of teachers fully credentialed and appropriately assigned Source: DataQuest	85.7% (2021-22)	83.9% (2022-23) Note: This is the most recent data reported by the state as of May 2025		90% or above	-1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Percentage of teachers with a laptop to implement State Standards and prepare students for 21st century skills Source: Internal Reporting (Information Technology)	100% (2023-24)	100% (2024-25)		Maintain 100%	Maintained at 100%
5.3	Percentage of teachers who feel safe and connected to their school Source: Annual Staff Survey	80.6% (129 teacher respondents, 225 total respondents) (Spring 2024)	75% (Safe) 82% (Connected) (310 teacher respondents, 444 total respondents) (Spring 2025)		90%	In 2024-25 NUSD asked distinct safety/connectedness questions, a change from 2023-24 and earlier, where the topics were combined in a single question. A year 1 to Year 2 difference will be calculated next year.
5.4	Percentage of NUSD teaching staff from a diverse background Source: Internal reporting (Human Resources)	33.3% (Spring 2024)	38.5% (2024-25)		36%	+5.2%
5.5	Percentage of teachers who receive professional development on state standards and effective instructional practices	100% (2023-24)	100% (2024-25)		100%	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal reporting (Academic Office)					
5.6	Aspiring Leaders Program: Number of participants Source: Internal (Academic Office)	11 total (6 in first year and 5 in second year) (2023-24)	9 total (3 in first year and 6 in second year) (2024-25)		10 or more total (in first and second year combined)	-2

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 5 (Hire, Train, and Retain High Quality Staff) occurred as planned. Implementation across the breadth of actions in Goal 5 furthered the district's efforts to develop a district team of committed, collaborative, caring, and exemplary employees. A wide range of professional development was provided to staff across the district in support of NUSD's commitment to providing an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success. This professional development is made available and supported through a robust PD catalog providing options tailored to specific needs and professional growth interests across job categories. Human Resources staff continue to increase their presence at local and regional job fairs, universities, and online in the educational recruitment space.

Additional examples of the district's ongoing and recent successes stemming from the implementation of the actions within Goal 5 include:

- English Language Development (ELD) Apprentice program to develop Quality Teaching for English Learners (QTEL) Certified Teachers.
- Maintained a Diverse Teacher Recruitment Program and Aspiring Leaders Program that identifies a pipeline of new teachers and administrators who reflect Natomas' diverse student population and who have life experiences that will benefit all student groups.
- Presented successes of Diverse Future Teachers Program to California School Boards Association (CSBA) and National School Boards Association (NSBA).
- Partnered with Sacramento County Office of Education on a Teacher Residency program.
- System-wide professional development for staff in Culturally and Linguistically Relevant instruction, and additional training and coaching for administrators.
- Partnership with Sacramento State (CSUS) to engage multiple cohorts of teachers in summer institutes that lead into ongoing professional development throughout the year, including design of lessons through a Diversity, Equity, and Inclusion (DEI) lens.

- Continued to offer staff a robust range of professional development opportunities, accessible through a central catalog.
- Partnering with Aspire EDU to provide professional development to administrators to support instructional feedback and effective implementation of Professional Learning Communities (PLCs).
- Presented at California School Boards Association (CSBA) Annual Conference on NUSD's evolving Diversity Equity and Inclusion (DEI) plan (Diversity in Action: Crafting our District's DEI Roadmap).

During 2024-25, the following actions were implemented as planned:

- 5.1 (Instructional Technology PD)
- 5.2 (Professional Development to Support Diversity, Equity, and Inclusion)
- 5.3 (Human Resource Systems)
- 5.4 (Increased Salaries and Instructional Minutes)
- 5.5 (Beginning Teacher Induction Program)
- 5.6 (Peer Assistance Review (PAR) Program)
- 5.7 (Human Resources Information System)
- 5.8 (Diversity Recruitment Program)
- 5.9 (Aspiring Leaders Program)
- 5.10 (Instructional Aide Training to Support Students with Disabilities)

As measured by the metrics outlined in Goal 5, progress was made in most areas during Year 1. However, there are areas in which progress was not observed or as substantial as desired. Following are some overall results within Goal 5, with additional analysis to follow in the sections below:

- NUSD continued to support all teachers by providing professional development related to state standards and effective instructional practices across all school sites and grade levels.
- Intentional efforts to increase the percentage of teaching staff from a diverse background results in an increase from 33.3% in 2023-24 to 38.5% in 2024-25.
- The percentage of teachers who feel safe (75%) and connected (82%) to their school was assessed through the annual staff survey. As discussed in the section below, this was previously measured as a single data point, which in 2023-24 was 80.6%.
- The number of participants in the Aspiring Leaders Program (9) was near the goal of 10.
- NUSD continued to provide all staff with a laptop/device to implement standards-aligned instruction.
- As reported by the state, NUSD's percentage of teachers fully credentialed and appropriately assigned decreased from 85.7% in 2021-22 to 83.9% in 2023-24 (there is a delay in reporting for this data point). Increasing this rate remains an area of focus for NUSD and efforts to improve are in progress in the recruitment of qualified teachers and support for staff who have requirements yet to fulfill to become fully credentialed.

For 2024-25, there were not any actions in Goal 4 that had substantive differences in implementation from what was planned in the 2024-25 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.

Actions with a material difference between budgeted expenditures and estimated actual expenditures included:

5.5 (Beginning Teacher Induction Program)

In 2024-25 there were fewer teachers participating in the Beginning Teacher Induction Program (BTIP) than planned for in the budget. Human Resources staff annually review the amount of budgeted expenditures to adjust as needed, but do need to account for a number of participants that is not known precisely at the time of budgeting.

5.6 (Peer Assistance Review (PAR) Program)

This action has a relatively small budget and, similar to BTIP above, must account for the potential participation of a number of staff that is not always known precisely. Not all funds budgeted were used in 2024-25 due to a low number of participants.

5.8 (Diversity Recruitment Program)

This program remains a high priority in NUSD, with the desire to attract diverse teaching staff aligned to our core values. The budgeted funds ensure that, if selected, participants will receive all of the agreed-upon benefits of participation.

5.9 (Aspiring Leaders Program)

Similar to the other under-expenditures detailed above, this action had an under expenditure due to a lower number of participants that planned for. However, the internal training and promotion of employees to leadership remains a commitment of the district and it is important that enough funds be budgeted to ensure that the program can continue to offer access to qualified applicants.

5.10 (Instructional Aide Training to Support Students with Disabilities)

This action provides funding for targeted training for instructional aides as needs are identified. While the remaining amount of funds is not large, they do represent more than 10% difference from the projected expenditures. Moving forward, this action will continue to ensure that additional funds are available for targeted instructional aide training.

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

5.1 (Instructional Technology PD)

This action was effective in making progress toward the overall goal, specifically in providing professional development to support the district's efforts to develop educator expertise and an effective approach to Artificial Intelligence (AI). Members of the district's Artificial Intelligence (AI) workgroup participated in professional development to gain AI certification to support their district leadership in this area. To date, 18 staff members have participated in AI certification, with 13 having completed the process. These members have also supported the development of a district AI policy/plan and implementation plan for 2025-26 and beyond.

5.2 (Professional Development to Support Diversity, Equity, and Inclusion)

This action was effective in making progress toward the overall goal, specifically in providing a range of professional development opportunities in the area of Diversity, Equity, and Inclusion. This action supports sustained partnerships with external providers and hours for staff to provide Diversity, Equity, and Inclusion PD to teachers. The BLACK program is being held monthly at NMS, IHS and NHS. Additional Professional Development in DEI will be offered to teachers in the Spring.

5.3 (Human Resource Systems)

This action was effective in making progress toward the overall goal, specifically in improving and enhancing departmental practices to monitor and support teacher credentialing. The overall availability of credentialed teachers, particularly for high-demand positions, remains a challenge. 2023-24 CalSASS reporting showed that the district had 86 misassignments for that year. Improving in this area remains a key focus of NUSD in the current year and moving forward.

5.4 (Increased Salaries and Instructional Minutes)

This action was effective in making progress toward the overall goal. NUSD continues to provide increased collaboration time and instructional minutes as negotiated in 2014 and 2024. Collaboration time is a focus of the district's current efforts to increase the effectiveness of Professional Learning Communities (PLCs) to improve instruction. In 2024-25, the use of PLC time was an area of focus, particularly regarding the provision of high-quality first instruction for all students and differentiated supports for students with additional learning needs.

5.5 (Beginning Teacher Induction Program)

This action was effective in making progress toward the overall goal, specifically in supporting beginning teachers through the induction process and toward clear credentials. There are currently 57 teachers enrolled in the Beginning Teacher Induction Program and matched to mentors for the 2024-25 school year.

5.6 (Peer Assistance Review (PAR) Program)

This action was effective in making progress toward the overall goal, specifically in providing an important improvement process for teachers. For the 2024-25 school year, 2 teachers participated in the Peer Assistance Review (PAR) process and were supported by coaches.

5.7 (Human Resources Information System)

This action was effective in making progress toward the overall goal, specifically in implementation of a central Human Resources platform that manages a wide range of HR functions. During 2024-25, the Human Resources team fully implemented the new Helios system including modules that manage workflows, absences/substitutes, evaluations and hiring.

5.8 (Diversity Recruitment Program)

This action was effective in making progress toward the overall goal, specifically in maintaining an important recruitment incentive and path towards hiring for a target group of teachers. For 2024-25, 2 new participants started the program. 38.5% of NUSD certificated staff are from ethnically diverse backgrounds, up from 33.3% in spring 2024. To date, there have been 49 participants since the inception of the program and 37 are still working within NUSD. Of the 11 that are no longer working in NUSD, 7 completed their obligation of working for 3 years in NUSD before leaving. A challenge has been the timeline associated with completing the credential program for some candidates, as candidates have difficulty paying for living expenses without working a paid job while completing their program.

5.9 (Aspiring Leaders Program)

This action was effective in making progress toward the overall goal, specifically in the recruitment and training of current NUSD employees that are interested in the administrative path. NUSD continues to prioritize building capacity within, while also recruiting talent from outside the district. During 2024-25, 3 candidates were selected to participate in the Tier 1 program, and another 6 second-year participants that completed Year 2. To-date, 34 members have gone through the program and remain employed with NUSD. 46 total have gone through the program. Overall, 29 participants have assumed a leadership role, with 12 assuming a formal leadership role.

5.10 (Instructional Aide Training to Support Students with Disabilities)

This action was effective in making progress toward the overall goal, specifically in providing professional development and training for instructional aides to enhance the quality of instruction for students with disabilities. During 2024-25, over 100 Instructional Aides participated in a training regarding behavior. Additional training for Instructional Aides were provided throughout the year.

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

With the full alignment of NUSD's LCAP to the district's new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are not any major changes to the planned goal or associated metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect slight modifications to implementation plans, and more fully represent bodies of work supporting the overall goal. These changes include:

Changes to Actions

- Action 5.01 (Instructional Technology PD): The action description has been modified to incorporate reference to the district's planned implementation of an Artificial Intelligence (AI) plan that is currently in development by an AI workgroup.
- Action 5.04 (Increased Salaries and Instructional Minutes): The action description has been modified to remove the word 'pending.' Following the writing of the previous LCAP, the spring 2024 negotiations were concluded.

New Action

- Action 5.11 (Maintain Substitute Pay Increase) has been added to ensure that NUSD can remain competitive in the substitute hiring landscape and provide highly qualified substitute teachers. This has been added as an LREBG-funded action.

Changes to Metrics

- Metric 5.3 (Percentage of teachers who feel safe and connected): Beginning in Spring 2025, the annual staff survey included two separate questions to assess staff perceptions of safety and connectedness (the two had previously been blended into a single question). Using the results of this new question structure, metric 5.3 will report on the two elements separately.

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	Instructional Technology PD	NUSD will provide staff with professional development to support effective use of 1 to 1 instruction in the classroom and at home and also to support implementation of the district's Artificial Intelligence (AI) plan and policies.	\$20,000.00	No
5.2	Professional Development to Support Diversity, Equity, and Inclusion	NUSD will continue to implement ongoing professional development to improve the educational experiences, achievement of all learners, and disciplinary outcomes through Anti-Racist/Anti-Bias Training, Culturally Responsive Pedagogy, and Classroom Management in alignment with AR 0100.	\$240,000.00	Yes
5.3	Human Resource Systems	NUSD will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential. (No additional cost)	\$0.00	No
5.4	Increased Salaries and Instructional Minutes	NUSD will implement increased salaries to employees for increased collaboration time and instructional minutes as negotiated in 2014 and 2024. This action is directly tied to Goal 1, Action 3.	\$16,455,534.00	Yes
5.5	Beginning Teacher Induction Program	NUSD will support teachers through the Beginning Teacher Induction Program.	\$425,000.00	No
5.6	Peer Assistance Review (PAR) Program	NUSD will support teachers through the Peer Assistance Review (PAR) Program.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Human Resource Information System	NUSD will maintain a Human Resource Information System to track professional development delivery by staff member and other required human resources information.	\$66,000.00	No
5.8	Diversity Recruitment Program	NUSD will continue to implement the Diverse Future Educator Program to increase the teacher workforce diversity to better align to the diversity of our students.	\$280,000.00	Yes
5.9	Aspiring Leaders Program	NUSD will continue and implement the Aspiring Leaders Program to develop our own staff into future district administrators/managers.	\$32,000.00	Yes
5.10	Instructional Aide Training to Support Students with Disabilities	NUSD will provide targeted professional development for instructional aides that support students with disabilities and collaboration time with their assigned teachers.	\$10,000.00	No
5.11	Maintain Substitute Pay Increase	Maintain the approved pay increase for certificated substitutes. LREBG Action The needs assessment identified a significant need for improvement in high-quality, first instruction districtwide. A key element of improving the quality of first instruction is ensuring that students are being taught by qualified staff and, when staff are absent, high-quality substitute teachers. This action addresses that need by increasing the competitiveness of the district's substitute pay rates relative to surrounding districts. Studies show that high-quality staffing of classrooms is a significant contributing factor to student learning and overall performance. Metrics 1.6,1.7,1.17-1.20 LREBG Funds: \$675,000 for 2025-26	\$675,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Focus Goal for Bannon Creek School and Larry G. Meeks Academy: Increase stability rates to 75% or above by end of 2026-27 and improve student-group specific outcomes	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This focus goal specific to Bannon Creek School (BCS), Larry G. Meeks Academy (LGMA), and American Lakes School (ALS) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. Bannon Creek qualified for 2025-26 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 26.4% and percentage of Socioeconomically Disadvantaged students (85.7%). Larry G. Meeks qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 57.1% and percentage of Socioeconomically Disadvantaged students (78.9%). LGMA decreased its non-stability rate in the most recent year of data (2023-24) to 52.9% but is still well beyond the eligibility threshold. American Lakes qualified for 2024-25 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 26.2% and percentage of Socioeconomically Disadvantaged students (86.1%). ALS was able to decrease its non-stability rate to 24.1% in 2023-24, removing it from LCFF Equity Multiplier Funding eligibility for 2025-26. As ALS has some remaining funds to be spent in 2025-26, it is still a part of this goal for the 2025-26 LCAP. Improving stability rates is a shared goal across the four (4) Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes. Additionally, Bannon Creek School is in need of improvement at the student group level for multiple student groups across the Dashboard Indicators. Following is a summary of student groups that received the lowest performance level rating on the 2024 California School Dashboard for one or more indicators: • Black/African American students: Suspension Rate, Academics (Math) • Hispanic/Latino students: Suspension Rate • Homeless Youth: Suspension Rate • Socioeconomically Disadvantaged students: Suspension Rate, Academics (Math) • Students with Disabilities: Suspension Rate • Two or More Races: Suspension Rate
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Larry. G. Meeks did not have any student groups receive the lowest performance level on the 2023 Dashboard. Student groups that were in the 'Orange' performance level included:

- Black/African American students: Chronic Absenteeism, Academics (Math)
- Hispanic/Latino students: Academics (ELA), Academics (Math)
- Socioeconomically Disadvantaged students: Academics (ELA), Academics (Math)

On the 2024 Dashboard, LGMA did have instances of the lowest performance level including:

- Black/African American students: Academics (ELA), Academics (Math)
- Hispanic/Latino students: Chronic Absenteeism

Additionally, American Lakes School is in need of improvement at the student group level for multiple student groups across the Dashboard Indicators. Following is a summary of students groups that received the lowest performance level rating on the 2023 California School Dashboard for one or more indicators:

- Asian students: Chronic Absenteeism
- Black/African American students: Chronic Absenteeism, Academics (ELA), Academics (Math)
- English Learners: Chronic Absenteeism, Academics (ELA), Academics (Math)
- Hispanic/Latino students: Academics (ELA), Academics (Math)
- Homeless Youth: Chronic Absenteeism
- Socioeconomically Disadvantaged students: Chronic Absenteeism, Academics (ELA), Academics (Math)
- Students with Disabilities: Chronic Absenteeism, Academics (Math)
- White students: Chronic Absenteeism

On the 2024 Dashboard, the only instances of the lowest performance level by student group for ALS were:

- Black/African American students: Academics (ELA)
- White students: Academics (ELA)

Key priorities that emerged from the district's engagement related to this goal included:

- Improved academic programs (e.g. tutoring, skills focus), high-quality staffing, student engagement, focus on student safety, and effective communication between school and home.
- Safety measures, engaging activities, student input/voice, age-appropriate separation, bullying prevention, staff engagement, and community connection.
- Communication between home and school, parental involvement, student engagement, access to resources (e.g. libraries, buses), and student success plans.
- Staff quality, creating a desirable work environment, staff diversity, staff-student relationships, and inter-school collaboration.

The most recent Teacher Assignment Monitoring Outcomes (TAMOs) data released by the state (data for the 2022-23 school year) shows that both ALS (87.5%) and LGMA (80%) have percentages of teaching staff who were 'Clear' (fully authorized credentials) that are near or above the district overall (83.9%). ALS has a lower 'ineffective' percentage than the district overall (8.7%), while LGMA has a higher percentage (12.9%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism Rates Source: California School Dashboard	ALS (2023 Dashboard) All: 46.3% Student groups in 'Red' A: 25% B/AA: 53.3% EL: 37.1% HY: 65.9% SED: 48.1% SWD: 53.2% LGMA (2023 Dashboard) All: 18.5% Student group in 'Orange' B/AA: 26.9% Student group in 'Yellow'* H/L: 14.3% *Student group has been added to the baseline data based on Red performance on the 2024 Dashboard.	ALS (2024 Dashboard) All: 39.7% A: 22.5% (Orange) B/AA: 46.3% (Yellow) EL: 31.4% (Orange) HY: 53.6% (No Color) SED: 42.1% (Yellow) SWD: 42.1% (Yellow) LGMA (2024 Dashboard) All: 16.4% B/AA: 15.8% (Yellow) H/L: 21.7% (Red)		ALS: Move out of 'Red' Performance Level LGMA: Move out of 'Red' Performance Level	ALS (2024 Dashboard) All: -6.6% A: -2.5% (Moved to Orange) B/AA: -7.0% (Moved to Yellow) EL: -5.7% (Moved to Orange) HY: -12.3% (No Color) SED: -6.0% (Moved to Yellow) SWD: -11.1% (Moved to Yellow) LGMA (2024 Dashboard) All: -2.1% B/AA: -11.1% (Moved to Yellow) H/L: +7.4% (Moved to Red)
6.2	English Language Arts (ELA) Performance (Distance from Standard) Source: California School Dashboard	ALS (2023 Dashboard) All: -90.6 Student groups in 'Red' B/AA: -106.2 EL: -127.3 H/L: -89.2 SED: -93.9 Student groups without a performance color*	ALS (2024 Dashboard) All: -86.4 B/AA: -109.1 (Red) EL: -108.3 (Orange) H/L: -81.9 (Orange)		BCS/ALS: Move out of 'Red' Performance Level LGMA: Move out of 'Red' Performance Level	ALS (2024 Dashboard) All: +4.2 B/AA: -2.9 (Still in Red) EL: +19.0 (Moved to Orange) H/L: +7.3 (Moved to Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		W: -61.2 LGMA (2023 Dashboard) All: -33.4 Student groups in 'Orange' H/L: -47.9 SED: -43.1 Student groups in 'Yellow'* B/AA: -60.9 *Student groups have been added to the baseline data based on Red performance on the 2024 Dashboard.	SED: -89.0 (Orange) W: -76.6 (Red) LGMA (2024 Dashboard) All: -32.8 B/AA: -78.4 (Red) H/L: -35.1 (Yellow) SED: -44.8 (Orange)			SED: +4.9 (Moved to Orange) W: -15.4 (Red) LGMA (2024 Dashboard) All: +0.6 B/AA: -17.5 (Moved to Red) H/L: +12.8 (Moved to Yellow) SED: -1.7 (Still in Orange)
6.3	Math Performance (Distance from Standard) Source: California School Dashboard	ALS (2023 Dashboard) All: -125.9 Student groups in 'Red' B/AA: -146.4 EL: -147.7 H/L: -126.7 SED: -128.7 SWD: -141.4 LGMA (2023 Dashboard) All: -58.5 Student groups in 'Orange' B/AA: -103.5 H/L: -84.3 SED: -78.4	ALS (2024 Dashboard) All: -118.9 B/AA: -137.5 (Orange) EL: -139.5 (Orange) H/L: -120.3 (Orange) SED: -123.1 (Orange) SWD: -128.0 (Orange) LGMA (2024 Dashboard) All: -57.5 B/AA: -120.3 (Red)		BCS/ALS: Move out of 'Red' Performance Level LGMA: Move out of 'Red' Performance Level	ALS (2024 Dashboard) All: +7.0 B/AA: +8.9 (Moved to Orange) EL: +8.2 (Moved to Orange) H/L: +6.4 (Moved to Orange) SED: +5.6 (Moved to Orange) SWD: +13.4 (Moved to Orange) LGMA (2024 Dashboard) All: +1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		BCS (2023 Dashboard) All: -119 B/AA: -130.2 (Orange) SED: -122.9 (Red) *BCS added to baseline based on new LCFF Equity Multiplier Eligibility in 2024-25	H/L: -67.8 (Yellow) SED: -73.6 (Yellow) BCS (2023 Dashboard) All: -119.3 B/AA: -134.3 (Red) SED: -121.5 (Red)			B/AA: -16.8 (Moved to Red) H/L: +16.5 (Moved to Yellow) SED: +4.8 (Moved to Yellow) BCS (2024 Dashboard) All: -0.3 B/AA: -4.1 (Moved to Red) SED: +1.4 (Still in Red)
6.4	Non-Stability Rate Source: State Reporting (DataQuest)	ALS: 26.2% LGMA: 57.1% BCS: 23.8% (2022-23)	ALS: 24.1% LGMA: 52.9% BCS: 26.4% (2023-24)		Decrease Non-stability rate to below the 25% eligibility threshold	ALS: -2.1% LGMA: -4.2% BCS: +2.6%
6.5	Suspension Rate Source: California School Dashboard	BCS (2023 Dashboard) All: 10.7% B/AA: 15.2% (Red) H/L: 7.7% (Yellow) HY: 14.3% (Red) 2+: 9.6% (Orange) SED: 10.7% (Red) SWD: 14.4% (Red) *BCS added to baseline based on new LCFF Equity Multiplier Eligibility in 2024-25	BCS (2024 Dashboard) All: 12.5% Student groups in 'Red' B/AA: 18.8% (Red) H/L: 9.3% (Red) HY: 28% (Red) 2+: 16.4% (Red) SED: 13% (Red) SWD: 14.5% (Red)		BCS: Move all student groups out of 'Red' Performance Level	BCS (2024 Dashboard) All: +1.8% Student groups in 'Red' B/AA: +3.6% (Still in Red) H/L: +1.6% (Moved to Red) HY: +13.7% (Still in Red) 2+: +6.8% (Moved to Red) SED: +2.3% (Still in Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: +0.1% (Still in Red)

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 6 (Increase stability rates to 75% or above by the end of 2026-27 and improve student-group specific outcomes) was successful in making progress towards the goal, specifically in furthering the efforts at both American Lakes School and Larry G. Meeks Academy to increase stability rates, decrease chronic absenteeism rates, and increase academic performance in ELA and Math. An initial challenge in implementation was fully staffing all of the planned positions. In particular, it took several months to hire the Family Engagement Liaison. However, all other positions were filled on the expected timeline and the full team provided services throughout the year in the areas of academic support, behavioral support, mental health and wellness services, community outreach, school engagement, and continuous improvement support.

During 2024-25, the following actions were implemented as planned:

- 6.1 (Family Engagement Liaison)
- 6.2 (Activities Director)
- 6.3 (Additional Social Worker)
- 6.4 (Additional Teacher on Special Assignment)
- 6.5 (Behavior Specialist)
- 6.6 (Restorative Learning Lab (Planning Year))
- 6.7 (Diversity, Equity, and Inclusion Administrator)
- 6.8 (Additional District Support for Equity Multiplier Schools)

As measured by the metrics outlined in Goal 6, progress has been made in most areas. However, there are areas in which progress was not observed or was not as substantial as desired. Following are some overall results within Goal 6, with additional analysis to follow in the sections below:

- Both American Lakes School (ALS) and Larry G. Meeks Academy (LGMA) decreased their non-stability rates based on the results released by the California Department of Education (CDE). ALS decreased from 26.2% to 24.1% and LGMA decreased from 57.1% to 52.9%. ALS' improvement has, in fact, made them ineligible for LCFF Equity Multiplier funding in 2025-26. The implications of this on ALS' planning and this goal are discussed further below.
- Both schools and all identified student groups decreased their chronic absenteeism rates on the 2024 Dashboard and, based on internal monitoring, are trending in a positive direction for further improvement over 2025-26. ALS' overall decrease on the 2024 dashboard was -6.6% and LGMA's overall decrease was -2.1%.

- Both schools improved their overall Distance From Standard (DFS) on the 2024 Dashboard relative to the 2023 Dashboard for both Math and ELA, though not all student groups improved and the amount of overall improvement was not as much as desired in all areas. For Math, ALS improved its DFS by 7.0 points and LGMA improved by 1.0 point. Significant student group improvement was made in Math at LGMA by Hispanic/Latino students (+16.5 points) and at ALS by Black/African American students (+8.9 points), English Learners (+8.2 points), Hispanic/Latino students (+6.4 points), and Students with Disabilities (+13.4 points). Student groups that decreased significantly, indicating a need for additional focus in this area, included Black/African American students (-16.8 points) at LGMA. For ELA, ALS improved its DFS by 4.2 points and LGMA improved by 0.6 points. Significant student group improvement was made in ELA at LGMA by Hispanic/Latino students (+12.8 points) and at ALS by English Learners (+19.0 points), and Hispanic/Latino students (+7.3 points). Student groups that decreased significantly, indicating a need for additional focus in this area, included Black/African American students (-2.9 points) and Socioeconomically Disadvantaged students at LGMA (-2.7 points).

For 2024-25, there were not any actions in Goal 4 that had substantive differences in implementation from what was planned in the 2024-25 LCAP.

Key challenges related to this goal included, as discussed above, filling all positions on the intended timeline. With a Family Engagement Liaison position being staffed mid-way through the year, implementation of these services started later than anticipated. An additional challenge for both LCFF Equity Multiplier-related goals is the uncertainty year-to-year of the funding model. With the most recent non-stability rates being reported mid-year, the movement of ALS to non-eligible status created a challenge in planning for continuity into the following year. This challenge will likely persist as long as the current eligibility and funding structure remain in place.

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.

Actions with a material difference between budgeted expenditures and estimated actual expenditures included:

6.1 (Family Engagement Liaison)

This action was implemented as planned, with a delay in the hiring of the family engagement liaison. With the position filled mid-way through the year, not all funds were expended as planned.

6.2 (Activities Director)

This action was implemented as planned, with the hiring of a 1.0 FTE Activities Director. The budgeted amounts included in the 2024-25 LCAP reflected a two-year timeline for this position, resulting in a material difference from the amount present in the previous expenditure tables but not from the actual 2024-25 implementation plan.

6.3 (Additional Social Worker)

This action was implemented as planned, with the hiring of a 1.0 FTE Social Worker. The actual costs associated with hiring of the employee funded in this position were greater than what had been projected based on the step and column costs of the individual.

6.4 (Additional Teacher on Special Assignment)

This action was implemented as planned, with the hiring of a 1.0 FTE Teacher on Special Assignment (TOSA). The actual costs associated with hiring of the employee funded in this position were greater than what had been projected based on the step and column costs of the individual.

6.5 (Behavior Specialist)

This action was implemented as planned, with the hiring of a 1.0 FTE Behavior Specialist that split time across two sites. The budgeted amounts included in the 2024-25 LCAP reflected a two-year timeline for this position, resulting in a material difference from the amount present in the previous expenditure tables but not from the actual 2024-25 implementation plan.

6.6 (Restorative Learning Lab (Planning Year))

Planning did occur as intended for this action, though the determination mid-way through the year was to refocus Restorative Practice and Restorative Justice efforts into other areas. The plans to launch a full Restorative Learning Lab are not moving forward as planned and consequently the full costs associated with initial launch of this effort were not realized in preparing for 2025-26.

6.7 (Diversity, Equity, and Inclusion Administrator)

This action was implemented as planned, with the hiring of a 1.0 FTE Principal on Special Assignment (POSA) who served as the Diversity, Equity, and Inclusion Administrator. The actual costs associated with hiring of the employee funded in this position were near, but slightly less than what had been projected based on the step and column costs of the individual.

6.8 (Additional District Support for Equity Multiplier Schools)

This action was implemented as planned, with additional district resources in the form of a Safety and Climate Liaison and data supports provided to the sites. This action is aligned to action 7.6 and, when taken together, there was not a material difference in expenditures from projections to estimated actuals. The material difference reported for each reflects the fact that the proportional amounts for each action were re-balanced after initial projections were made. Overall, there is less than a 10% variance when the two actions are considered together.

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

6.1 (Family Engagement Liaison)

This action was effective in making progress toward the overall goal, specifically in increasing the level and range of supports available to family members at school and beyond. The Family Engagement Liaison was hired and started in February 2025 and provided services throughout the spring. Key responsibilities of the Family Engagement Liaison include working with focal families to identify barriers and support improved attendance, supporting the English Learner Advisory Committee, and providing other direct support to families and scholars.

6.2 (Activities Director)

This action was effective in making progress toward the overall goal, specifically in expanding the quantity and quality of intentional student engagement activities. The Activities Director implemented a range of supports and events including, but not limited to, the Mobile Monthly

Positive Behavioral Interventions and Supports (PBIS) Store, Fentanyl assembly, Family movie night, Thank you gram fundraiser, Fun Run, Red Ribbon Event, and Penguin Patch Holiday Shop.

6.3 (Additional Social Worker)

This action was effective in making progress toward the overall goal, specifically in expanding the access for students to mental health and behavioral supports. As part of another LCAP action, all schools have baseline access to social worker support. This action provided additional social worker staffing beyond that baseline. The social worker has collaborated to provide a range of direct services to students including, but not limited to, the Kindness Action Team (KAT Club) to focus on building a culture of kindness and belonging, lunch events, monthly community circles, and Tier III supports such as individual weekly meetings. The Social Worker also engages in outreach with families and supports a focus on child welfare, homeless youth and foster youth. The fall and spring have also included a series of empowerment sessions that groups rotate through, focusing on topics such as Healthy relationships, emotional regulation, and grief/loss. These topics were informed by student feedback. The social worker has also provided staff training and professional development to support practices including verbal deescalation, behavioral support, and restorative practices. Additionally, the social worker contributes to a monthly wellness newsletter that provides resources and information on a chosen monthly topic (e.g. emotional intelligence).

6.4 (Additional Teacher on Special Assignment)

This action was effective in making progress toward the overall goal, specifically in providing on-site instructional coaching aligned to the district's instructional framework. The Teacher on Special Assignment (TOSA) has provided professional development to support Professional Learning Community (PLC) work with data, co-teaching, and modeled lessons for teachers. The TOSA also assisted guest teachers with classroom management and co-teaching. Support is provided through the TOSA for Tier II interventions such as Read 180 and Math180. The TOSA has also acted as the i-Ready site lead, conducting data chats with scholars and helping teachers with grouping and resource support. Community outreach efforts have included organization and promotion of literacy night. The TOSA has also supported the after-school intervention program, creating schedules, analyzing pre- and post-data, implementing and supporting an eSports club, and using attendance and referral data to support scholars. Additionally, the TOSA has provided English Language Development (ELD) support, data chats with EL scholars, ELPAC administration, Seal of Biliteracy implementation, and modeling EL strategies. This has included direct support to families in their home language of Spanish.

6.5 (Behavior Specialist)

This action was effective in making progress toward the overall goal, specifically in increasing the on-site availability of tiered behavioral supports. This position collaborated with staff across the site to provide a range of behavioral supports to individual students as well as the overall systems of support across the campus. Efforts have included, but are not limited to, planning motivating activities and incentives for scholars to work towards, developing and implementing leadership events, collaborating with social workers to identify necessary supports for scholars, partnering with the psychologist to manage Check-in/Check-Out, assisting teachers with challenging behaviors, providing supported breaks for students to prevent loss of instructional time, tracking tardies and improving attendance, supporting substitutes with behavioral management, and collaborating with administration on systems of support. The Behavior Specialist has been key in supporting scholars with major behavior referrals or excessive tardies through the Extended Learning Period (ELP). This extra time focuses on accountability and offers academic support as needed to individual students. Scholars are supported to complete missing assignments or homework during ELP. Additionally, the Middle School Support Tracker is used by the Behavior Specialist to track scholars with five or more minor behavior referrals in a trimester and monitor them through weekly checks and gathering teacher input. Behavior improvement goals are established with these scholars for each trimester and scholars who meet goals are rewarded with a lunch party.

6.6 (Restorative Learning Lab (Planning Year))

This action was effective in exploring the district's overall interest in implementing a restorative learning lab model. Planning for the year did occur, including development of a timeline during the fall to track and monitor planning work. A site team was created for ALS and this team was trained in how to conduct Empathy Interviews. Empathy Interviews were conducted at ALS to gather more data from students who would be potential participants in the program. Additionally, a Restorative Justice consultant visited ALS twice to provide input into program development. Ultimately, with the movement of ALS out of LCFF Equity Multiplier eligibility, a restorative learning lab will not be implemented at that school site. However, the lessons learned and the training received will be beneficial to ALS' ongoing efforts to expand restorative practices.

6.7 (Diversity, Equity, and Inclusion Administrator)

This action was effective in making progress toward the overall goal, specifically in building an office in the district focused explicitly on Diversity, Equity, and Inclusion and focusing much of the initial work at Equity Multiplier-identified schools. The DEI Administrator position has led the establishment of the new district Office of Equity and Excellence (E2). This office is leading DEI efforts districtwide, with a particular focus on the work at Equity Multiplier schools and the issues that face sites, students, and families with historically disproportionate outcomes. This includes intentional work to identify barriers that result from bias or systemic structures and collaborative development of solutions to remove those barriers. Fall efforts have included direct support to sites to engage in community outreach, needs assessments, and development of structures that establish sustainable systems of support for students and families. The DEI administrator has also developed presentations for the board, met directly with community groups, and is facilitating a district DEI Change Management Workgroup.

6.8 (Additional District Support for Equity Multiplier Schools)

This action was effective in making progress toward the overall goal, specifically in providing additional climate and safety liaison staffing to promote positive school climate and culture and in building out tools and specific support systems for schools to use data more effectively. Additional district support has included, but is not limited to, a range of data supports for sites to engage in more intentional needs assessments to identify which students need support and how to monitor their ongoing progress. One example of this from the fall is the development of an Early Warning System dashboard and related tools to help sites review a range of data across various outcomes for a given student or group of students quickly and in real-time. Other supports that are being provided to sites include tools to summarize and review academic data such as i-Ready diagnostic results and district writing assessment results. District staff are also working to provide direct support to sites in identification and support for students in afterschool programs.

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.

With the change in LCFF Equity Multiplier eligibility for American Lakes School (moving out of eligibility status for 2025-26) and Bannon Creek School (moving into eligibility status for 2025-26), there are several changes to the actions and metrics to align to this new context. American Lakes School will have remaining LCFF EQM funds to expend in 2025-26 and will continue to be monitored within this goal and the associated metrics and actions. Bannon Creek School (BCS), which shares a physical campus and staffing with Larry G. Meeks Academy (LGMA) and is geographically and programmatically similar to ALS, will be added to this goal. In several cases, the actions that BCS plans to implement are very similar to existing actions within this goal, but may be changing in their specific implementation context. A summary of all

changes within this goal is provided below:

Changes to Actions

- 6.01 (Family Engagement Liaison): In 2025-26, this position will split time at BCS and LGMA instead of at ALS and LGMA.
- 6.02 (Activities Director): This action will not be implemented during the 2025-26 school year within this goal. Bannan Creek School will not fund a position of this type and American Lakes School will be using their remaining funds to continue their social worker position.
- 6.04 (Additional TOSA): In 2025-26 this action will include two additional TOSAs at BCS. These positions will provide intensive intervention, particularly in the area of early literacy.
- 6.05 (Behavioral Support Specialist): The title and description of this action have been revised to reflect a change in this position to Behavior Support Assistant. This action will also be implemented at BCS instead of ALS.
- 6.06 (Restorative Learning Lab): As discussed above, this action will not continue for the 2025-26 school year. The planning and learning during 2024-25 will benefit the district's overall planning for implementation of restorative practices.

New Actions

- 6.09 (Student leadership and enrichment opportunities) Bannan Creek will implement the Building Leaders and Activists with Collective Knowledge (BLACK) Program in partnership with Tyson Amir. This is a social, historical, and cultural program that uses the Black Boy Poems curriculum to engage students in standards-aligned instruction that draws upon and builds upon their personal experiences.
- 6.10 (Additional professional development aligned to Goal 1): Bannan Creek School and Larry G. Meeks Academy will provide additional professional development to support more effective use of personalized instruction in Math and English Language Arts (ELA) within the i-Ready platform as well as professional development to support high-quality first instruction in math and literacy.
- 6.11 (Summer Enrichment): Bannan Creek School will be offering a summer enrichment program within the overall scope of the district's expanded learning offerings.

Changes to Metrics

- Metrics 6.1 to 6.3 have been updated to reflect any additional student groups in which the schools demonstrated the lowest level of performance on the most recent Dashboard, in particular Bannan Creek School, which was not included in the goal during the previous year. This includes reporting the results for those student groups in the 'Year 1' column, adding their 2023 Dashboard results in the relevant indicators to the 'Baseline' column, and reporting a current difference from baseline. Additionally, with LGMA moving into the 'Red' for a student group in each of the metrics, the target for Year 3 outcome has been revised to 'Move out of the 'Red' Performance Level.'
- Metric 6.4 (Non-Stability Rate) now includes Bannan Creek School, as they have been identified as an LCFF Equity Multiplier School.

New Metrics

- Metric 6.5 (Suspension Rate) has been added to reflect the 'Red' (lowest performance level) of student groups at Bannan Creek School on the 2024 Dashboard. Similar to metrics 6.1 to 6.3, the baseline data from the 2023 Dashboard has been added to enable reporting of a change from baseline.

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	Family Engagement Liaison	Provide liaison services between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement educational programs with families and educators to benefit student academic success through the practice of family and community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and academic success of all students.	\$88,365.00	No
6.2	Activities Director	Coordinate a wide range of school-based extra and co-curricular activities to increase student engagement and promote positive campus culture and climate. (No implementation during 2025-26)	\$0.00	No
6.3	Additional Social Worker	Expand mental health and wellness supports for students. Proactively address Tier 1, 2, and 3 needs to minimize any loss of instructional time.	\$159,196.00	No
6.4	Additional Teacher on Special Assignment (TOSA)	Expand school-specific academic supports, especially in the areas of English Language Arts (ELA) and Math. Conduct needs assessments and address identified student needs through intervention and improvements to Tier 1 academic instruction.	\$226,787.00	No
6.5	Behavior Support	Provide dedicated behavior support for students. Identify and address individual students' behavioral needs proactively in order to minimize/prevent loss of instructional time due to disciplinary action or other time out of the classroom.	\$85,239.00	No

Action #	Title	Description	Total Funds	Contributing
6.6	Restorative Learning Lab (Planning Year)	Engage school team in development of an in-district learning lab that supports students needing other means of correction where students and staff can reflect, build relationships, and build skills to heal the effects of harm and trauma that may impeded learning. Provide a space for academic intervention and enrichment and create a community centered space focused on shared responsibility for student success. (No implementation during 2025-26)	\$0.00	No
6.7	Diversity, Equity, Inclusion Administrator	This position will support the district's broader efforts to implement the Diversity, Equity, and Inclusion priorities within the district's goals.	\$102,061.00	No
6.8	Additional District Support for Equity Multiplier Schools	Provides partial funding for additional district positions, including a safety liaison to provide coverage during after hours, staff in Research and Data, and staff in Enrollment (Welcome Center) to support Equity Multiplier School sites. This support will include ongoing needs assessment and data reporting, additional support to address the range of issues associated with high non-stability rates, and access to safety liaison staff in the evenings and other off-hours.	\$114,571.00	No
6.9	Student leadership and enrichment opportunities	Bannon Creek School will implement the Building Leaders and Activists with Collective Knowledge (BLACK) Program in partnership with Tyson Amir. This is a social, historical, and cultural program that uses the Black Boy Poems curriculum to engage students in standards-aligned instruction that draws upon and builds upon their personal experiences.	\$30,000.00	No
6.10	Additional professional development aligned to District Goal 1	Schools will provide additional professional development to support high quality first instruction and tiered academic supports in alignment with Goal 1.	\$93,357.00	No

Action #	Title	Description	Total Funds	Contributing
6.11	Summer Enrichment	Bannon Creek School will host a summer enrichment opportunity that is part of the district's overall expanded learning program offering for the summer. This program will be intended primarily for students at Bannon Creek and in the surrounding area, but will be available to other students as space permits. Note: The projected expenditures reflect July 2025 costs. Costs for Summer 2025 for this action spanned two academic years and funds expended in June 2025 are not reflected in this amount.	\$104,707.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Equity Multiplier Focus Goal for Natomas Middle School and Discovery High School: Increase stability rates to 75% or above by end of 2026-27 and improve student-group specific outcomes	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This focus goal specific to Natomas Middle School (NMS) and Discovery High School has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. NMS qualified for 2024-25 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 31.6% and percentage of Socioeconomically Disadvantaged students (76.7%). While NMS decreased its stability rate to 29.1% in the most recent year of available data (2023-24), it is still over the eligibility threshold. DHS qualified for 2024-25 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 71.8% and percentage of Socioeconomically Disadvantaged students (79.2%). DHS also decreased its non-stability rate in 2023-24 (to 61.2%) but is also still well beyond the eligibility threshold. Improving stability rates is a shared goal across the four (4) Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes. Additionally, both schools require improvement at the student group level for multiple student groups across the Dashboard Indicators. Following is a summary of student groups that received the lowest performance level rating on the California School Dashboard for one or more indicators: Natomas Middle School (Student groups with lowest level of performance on 2023 Dashboard) • Asian students: Chronic Absenteeism • Black/African American students: Chronic Absenteeism, Suspension Rate, Academics (ELA), Academics (Math) • English Learners: Chronic Absenteeism, Academics (ELA), Academics (Math) • Hispanic/Latino students: Suspension Rate • Socioeconomically Disadvantaged students: Chronic Absenteeism, Suspension Rate, Academics (ELA), Academics (Math) • Students with Disabilities: Chronic Absenteeism, Suspension Rate, Academics (Math) • Two or More Races: Suspension Rate, Academics (ELA)

- White students: Chronic Absenteeism

On the more recent 2024 Dashboard, the instances of lowest level of performance for NMS were:

- Asian students: Academics (ELA), Academics (Math)
- Black/African American students: Chronic Absenteeism, Academics (ELA)
- English Learners: Academics (ELA), Academics (Math)
- Long-Term English Learners: English Learner Progress, Academics (ELA), Academics (Math)
- Hispanic/Latino students: Chronic Absenteeism, Academics (ELA), Academics (Math)
- Homeless Youth: Chronic Absenteeism
- Socioeconomically Disadvantaged students: Academics (ELA), Academics (Math)
- Students with Disabilities: Chronic Absenteeism, Suspension Rate, Academics (ELA), Academics (Math)
- Two or More Races: Chronic Absenteeism, Suspension Rate, Academics (Math)
- White students: Academics (Math)

Discovery High School (Student groups with lowest level of performance on 2023 Dashboard)

- Black/African American students: Suspension Rate
- Hispanic/Latino students: College Career Indicator
- Socioeconomically Disadvantaged students: Suspension Rate, College Career Indicator

On the more recent 2024 Dashboard, the instances of lowest level of performance for DHS were:

- Black/African American students: Suspension Rate
- Hispanic/Latino students: Suspension Rate
- Socioeconomically Disadvantaged students: Suspension Rate, College Career Indicator

Key priorities that emerged from the district's engagement related to this goal included:

- Areas in which more training is desired: Deescalation, curriculum, technology, and behavior and culturally responsive training.
- Student accountability, behavior management, class size and support, parent involvement, and more engaging electives and real-world experiences.
- Student safety concerns, need for more behavioral support, more administrative support/accountability, large class sizes as barrier, enhance student engagement, improved safety and discipline, more mental health support, and more parent/community involvement.
- Need for a PTA, parent involvement in the community, effective communication, events and activities that involve parents/guardians, and encouraging volunteerism.
- Support and training, competitive salaries and benefits, safe and respectful work environment, more staff and resources, and improved retention strategies.

The most recent Teacher Assignment Monitoring Outcomes (TAMOs) data released by the state (data for the 2022-23 school year) shows that both NMS (69.4%) and DHS (71.4%) have lower percentages of teaching staff who were 'Clear' (fully authorized credentials) than the district overall (83.9%) and higher 'ineffective' percentages - NMS (16%) and DHS (13.3%) - than the district overall (8.7%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Chronic Absenteeism Rate Source: California School Dashboard	NMS (2023 Dashboard) All: 30.5% Student groups in 'Red' A: 24.5% B/AA: 36.4% EL: 21.5% SED: 33.4% SWD: 39.5% W: 25.5% Student groups in 'Orange'* HY: 45.7% *HY baseline data has been added to reflect their 'Red' status on the 2024 Dashboard	NMS (2024 Dashboard) All: 30% A: 16.1% (Yellow) B/AA: 38.1% (Red) EL: 17.3% (Yellow) HY: 50% (Red) SED: 31.5% (Orange) SWD: 43.5% (Red) W: 20.3% (Orange)		Move out of 'Red' Performance Level	NMS (2024 Dashboard) All: -0.5% A: -8.4% (Moved to Yellow) B/AA: +1.7% (Still Red) EL: -4.2% (Moved to Yellow) HY: +4.3% (Moved to Red) SED: -1.9% (Moved to Orange) SWD: +4.0% (Still Red) W: -5.2% (Moved to Orange)
7.2	Suspension Rate Source: California School Dashboard	NMS (2023 Dashboard) All: 22.8% Student groups in 'Red' B/AA: 35.9% H/L: 18.2% 2+: 23.9% SED: 25.1% SWD: 28.3% DHS (2023 Dashboard) All: 10.9% Student groups in 'Red' B/AA: 17.4%	NMS (2024 Dashboard) All: 17.9% B/AA: 33.1% (Orange) H/L: 10.8% (Yellow) 2+: 25.0% (Red) SED: 20.5% (Yellow) SWD: 30.8% (Red)		Move out of 'Red' Performance Level	NMS: All: -4.9% (Yellow) B/AA: -2.8% (Moved to Orange) H/L: -7.4% (Moved to Yellow) 2+: +1.1% (Still Red) SED: -4.6% (Moved to Yellow) SWD: +2.5% (Still Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 10.6% Student groups in 'Yellow'* H/L: 6.5% *Additional student group baseline data has been added to reflect their 'Red' status on the 2024 Dashboard	DHS (2024 Dashboard) All: 13.4% B/AA: 21.5% (Red) H/L: 11.5% (Red) SED: 15.2% (Red)			DHS: All: +2.5% (Still Red) B/AA: +4.1% (Still Red) H/L: +5.0% (Moved into Red) SED: +4.6% (Still Red)
7.3	English Language Arts (ELA) Performance (Distance from Standard) Source: California School Dashboard	NMS (2023 Dashboard) All: -67.2 Student groups in 'Red' B/AA: -105.5 EL: -81.4 2+: -83.5 SED: -80.1 Student groups in 'Orange'* A: -23.0 H/L: -60.8 SWD: -135.6 Students groups w/no performance color* LTEL: -100.5 *Additional student group baseline data has been added to reflect their 'Red' status on the 2024 Dashboard	NMS (2024 Dashboard) All: -82.3 A: -74.7 (Red) B/AA: -104.5 (Red) H/L: -91.5 (Red) 2+: -69.8 (Yellow) EL: -112.3 (Red) LTEL: -151.5 (Red) SED: -93.7 (Red) SWD: -156.8 (Red)		Move out of 'Red' Performance Level	NMS All: -15.1 (Moved into Red) A: -51.7 (Moved into Red) B/AA: +1.0 (Still Red) H/L: -30.7 (Moved into Red) EL: -30.9 (Still Red) LTEL: -51 (Red) 2+: +13.7 (Moved to Yellow) SED: -13.6 (Still Red) SWD: -21.2 (Moved into Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.4	Math Performance (Distance from Standard) Source: California School Dashboard	NMS (2023 Dashboard) All: -120.9 Student groups in 'Red' B/AA: -159 EL: -135.8 SED: -130.7 SWD: -184.8 Student groups in 'Orange'* A: -87.2 H/L: -115.2 2+: -104.9 W: -93.8 Students groups w/no performance color* LTEL: -162.0 *Additional student group baseline data has been added to reflect their 'Red' status on the 2024 Dashboard	NMS (2024 Dashboard) All: -132.5 A: -119.6 (Red) B/AA: -149.1 (Orange) H/L: -144.1 (Red) W: -120.3 (Red) 2+: -118.3 (Red) EL: -160.7 (Red) LTEL: -205.4 (Red) SED: -140.9 (Red) SWD: -202.6 (Red)		Move out of 'Red' Performance Level	NMS All: -11.6 (Still Red) A: -32.5 (Moved into Red) B/AA: +9.9 (Out of Red) H/L: -28.9 (Moved into Red) 2+: -13.4 (Moved into Red) W: -26.5 (Moved into Red) EL: -24.9 (Still Red) LTEL: -43.4 (Red) SED: -10.2 (Still Red) SWD: -17.8 (Still Red)
7.5	College and Career Indicator (Percent Prepared) Source: California School Dashboard	DHS (2023 Dashboard) All: 2.8% Student groups in 'Very Low' category H/L: 2% SED: 2%	DHS (2024 Dashboard) All: 3.2% H/L: 2.2% (No Color) SED: 3.6% (Red)		Move out and remain out of 'Red' performance level	DHS: All: +0.4% (Red) H/L: +0.2% (No Color) SED: +1.6% (Red)
7.6	Non-Stability Rate Source: State Reporting (DataQuest)	NMS: 31.6% DHS: 71.8% (2022-23)	NMS: 29.1% DHS: 61.2% (2023-24)		Decrease rate to below 25% eligibility threshold	NMS: -2.5% DHS: -10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.7	English Learner Progress (Percentage making progress) Source: California School Dashboard	NMS (2023 Dashboard) All EL: 69% LTEL: 73.3% (No performance Color) * This metric was added to reflect the Red Dashboard status on the 2024 Dashboard.	NMS (2024 Dashboard) All EL: 54.3% LTEL: 43.3% (Red)		Move LTEL student group out of 'Red' Performance Level	NMS All: -14.7% LTEL: -30%

Goal Analysis [2024-25]

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

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

Overall, the implementation of the actions to achieve Goal 7 (Increase stability rates to 75% or above by the end of 2026-27 and improve student-group specific outcomes) was successful in making progress towards some key metrics,, specifically in furthering the efforts at both Natomas Middle School and Discovery High School to increase stability rates and, for some student groups, decrease chronic absenteeism and suspension rates. A challenge in implementation was fully staffing all of the planned positions. In particular, it took several months to hire the Family Engagement Liaison. However, all other positions were filled on the expected timeline and the full team provided services throughout the year in the areas of academic support, behavioral support, mental health and wellness services, community outreach, school engagement, and continuous improvement support.

During 2024-25, the following actions were implemented as planned:

7.2 (Activities Director)

7.3 (Restorative Learning Lab (Planning Year))

7.4 (Ongoing Classroom Management through Restorative Practices Professional Development)

7.5 (Diversity, Equity, and Inclusion Administrator)

7.6 (Additional District Support for Equity Multiplier Schools)

As measured by the metrics outlined in Goal 7, progress has been made in several key areas. However, there are areas in which progress was not observed or was not as substantial as desired. Following are some overall results within Goal 7, with additional analysis to follow in the sections below:

- Both Natomas Middle School (NMS) and Discovery High School (DHS) decreased their non-stability rates from 2022-23 to 2023-24 based on the results released by the California Department of Education (CDE). NMS decreased from 31.6% to 29.1% and DHS decreased from 71.8% to 61.2%. During 2024-25 the district has made efforts to further reduce the frequency of intradistrict

transfers as a means of increasing stability across all schools, and in particular at schools such as NMS, which have had a high rate of intradistrict transfers in the past.

- NMS' overall chronic absenteeism rate did not decrease substantially from the 2023 to 2024 Dashboard (30.5% to 30%). For the 2024-25 school year, rates are trending slightly above last year at the same time, indicating a need for significant improvement in this area.
- Suspension rates improved from 2022-23 to 2023-24 as reported on the dashboard for NMS for all students (-4.9%) and for most student groups (Black/African American students decreased by -2.8%, Hispanic/Latino students by -7.4%). DHS rates increased for all students (+2.5%) and for all identified student groups. During the 2024-25 school year, NMS has been trending towards an increase in Suspension Rate relative to 2023-24 and DHS has been trending very near the 2023-24 rate. As both already had higher rates than were desired, these trends indicate significant needs for improvement moving forward.
- NMS decreased in overall Distance From Standard (DFS) on the 2024 Dashboard relative to the 2023 Dashboard for both Math and ELA, though not all student groups followed this trend. At NMS, the overall decrease for ELA was -15.1 points, though students of two or more races did improve by +13.7 points. All other identified student groups decreased. In Math, NMS decreased -11.6 points overall, and by -10 or more points for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Black/African American students did improve by 9.9 points.
- DHS improved slightly on the College/Career Indicator (From 2.8% to 3.2%), though this rate is very low and this area will remain a focus for improvement throughout the years ahead.

For 2024-25, Action 7.1 (Family Engagement Liaison), while implemented as planned in purpose, was not fully implemented over time due to hiring challenges.

As discussed above, a key challenge for both LCFF Equity Multiplier-related goals is the uncertainty year-to-year of the funding model. Schools will need to continue implementing actions with the knowledge that any positions or programs funded through this structure have the potential to be discontinued with a relatively modest decrease in non-stability rate. This challenge will likely persist as long as the current eligibility and funding structure remain in place.

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.

Actions with a material difference between budgeted expenditures and estimated actual expenditures included:

7.1 (Family Engagement Liaison)

This action was implemented as planned, with a delay in the hiring of the family engagement liaison. With the position filled mid-way through the year, not all funds were expended as planned.

7.2 (Activities Director)

This action was implemented as planned, with the hiring of an Activities Director. The actual costs associated with hiring of the employee funded in this position were less than what had been projected based on the step and column costs of the individual.

7.3 (Restorative Learning Lab (Planning Year))

Planning and exploration did occur as intended for this action, though the determination mid-way through the year was to refocus Restorative Practice and Restorative Justice efforts into other areas. The plans to launch a full Restorative Learning Lab are not moving forward as planned and consequently the full costs associated with initial launch of this effort were not realized in preparing for 2025-26.

7.5 (Diversity, Equity, and Inclusion Administrator)

This action was implemented as planned, with the hiring of a 1.0 FTE Principal on Special Assignment (POSA) who served as the Diversity, Equity, and Inclusion Administrator. The actual costs associated with hiring of the employee funded in this position were near, but slightly less than what had been projected based on the step and column costs of the individual.

7.6 (Additional District Support for Equity Multiplier Schools)

This action was implemented as planned, with additional district resources in the form of a Safety and Climate Liaison and data supports provided to the sites. This action is aligned to action 7.6 and, when taken together, there was not a material difference in expenditures from projections to estimated actuals. The material difference reported for each reflects the fact that the proportional amounts for each action were re-balanced after initial projections were made. Overall, there is less than a 10% variance when the two actions are considered together.

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

7.1 (Family Engagement Liaison)

This action was effective in making progress toward the overall goal, specifically in increasing the level and range of supports available to family members at school and beyond. The Family Engagement Liaison was hired mid-year and provided services throughout the spring. Key responsibilities of the Family Engagement Liaison include working with focal families to identify barriers and support improvement attendance, supporting the English Learner Advisory Committee, and providing other direct support to families and scholars.

7.2 (Activities Director)

This action was effective in making progress toward the overall goal, specifically in expanding the quantity and quality of intentional student engagement activities. The Activities Director implemented a range of supports and events including the Where Everybody Belongs (WEB) Leadership Program, Fall Festival, Dances, and multicultural night. The Activities Director also managed and implemented the weekly eSports sessions that incorporate Social Emotional Learning themes such as sportsmanship. This program had 20 enrollees. The Activities Director also acts as the site coordinator for PBIS (Positive Behavioral Interventions and Supports) which includes implementation of support and incentive systems schoolwide.

7.3 (Restorative Learning Lab (Planning Year))

This action was effective in making progress toward the district's overall interest in implementing a restorative learning lab model. During the fall a timeline was created to track and monitor planning work. A site team was created for NMS and this team was trained in how to conduct Empathy Interviews. Empathy Interviews were being conducted at NMS to gather more data from students who would be potential participants in the program. Additionally, a Restorative Justice consultant visited NMS to provide input into program development. Ultimately, the decision was made to pivot from full implementation of a Restorative Learning Lab to embedding Restorative Practices and other related supports into the school as a whole.

7.4 (Ongoing Classroom Management through Restorative Practices Professional Development)

This action was effective in making progress toward the overall goal, specifically in providing high-quality professional development in an area identified as a key need for the site. Professional development was provided by Leverage Learning to support improved classroom management through restorative practices. Additionally, NMS piloted the use of Yondr pouches for cell phones to eliminate distractions and classroom behaviors connected to use of phones in class.

7.5 (Diversity, Equity, and Inclusion Administrator)

This action was effective in making progress toward the overall goal, specifically in building an office in the district focused explicitly on Diversity, Equity, and Inclusion and focusing much of the initial work at Equity Multiplier-identified schools. The DEI Administrator position has led the establishment of the new district Office of Equity and Excellence (E2). This office is leading DEI efforts districtwide, with a particular focus on the work at Equity Multiplier schools and the issues that face sites, students, and families with historically disproportionate outcomes. This includes intentional work to identify barriers that result from bias or systemic structures and collaborative development of solutions to remove those barriers. Fall efforts have included direct support to sites to engage in community outreach, needs assessments, and development of structures that establish sustainable systems of support for students and families. The DEI administrator has also developed presentations for the board, met directly with community groups, and is facilitating a district DEI Change Management Workgroup.

7.6 (Additional District Support for Equity Multiplier Schools)

This action was effective in making progress toward the overall goal, specifically in building out tools and specific support systems for schools to use data more effectively. Additional district support has included, but is not limited to, a range of data supports for sites to engage in more intentional needs assessments to identify which students need support and how to monitor their ongoing progress. One example of this from the fall is the development of an Early Warning System dashboard and related tools to help sites review a range of data across various outcomes for a given student or group of students quickly and in real-time. Other supports that are being provided to sites include tools to summarize and review academic data such as i-Ready diagnostic results and district writing assessment results. District staff are also working to provide direct support to sites in identification and support for students in afterschool programs.

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.

Both Natomas Middle School and Discovery High School will once again be eligible for LCFF Equity Multiplier funding in 2025-26. There are a few changes to the actions and metrics in this goal, though the overall intent is to stay the course in implementation of key actions to reduce overall non-stability and improve outcomes as reported on the California School Dashboard. A summary of the changes to actions and metrics in this goal area are shared below:

Changes to Actions

- Action 7.03 (Restorative Learning Lab): This action will not be implemented during 2025-26.
- Action 7.04 (Ongoing Classroom Management through restorative practices PD): This action will not be implemented during the 2025-26 school year within this goal.

- Action 7.06 (Additional District Support): This action will be expanded to include additional campus safety staffing for Natomas Middle School.

New Actions

- 7.07 (Additional professional development aligned to the instructional framework): Natomas Middle School will provide additional professional development to support more effective use of personalized instruction in Math and English Language Arts (ELA) within the i-Ready platform and professional development to support delivery of high-quality first instruction in Math and Literacy.

Changes to Metrics

- Metrics 7.1 to 7.5 have been updated to reflect any additional student groups in which the schools demonstrated the lowest level of performance on the most recent Dashboard. This includes reporting the results for those student groups in the 'Year 1' column, adding their 2023 Dashboard results in the relevant indicators to the 'Baseline' column, and reporting a current difference from baseline.
- Metrics 7.7 (English Learner Progress) has been added as a new metric to reflect dashboard performance for NMS on the 2024 dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Family Engagement Liaison	Provide liaison services between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement information and educational programs with families and educators to benefit student academic success through the practice of family and community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and academic success of all students.	\$105,210.00	No
7.2	Activities Director	Coordinate a wide range of school-based extra and co-curricular activities to increase student engagement and promote positive campus culture and climate.	\$87,938.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	Restorative Learning Lab (Planning Year)	Engage the NMS team in development of an in-district learning lab that supports students needing other means of correction where students and staff can reflect, build relationships, and build skills to heal the effects of harm and trauma that may impeded learning. Provide a space for academic intervention and enrichment and create a community centered space focused on shared responsibility for student success. (This action will not be implemented during 2025-26)	\$0.00	No
7.4	Ongoing Classroom Management through restorative practices professional development	Provide additional professional development for staff to implement effective restorative practices across the Natomas Middle School campus. (This action will not be implemented during 2025-26)	\$0.00	No
7.5	Diversity, Equity, Inclusion Administrator	This position will support the district's broader efforts to implement the Diversity, Equity, and Inclusion priorities within the district's goals.	\$102,064.00	No
7.6	Additional District Support for Equity Multiplier Schools	Provides partial funding for additional district positions, including a safety liaison to provide coverage during after hours, staff in Research and Data who will support Equity Multiplier School sites, and funds to support crossing guard hours. This support will include ongoing needs assessment and data reporting, additional support to address the range of issues associated with high non-stability rates, and access to safety liaison staff in the evenings and other off-hours.	\$157,121.00	No
7.7	Additional Professional Development Aligned to District Goal 1	Schools will provide additional professional development to support high quality first instruction and tiered academic supports in alignment with Goal 1.	\$89,548.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$27,547,081	\$2529245

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.897%	0.581%	\$688,361.31	23.478%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: AP/IB Supports Need: Increase the number of unduplicated students who enroll in AP/IB courses, take the associated end of course exam, and successfully pass one or more exams. Evidence of need includes: 2024-25 AP/IB Enrollment (36% for all students vs. 30% for Low Income and 12% for ELs), 2023-24 AP/IB	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. Providing these supports at an LEA-wide level supports NUSD's value of open-access to advanced coursework, particularly for student groups who are less represented historically in AP/IB, and creates a College and Career pathway without any family financial barriers associated	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).

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
	Test Taking Rate (32% for all students vs. 26% for Low Income and 13% for ELs), and 2023-24 AP/IB Test Pass Rate (45% for all students vs. 36% for Low Income and 16% for ELs). Scope: LEA-wide	with supplemental AP/IB tutoring and other academic supports.	
1.2	Action: AP/IB Exam Fees Need: Eliminate financial barriers associated with AP/IB Exam fees and increase the number of unduplicated students who take one or more AP/IB exams. Evidence of need includes: 2023-24 AP/IB Test Taking Rate (32% for all students vs. 26% for Low Income and 13% for ELs), and 2023-24 AP/IB Test Pass Rate (45% for all students vs. 36% for Low Income and 16% for ELs). Scope: LEA-wide	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. Paying for AP/IB Exam Fees on an LEA-wide level supports NUSD's value of open-access to rigorous academic options and eliminates financial barriers, whether disclosed by a student/family or not. In addition, successful passage of AP/IB exams can reduce college tuition costs for families of unduplicated students.	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.3	Action: Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action) Need: Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of	Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. NUSD invested in increased instructional minutes and	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need includes: 2024 ELA CAASPP Achievement (35.3% proficiency for all students vs. 26.8% for Low Income and 9.1% for EL) and 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 7.1% for EL) Scope: LEA-wide	collaboration time which ensures that teachers have more time to work together to improve student learning and students have more time learning together with their teacher during the school day. While this is implemented on an LEA-wide level, it is particularly important to low-income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the increased instructional minutes for unduplicated students, dedicated teacher collaboration time was also increased to promote staff to know students by name and by need, to analyze student data to provide targeted instruction and support, and to impact academic achievement, attendance, engagement, and connectedness. More time with teachers and peers impacts academic growth for unduplicated students and language acquisition opportunities for English Learner students.	Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.8	Action: School site supplemental programs and services Need: Improve unduplicated student outcomes on California School Dashboard indicators districtwide. Evidence of needs includes: A review of NUSD's student group report for 2023 on the Dashboard showed that English Learners were RED in both Math and ELA, while all students were Orange for both. Homeless Youth were RED for Chronic Absenteeism, while all students were Orange. Socioeconomically Disadvantaged students were RED for Suspension Rate, while all students were Orange. Deeper analysis of	Providing school sites funding to implement approved supplemental programs, services, and related supplies impacts unduplicated students' academic success as well as promotes school connectedness through additional staff support, engagement activities such as assemblies, site-level PD, parent engagement events, etc. These funds can support cross-curricular activities and supports. Examples of how school site actions might target support for unduplicated students include supplemental materials and support for English Learners, additional professional development for staff in areas such as Trauma Informed Practices, and additional math or literacy intervention based on identified needs.	California School Dashboard Indicators included within the LCAP: Graduation Rate (Metric 1.1), English Learner Progress Indicator (Metric 1.13), Academic (ELA and Math) Indicator (Metrics 1.6 and 1.7), College and Career Indicator (Metric 1.24), Suspension Rate (Metric 2.3) and Chronic Absenteeism Rate (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
	specific outcomes reveal gaps in performance for unduplicated students relative to the 'All students' results across the Dashboard metrics. 2024 Dashboard results improved in some areas, though significant gaps remain. English Learners, Long-Term English Learners, and Homeless Youth are all RED in both ELA and Math, while all students are ORANGE. Scope: LEA-wide		
1.9	Action: Layered Academic and Social Emotional Support Need: Improve unduplicated student academic and behavioral outcomes, in particular students in need of Tier 2 and 3 support. Evidence of need includes: As measured by i-Ready Diagnostics in Spring 2024-25, 39% of all K-8 students were at or above grade level in Reading vs. 19% of ELs and 32% of Low Income students. 31% of all K-8 students were at or above grade level for Math vs. 17% of ELs and 24% of Low Income students. Scope: LEA-wide	NUSD's recent performance on Dashboard Indicators and local measures indicates a significant need for Tier 2 and 3 supports on an LEA-wide level, and in particular for unduplicated students. Implementing a districtwide Multi Tiered System of Supports (MTSS) will promote a more efficient and effective delivery of targeted support that addresses each student's individual needs.	Percentage of students who are at or above grade level in core content areas as measured by the district's Math and ELA Diagnostics (Metrics 1.17 through 1.20) and key behavioral/engagement metrics including Suspension Rate (Metric 2.3) and Attendance Rate (Metric 2.6). Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
1.12	Action: Professional Development that Supports ELA and Math Instruction	This action is being provided on an LEA-wide basis as a key lever to strengthen the district's Tier 1 instructional program for all students and	ELA CAASPP Achievement (Metric 1.6), Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need includes: 2024 ELA CAASPP Achievement (35.3% proficiency for all students vs. 26.8% for Low Income and 9.1% for EL) and 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 7.1% for EL) Scope: LEA-wide	strategically implement Tier 2 and 3 supports, critical steps in supporting unduplicated students to achieve on-grade level proficiency or make-up ground if they are below grade-level. Professional development supports for both classroom instructors and administrators to implement high-quality first instruction, use Professional Learning Communities effectively, maximize the impact of formative feedback, and engage data-based decision-making will all be key efforts within this action. The additional instructional team capacity brought by a Coordinator and TOSAs will also expand the on-site coaching provided to staff within the school day.	Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.13	Action: College Access Supports Need: Increase the percentage of all students, and in particular unduplicated students, applying to 4-year college and matriculating to 4-year college. Evidence of need includes: Percentage of Class of 2024 matriculating to a UC/CSU Campus (25.9% for all students, 21.7% for Low Income students, 15.4% for English Learners, 16.3% for Homeless Youth) Scope: LEA-wide	This action is being provided districtwide to eliminate any real or perceived financial barrier for students/families to apply to a minimum of one California State University (CSU) and one University of California (UC) campus. Students eligible for fee waivers can still use this opportunity to apply to an additional campus, increasing the total number of programs to which they might gain acceptance and identify a school that matches their needs into which they can matriculate.	Metric 1.28 (Number of seniors (not including DHS) accessing NUSD College Application Fee Funding (UC and CSU)) and percentage of students matriculating into a UC/CSU campus in the year following high school graduation.
1.15	Action: System of Assessments Need:	This action is being provided on an LEA-wide basis as a key lever to strengthen the district's Tier 1 instructional program for all students and strategically implement Tier 2 and 3 supports,	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need includes: 2024 ELA CAASPP Achievement (35.3% proficiency for all students vs. 26.8% for Low Income and 9.1% for EL) and 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 7.1% for EL) Scope: LEA-wide	critical steps in supporting unduplicated students to achieve on-grade level or make up ground if they are below grade-level. Ensuring that staff have regular access to math and reading diagnostic data as well as the personalized learning supports that come with i-Ready and IXL is one of the district's key efforts to address performance gaps between unduplicated students and their non-unduplicated peers. The addition of an Early Reading Screener is an important step to identifying reading needs in students as early as possible so that those needs can be addressed. This is particularly critical for students who may not have had access to early childhood education or other resources in which reading difficulties may have been identified.	ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.16	Action: Elementary AVID Support Need: Additional instructional support for Elementary School AVID implementation to strengthen instructional practices that will in turn improve student achievement, particularly for unduplicated students. Evidence for this need includes: 2024 ELA CAASPP Achievement (35.3% proficiency for all students vs. 26.8% for Low Income and 9.1% for EL) and 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 7.1% for EL) Scope: Schoolwide	AVID (Advancement Via Individual Determination) that provides a variety of classroom activities, lesson plans, and professional learning, on a schoolwide level, that support improved classroom instruction for all, and in particular for unduplicated students. The AVID Elementary program reinforces academic behaviors and higher-level thinking from an early age. This is intended to create a ripple effect in the later grades, building habits and skills for success in middle school, high school, and college. These foundational habits and skills are particularly important for unduplicated students to close existing gaps in performance and accelerate growth to close gaps.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).

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
1.17	Action: College and Career Supports Need: Increase graduation rates and University of California (UC) a-g eligibility rates for unduplicated students. Evidence of need includes: NUSD's 2023-24 four-year graduation rate was 94.0% for all students vs. 81.9% for ELs and 93.0% for Low Income students. NUSD's 2023-24 UC a-g completion rate was 57.3% for all students vs. 44.9% for English Learners and 49.5% for Low Income students. Scope: Schoolwide	NUSD has taken a number of actions to provide services that will support unduplicated students to stay in school on target to graduate and to be prepared for college and careers. In this action, NUSD will continue to invest additional resources for school counseling and College & Career Specialists to all students at high schools schoolwide, with the particular intent to support low-income students who are also Hispanic/Latino and/or Black/African American to increase graduation rates, decrease dropout rates, and improve UC a-g completion rates at our high schools.	High School Graduation Rate (Metric 1.1), UC a-g Completion Rate (Metric 1.3), 11th Grade a-g Completion Rate (Metric 1.2), and High School Dropout Rate (Metric 2.1): Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
1.18	Action: Secondary Summer School Need: Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of need includes: NUSD's 2023-24 four-year graduation rate was 94.0% for all students vs. 81.9% for ELs and 93.0% for Low Income students. NUSD's 2023-24 high school dropout rate was 1.8% for all students vs. 4.9% for English Learners and 1.9% for Low Income students. Scope: LEA-wide	NUSD has taken a number of actions to provide services that will support unduplicated students to stay on target to graduate and to be prepared for college and career. In this action, summer school programs provide support for students to get back on-track for graduation and UC/CSU a-g credit recovery opportunities. While summer school opportunities are open to all students across high schools and middle schools, this is particularly important for unduplicated students who are more likely to need credit recovery options to stay in school and be on target to graduate.	High School Graduation Rate (Metric 1.1), UC a-g Completion Rate (Metric 1.3), 11th Grade a-g Completion Rate (Metric 1.2), and High School Dropout Rate (Metric 2.1): Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).

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
1.19	Action: AP Capstone Program Need: Increase the number of unduplicated students who enroll in AP/IB courses, take the associated end of course exam, and successfully pass one or more exams. Evidence of need includes: 2024-25 AP/IB Enrollment (36% for all students vs. 30% for Low Income and 12% for ELs), 2023-24 AP/IB Test Taking Rate (32% for all students vs. 26% for Low Income and 13% for ELs), and 2023-24 AP/IB Test Pass Rate (45% for all students vs. 36% for Low Income and 16% for ELs). Scope: Schoolwide	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. The AP Capstone Program at Natomas High School serves a high number of unduplicated students in a rigorous, college preparatory program. This schoolwide program is particularly important for the high number of unduplicated students at Natomas High School who can specifically benefit from open access to a rigorous college-ready program as they prepare for graduation, college, and career.	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all three metrics are part of NUSD's annual District Progress Report (DPR).
1.20	Action: Secondary Math Supports Need: Improve secondary school math outcomes, particularly at the comprehensive high schools for unduplicated students in grades 9-12. Evidence of this need includes: 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 7.1% for EL) Scope: Schoolwide	This action will support implementation of 'Building Thinking Classrooms' instructional strategies across 9-12 classrooms at the comprehensive high schools. Staff at Inderkum High School have been collaboratively piloting this work, which focuses on 14 key instructional practices that create the conditions for learner-centered, student-owned deep mathematical thinking and learning. While a critical instructional improvement for all secondary math classrooms districtwide, this form of instruction is particularly important to supporting unduplicated student achievement in alignment to ongoing literacy, ELD, and other efforts. Students spend a larger proportion of their mathematics learning time engaging with others in shared problem solving based in academic discussion,	Math CAASPP Achievement (Metric 1.7), Math CAASPP Improvement (Metric 1.9), and number of classrooms implementing instructional practices from Building Thinking Classrooms.

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
		explaining their thinking, and moving beyond the initial level of rote memorization.	
1.21	Action: High School Graduation Supports (Credit Recovery) Need: Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of need includes: NUSD's 2023-24 four-year graduation rate was 94.0% for all students vs. 81.9% for ELs and 93.0% for Low Income students. NUSD's 2023-24 high school dropout rate was 1.8% for all students vs. 4.9% for English Learners and 1.9% for Low Income students. Scope: Schoolwide	NUSD has taken a number of actions to provide services that will support unduplicated students to stay in school and on target to graduate and to be prepared for college and career. In this action, NUSD will continue to provide open access to all students districtwide who may require alternative credit recovery options to complete high school or a-g requirements. NUSD has invested in an online curriculum platform to provide a credit recovery program and credit recovery options during summer school. This is particularly important for unduplicated students who are more likely to need credit recovery options to stay in school and be on target to graduate.	High School Graduation Rate (Metric 1.1), UC a-g Completion Rate (Metric 1.3), 11th Grade a-g Completion Rate (Metric 1.2), and High School Dropout Rate (Metric 2.1): Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
2.2	Action: Chronic Absenteeism Interventions Need: Address chronic absenteeism, particularly for students who have a significant number of absences and those students who are in need of additional supports. Evidence of this need includes: Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students) Scope: LEA-wide	This action is being provided districtwide to ensure that tiered attendance supports are in place for students to proactively address issues that might negatively impact attendance in school and therefore, lead to loss of instructional time. This is particularly important for unduplicated students, as they can often experience less access to supports outside of school. Particular attention will be placed on Foster Youth, ELs, Low Income, Black/African American, and Hispanic/Latino students.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (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
2.3	Action: Promise Program/Community Day School Need: Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of needs includes: NUSD's 2023-24 four-year graduation rate was 94.0% for all students vs. 93.0% for Low Income students and 88.3% for Homeless Youth). NUSD's 2023-24 high school dropout rate was 1.8% for all students vs. 1.9% for Low Income students and 2.9% for Homeless Youth). Scope: LEA-wide	NUSD will continue the Promise Program/Community Day School that provides intensive support for students struggling in traditional school settings. The intensive support is intended to help get students, in particular unduplicated students, back on track to return to the traditional school settings when prepared and ready. Most of the students enrolled in the Promise Program are attending as a condition of meeting their re-admittance requirements following expulsion from school. These students frequently demonstrate a range of needs beyond the specific behavior that led to expulsion. These needs can include, but are not limited to, disengagement, trauma, and/or excessive absences.	High School Graduation Rate (Metric 1.1) and High School Dropout Rate (Metric 2.1). Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
2.6	Action: Increased Health Assistants Need: Address health issues that impact attendance in order to decrease chronic absenteeism rates, particularly for unduplicated students. Evidence of this need includes: Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students) Scope: LEA-wide	This action is being provided districtwide to ensure that health supports are in place for students to proactively address issues that might negatively impact attendance in school and therefore, lead to loss of instructional time. This is particularly important for unduplicated students, as they can often experience less access to health services outside of school. Particular attention will be placed on Foster Youth, EL, Low Income, Black/African American, and Hispanic/Latino students. Health Assistants are also tasked with following up on student attendance concerns that may help prevent chronic absenteeism related to health reasons.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).
2.7	Action: Increased Psychologists Need:	This action is in alignment with Action 1.9 (Layered academic and social emotional supports) and also places a particular focus on unduplicated students to increase achievement, social-emotional	Attendance Rate (Metric 2.6), Chronic Absenteeism Rate (Metric 2.2), and Student Perceptions 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
	Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include: Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students) Scope: LEA-wide	outcomes, and progress toward graduation/college/career. NUSD continues to provide funding for a Psychologist at every school to ensure that access to this important form of support is available districtwide. This is particularly important to support low income students to make sure they have access to basic health and wellness support to be ready to learn each day.	Connectedness to school (Metric 3.2).
2.9	Action: Social Workers for SES Need: Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include: Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students) and Suspension Rates 2022-23 (7.7% for all students vs. 9.6% for Low Income students and 13.0% for Homeless Youth). Scope: LEA-wide	This action will continue to provide additional wellness supports districtwide, across all schools, with social workers based at NUSD school sites to intentionally focus on unduplicated students. This is particularly important for unduplicated students, as they can often experience less access to wellness and social-emotional support services outside of school.	Attendance Rate (Metric 2.6), Chronic Absenteeism Rate (Metric 2.2), Suspension Rate (Metric 2.3), and Student Perceptions of Connectedness to school (Metric 3.2).
2.11	Action: Homelessness Tutoring and Supports Need: Youth and families experiencing homelessness face a range of challenges that	Additional academic support, in particular access to individual or small group tutoring, is a key lever to improve academic success and, in the case of students who are behind grade-level, to make progress towards getting back on track. This action is being provided on an LEA-wide basis to	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	can impact their academic progress and success. Providing additional tutoring supports for this student group is a critical need. Evidence of this need include: 2024 ELA CAASPP Achievement (35.3% proficiency for all students vs. 26.8% for Low Income and 17.5% for HY) and 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 9.1% for HY). Scope: LEA-wide	all students who are dealing with issues of homelessness or other unhoused situations.	Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
2.12	Action: Continue Expanded Health and Wellness Supports Need: Address health and wellness needs, in particular for unduplicated students, to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include: Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students). Scope: LEA-wide	NUSD will continue to provide a mobile health clinic that brings health and wellness services to families and students LEA-wide and throughout the community. This is particularly important for unduplicated students, as they can often experience less access to health services outside of school. Decisions about the deployment of the mobile health clinic over time are guided by needs assessments to determine which school sites/communities have the greatest needs.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).
2.13	Action: Additional Mental Health Supports Need:	This action will increase the district's capacity to supports site with student behavioral needs. This will help expand the overall support structure in place to provide additional wellness supports and	Attendance Rate (Metric 2.6), Chronic Absenteeism Rate (Metric 2.2), Suspension Rate (Metric

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
	Address behavioral needs and provide mental health supports for unduplicated students to decrease suspensions, decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include: Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students) and Suspension Rates 2022-23 (7.7% for all students vs. 9.6% for Low Income students and 13.0% for Homeless Youth). Scope: LEA-wide	improve connectedness districtwide. This is particularly important for unduplicated students, as they can often experience less access to wellness and social-emotional support services outside of school.	2.3), and Student Perceptions of Connectedness to school (Metric 3.2).
3.1	Action: Student Voices Need: Provide opportunities for students to share their experiences and perspectives to support continuous improvement and Increase student connectedness to school, which in turn can promote higher attendance. Evidence of these needs include: Rates of positive student perception of connectedness (87% for all students vs. 73% for Foster Youth and 86% for Low Income Students) and Chronic Absenteeism Rates for 2023-24: (24.2% for all students vs. 29.5% for Low Income students) Scope: LEA-wide	This action provides all students, with a particular focus on unduplicated students, opportunities to share their experiences and perspectives with staff to support ongoing district improvement. Included are events at school sites to seek student input as well as the ongoing support for a Student Voices Advisory Committee that meets directly with the Superintendent and other district staff to provide input on district planning and initiatives.	Annual student social-emotional health survey (Metrics 3.1 and 3.2) which includes questions assessing student perceptions of safety and connectedness. Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (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
3.2	Action: Elementary and Middle School Sports Need: Increase student engagement in school and overall connectedness, particularly for unduplicated students. Evidence for this need includes: In 2023-24, 36% of all elementary and middle school students participated in sports. This rate was lower for English Learners (27%) and for Low Income students (34%). Scope: Schoolwide	NUSD continues to provide resources for music and athletics on a schoolwide basis to ensure all students have the opportunity to participate in extracurricular activities. In addition, NUSD invested in the expansion of music classes with additional instructors to provide students with more opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness.	Participation in Elementary and Middle School Sports (Metric 3.4)
3.7	Action: Implement the Improve Your Tomorrow (IYT) Program Need: Increase student engagement in school, attendance, and overall connectedness, particularly for unduplicated students, in support of increased college and career readiness. Evidence for this need includes: A-G completion rate for graduating seniors (57.3% for all students vs. 49.5% for Low Income students) and Chronic Absenteeism Rates for 2023-24: (24.2% for all students vs. 29.5% for Low Income students) Scope: Schoolwide	NUSD continues to provide high quality mentorship opportunities that, while available on a schoolwide basis, are particularly targeted at unduplicated students, as they can have less access to similar resources outside of school. Improve Your Tomorrow is a program that provides specific support to students in the area of college and career readiness/preparation, a key support for students that may be the first in their families to attend and/or graduate from college. This program is implemented at Inderkum High School, Natomas High School, Discovery High School, Natomas Middle School, and Jefferson School.	A-G Completion Rate (Metric 1.3), Chronic Absenteeism (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
3.9	Action: Safety and Safe Schools Department to support Safety and Connectedness Need: Increase student connectedness and decrease suspension rates, in particular for unduplicated students. Evidence of need includes: Suspension Rates 2023-24 (7.7% for all students vs. 9.6% for Low Income students, 20.3% for Foster Youth and 13.0% for Homeless Youth). Scope: LEA-wide	This action is being provided districtwide as a layer of support to proactively address issues of student safety and campus culture and climate. Safety and Safe Schools includes Climate and Safety Liaisons that build relationships with students and staff, monitoring and implementation of district safety plans, improvements in campus safety infrastructure and logistics, and rapid response to safety incidents on campus. Staff members from Safety and Safe Schools also support nighttime events and conduct home visits as needed. These efforts are all intended to minimize missed class time due to unsafe situations or consequences stemming from such situations. This is particularly important for unduplicated student groups, who can benefit from maximizing instructional time to address performance gaps.	Suspension Rate (Metric 2.3), Attendance Rate (Metric 2.6), and Student Perceptions of Connectedness to school (Metric 3.2).
3.10	Action: Music Education Supports Need: Increase the percentage of unduplicated students participating in Music Education. Evidence of need includes Fall 2024 District Progress Report results for participation in VAPA (56% for all students, 44% for Foster Youth, 57% for Low Income and 50% for English Learners). Scope: Schoolwide	NUSD continues to provide resources for music and athletics on a schoolwide basis to ensure all students have the opportunity to participate in extracurricular activities. In addition, NUSD invested in the expansion of music classes with additional instructors to provide students with more opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness.	VAPA Participation Rate (Metric 3.3)
4.3	Action: Student Information System and the Parent Portal	NUSD maintains a student information system to increase data accuracy to ensure students with the greatest need could be identified and supported.	Percentage of students with 1 or more parents/guardians with a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Increase parent/guardian access to student outcomes and other information, in particular for parents/guardians of unduplicated students. Evidence of need includes Percentage of students with one or more parents/guardians with a parent portal account in the Student Information System (Infinite Campus): For 2024-25, 82% for all students, 67% for English Learners, 74% for Homeless Youth, and 60% for Foster Youth. Scope: LEA-wide	Additionally, this system allows parents to access student grades and attendance to enable families, especially families of poverty, to monitor their children's progress. Using technology is an important tool for all families, but can be especially useful for families of poverty. For example, if a parent/guardian works untraditional hours they may have less time to meet with their student's teachers to monitor grades, attendance and progress toward graduation. These apps remove the requirement for real-time or face-to-face engagement between families and school staff by alerting families when their students may be off track on these important measures of success.	parent portal account in the Student Information System (Infinite campus) (Metric 4.5)
4.5	Action: Constituent and Customer Services (CCS) Need: Open access for all parents/guardians, in particular those of unduplicated students, to district staff dedicated to hearing, understanding, and responding to their needs. Evidence of need includes the use of LanguageLink services, which from July 2024 to December 2024 included 264 unique uses in 18 different languages. Scope: LEA-wide	NUSD will maintain LEA-wide access to the Constituent and Customer Services Department which responds to concerns and requests from parents, employees, and community members. This is an important tool for ensuring our schools, staff, and departments provide high-quality customer service to students, staff, and families. In the absence of such a department, it is possible for the needs of some families, particularly low-income families and families of English Learner students, to have unmet needs or information. This service also includes a 24/7 answering service to provide emergency support.	Number of LanguageLink uses (Metric 4.8) and Number of individuals served by Constituent and Customer Services Department (Metric 4.12)
4.7	Action: Communications and Family Engagement (CAFE) Department	Strategic engagement of families of targeted groups will continue through the Community and Family Engagement (CAFE) Department. CAFE	Number of diverse group engagement activities by school site (Metric 4.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Increase the overall engagement of parents/guardians with the district, in particular at school sites and especially for parents/guardians of unduplicated students. Evidence of need includes the number of diverse engagement activities per school site (1 per site in 2023-24). Scope: LEA-wide	will provide and expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making. While CAFE activities will be implemented on an LEA-wide basis, they are frequently targeted particularly at unduplicated students and families. Parent engagement in student learning is a key predictor of student success, and research demonstrates that Foster Youth and students from Low Income and EL families have parents with lower rates of engagement and participation.	
4.10	Action: Multilingual Family Engagement application (ParentSquare) Need: Provide all parents/guardians, and in particular parents/guardians whose home language is a language other than English, consistent and frequent communications from district and schools. Evidence of need includes: Number of students whose home language is other than English (3,604 as of April 2025) Scope: LEA-wide	Strategic engagement of families of targeted groups will continue through the Community and Family Engagement (CAFE) Department. While CAFE activities will be implemented on an LEA-wide basis, they are frequently targeted particularly at unduplicated students and families. In this action, CAFE will utilize the district communication platform (Parent Square) to provide parents/guardians whose home language is other than English full access to the array of district communications that are sent out on a regular basis.	Number of parents/guardians with active ParentSquare accounts (Metric 4.10)
4.11	Action: Welcome Center Need: Increase the level of support and access for parents/guardians, in particular	Provide all parents/guardians LEA-wide, and in particular parents/guardians of unduplicated students, a one-stop point of access for enrollment support, health services, nutrition services, technology needs, and other key resources to support student health, well-being, and full access	Number of families accessing Welcome Center services (Metric 4.14)

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
	parents/guardians of unduplicated students, to important student services. NUSD experiences a high-demand for enrollment support overall, support for families who speak a language other than English, and overall Chronic Absenteeism. Evidence of this need includes the district's non-stability rate of 16.4%, which is significantly higher than the statewide rate (8.8%) and county rate (12.3%), the number of students whose home language is other than English (3,604 as of April 2025), and Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students). Scope: LEA-wide	to educational services. This is particularly important to support low income and other unduplicated student groups to make sure they have access to basic health, wellness, nutrition and other supports to be ready to learn each day. The Welcome Center will include language support services for families whose home language is other than English, direct support for Foster and Homeless Youth and families, Attendance support services, and an array of other district supports.	
5.2	Action: Professional Development to Support Diversity, Equity, and Inclusion Need: Evidence of these needs include: Rates of positive student perception of connectedness (87% for all students vs. 73% for Foster Youth and 86% for Low Income Students), Chronic Absenteeism Rates for 2023-24 (24.2% for all students vs. 29.5% for Low Income students), and Suspension Rates for 2023-24 (7.7% for all students vs. 9.6% for Low Income Students). Scope: LEA-wide	This action provides district wide training in the area of Diversity, Equity, and Inclusion, which is a key area of professional development needed to expand staff capacity to address the wide range of student needs and life experiences that come from a district as diverse as NUSD. Through providing training in areas such as Anti-Racist/Anti-Bias Training, Culturally Responsive Pedagogy, and Classroom Management, school and classroom practices can support improved connectedness which can in turn lead to increased attendance and decreased disciplinary outcomes such as suspension.	Annual student social-emotional health survey (Metrics 3.1 and 3.2), Attendance Rate (Metric 2.6), Suspension Rate (Metric 2.3), and Chronic Absenteeism Rate (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
5.4	Action: Increased Salaries and Instructional Minutes Need: Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need includes: 2024 ELA CAASPP Achievement (35.3% proficiency for all students vs. 26.8% for Low Income and 9.1% for EL) and 2024 Math CAASPP (23.1% proficiency for all students vs. 15.7% for Low Income and 7.1% for EL) Scope: LEA-wide	(Note: This action is aligned to Action 1.3) Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. NUSD invested in increased instructional minutes and collaboration time which ensures that teachers have more time to work together to improve student learning and students have more time learning together with their teacher during the school day. This is particularly important to low-income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the increased instructional minutes for unduplicated students, dedicated teacher collaboration time was also increased to promote staff knowing students by name by need, analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. More time with teachers and peers impacts academic growth for unduplicated students and language acquisition opportunities for English Learner students.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
5.8	Action: Diversity Recruitment Program Need: Increase the alignment between NUSD's teacher workforce and the diversity of the	NUSD is continuing targeted recruitment efforts to respond to the teacher shortage and to recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and exemplary. NUSD is recruiting teacher candidates from across the state and country with experience supporting	Percentage of NUSD teaching staff from a diverse background (Metric 5.4)

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
	district's student population. Evidence of this need includes the Percentage of NUSD teaching staff from a diverse (non-white) background (38.5% in 2024-25) relative to the percentage of the student population from a diverse background (88.4% as of Fall 2024 CALPADS reporting). Scope: LEA-wide	diverse student populations and increasing the diversity of our staff to mirror our student demographics as much as possible. NUSD is also innovating to support exemplary teacher candidates who would support the diversity of our community and serve as a pipeline for hard-to-fill subject areas by providing up to 80% of the one-year costs for their teaching credential program. They also will receive a \$500 monthly allowance if they live within NUSD boundaries while earning a credential. Additional financial support will be provided to encourage diversity and to recruit in hard-to-fill subject areas.	
5.9	Action: Aspiring Leaders Program Need: Build a strong pipeline for school and district leaders who are skilled at supporting unduplicated students and families. Evidence of this need includes the annual turnover of administrators (Principals, Assistant Principals, and other) on an annual basis. For 2024-25, 9 total participants (3 in the year 1 county program and 6 in the year 2 NUSD program) are participating in the Aspiring Leaders Program. Scope: LEA-wide	NUSD is continuing targeted recruitment efforts to recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and exemplary. The district will continue the Aspiring Leaders Program to respond to the need for future leaders who are skilled at supporting our unduplicated students academically with social-emotional supports. This program supports current teaching staff and other staff who are considering or currently engaged in Administrator training. Support includes regular meetings with professional development and opportunities to engage with current district administrative staff.	Number of participants in Aspiring Leaders Program (Metric 4.13)

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
1.5	Action: English Learner Supports Need: Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need includes: 2024 Dashboard performance was Green based on an increase of 2% over the prior year, but the overall rate was 46.1%, indicating an ongoing need to improve. Additionally, Long Term English Learners were Orange, based on an overall percentage of 44.5% and a year-over-year decline of -2.2%. Scope: Limited to Unduplicated Student Group(s)	NUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and language redesignation. This work will be in alignment with the English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. Professional development to support language acquisition will continue to be a focus. Designated ELD instruction during WIN (Whatever I Need) time at elementary schools, designated ELD Courses (middle and high school), designated cluster models, and integrated ELD in all subject areas will continue. In addition, there will be an increased focus on Long Term English Learners (LTEs) in the cluster models and within Integrated ELD in all content areas.	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and English Learner-specific performance on ELA CAASPP (Metric 1.6), Math CAASPP (Metric 1.7), and Percentage of Ever-ELs that have been ELs for 6+ years (Metric 1.26).
2.1	Action: Foster Youth Supports (Staffing) Need: Improve outcomes for Foster Youth, particularly in areas where they are disproportionately low relative to districtwide outcomes. Evidence of need from the 2024 California School Dashboard include: Academic ELA Indicator (108.4 points below standard v. 41.7 points below standard for all	Foster Youth are a population of students with unique needs that require specific support. After assessing the needs, conditions, and circumstances of our Foster Youth students, who represent 0.5% of the District's enrollment, or approximately 50 to 100 students annually, a social worker will continue to implement a Foster Youth System of Support. The system includes regularly connecting with each Foster Youth and family to provide incoming/outgoing academic support, social emotional support, health support,	California School Dashboard Indicators included within the LCAP: Academic (ELA and Math) Indicator (Metrics 1.6 and 1.7), Suspension Rate (Metric 2.3) and Chronic Absenteeism Rate (Metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students), Academic Math Indicator (144.3 points below standard v. 78.0 points below standard for all students), and Suspension Rate (20.3% v. 7.7% for all students). Scope: Limited to Unduplicated Student Group(s)	access to extracurricular activities for school connectedness, providing necessary school supplies and technology, and connections to related resources.	
2.5	Action: Foster Youth Supports (Resources) Need: Improve outcomes for Foster Youth, particularly in areas where they are disproportionately low relative to districtwide outcomes. Evidence of need from the 2024 California School Dashboard include: Academic ELA Indicator (108.4 points below standard v. 41.7 points below standard for all students), Academic Math Indicator (144.3 points below standard v. 78.0 points below standard for all students), and Suspension Rate (20.3% v. 7.7% for all students). Scope: Limited to Unduplicated Student Group(s)	Foster Youth are a population of students with unique needs that require specific support. After assessing the needs, conditions, and circumstances of our Foster Youth students, who represent 0.5% of the District's enrollment, or approximately 50 to 100 students annually, a social worker will continue to implement a Foster Youth System of Support. The system includes regularly connecting with each Foster Youth and family to provide incoming/outgoing academic support, social emotional support, health support, access to extracurricular activities for school connectedness, providing necessary school supplies and technology, and connections to related resources. This action is aligned to Action 2.1 by providing funding to support access to extracurricular and enrichment activities, tutoring, instructional technology, school supplies, and other related costs	California School Dashboard Indicators included within the LCAP: Academic (ELA and Math) Indicator (Metrics 1.6 and 1.7), Suspension Rate (Metric 2.3) and Chronic Absenteeism Rate (Metric 2.2).
4.4	Action: DELAC Parent Supports Need: Increased engagement opportunities for parents/guardians of English Learners to support partnership between home and school to improve outcomes for English Learners. Evidence of need includes: 2024 Dashboard	NUSD provides transportation for families with English Learner students to support parents in the District English Learner Advisory Committee (DELAC). This action also supports increased translation services and other DELAC supports such as food and child care to support families with English Learners. With the increased use of virtual meeting software, engagement/tracking cameras will also help parents participate and the	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and Attendance at DELAC meetings (Metric 4.11).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performance for ELPI was Orange, with 46.1% of ELs making progress. While the rate increased 2% from the prior year, there is still significant room for improvement. The 2024 rate for LTELs was 44.5%. The 2023-24 Redesignation rate was 8%, a decrease of 3% from the previous year. Scope: Limited to Unduplicated Student Group(s)	committee chair and staff to provide both in-person and virtual meeting options.	
4.12	Action: English Learner Reclassification recognition event Need: Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need includes: 2024 Dashboard performance for ELPI was Orange, with 46.1% of ELs making progress. While the rate increased 2% from the prior year, there is still significant room for improvement. The 2024 rate for LTELs was 44.5%. The 2023-24 Redesignation rate was 8%, a decrease of 3% from the previous year. Scope: Limited to Unduplicated Student Group(s)	Redesignation (Reclassification) is an important step in an English Learner's academic career, as it indicates a student has reached a sufficient level of English Language fluency as well as meeting other key indicators. It is a critical step for secondary students to achieve so that they can maximize their academic scheduling options during middle and high school. Recognition events help to promote the importance of reaching this milestone among students, families, and staff, enlisting all in the shared support of achieving this goal.	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and Percentage of Ever ELs that are LTELs (Metric 1.26).

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.

The additional LCFF concentration funds were used to support Social Worker costs for NUSD schools (Action 2.9) to support unduplicated students. Educational partners provided feedback and interest for social workers to support students as part of the 2024-2027 LCAP. In addition, the continuation of the Safety and Safe Schools department (Action 3.9) increases our support for school connectedness and safety, with an intentional focus on support for unduplicated students. Examples of such work includes the addition of K-8 Safety and Climate Liaisons.

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	30.4 to 1	28.7 to 1
Staff-to-student ratio of certificated staff providing direct services to students	18.3 to 1	17.5 to 1

2025-26 Total 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	\$120,307,399	\$27,547,081	22.897%	0.581%	23.478%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$43,981,835.00	\$6,332,903.00	\$0.00	\$2,138,610.00	\$52,453,348.00	\$37,917,641.00	\$14,535,707.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	AP/IB Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	Ongoing	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
1	1.2	AP/IB Exam Fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools High School	Ongoing	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
1	1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8 and middle schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Technology Refresh	All	No			All Schools	Ongoing	\$0.00	\$1,500,000.00	\$1,500,000.00				\$1,500,000.00	
1	1.5	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$484,482.00	\$0.00	\$101,795.00			\$382,687.00	\$484,482.00	
1	1.6	English Learner Extended Day and Summer School Supports	English Learners	No			Elementary grades	Ongoing	\$19,200.00	\$0.00				\$19,200.00	\$19,200.00	
1	1.7	Williams Act Compliance	All	No			All Schools	Ongoing	\$0.00	\$700,000.00		\$700,000.00			\$700,000.00	
1	1.8	School site supplemental programs and services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$763,027.00	\$706,193.00	\$1,469,220.00				\$1,469,220.00	

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
			Low Income			Low Income										
1	1.9	Layered Academic and Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
1	1.10	State Seal of Civic Engagement	All	No			All Schools	Ongoing	\$617.00	\$3,883.00	\$4,500.00				\$4,500.00	
1	1.11	Culturally Responsive Curriculum	All	No			All Schools	Ongoing	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
1	1.12	Professional Development that Supports ELA and Math Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	\$525,543.00	\$494,020.00	\$525,543.00	\$494,020.00			\$1,019,563.00	
1	1.13	College Access Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	Ongoing	\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	
1	1.14	Specialized Programs	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	System of Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$450,609.00	\$86,500.00	\$364,109.00			\$450,609.00	
1	1.16	Elementary AVID Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVID designated Elementary Schools	2 years	\$167,985.00	\$0.00	\$167,985.00				\$167,985.00	
1	1.17	College and Career Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High School	Ongoing	\$790,464.00	\$149,536.00	\$940,000.00				\$940,000.00	
1	1.18	Secondary Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	Ongoing	\$573,118.00	\$106,882.00	\$200,000.00			\$480,000.00	\$680,000.00	
1	1.19	AP Capstone Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Natomas High	Ongoing	\$179,660.00	\$0.00	\$179,660.00				\$179,660.00	

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
							School									
1	1.20	Secondary Math Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Secondary schools	1 Year	\$61,690.00	\$313,310.00	\$375,000.00				\$375,000.00	
1	1.21	High School Graduation Supports (Credit Recovery)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High School	Ongoing	\$57,923.00	\$103,707.00	\$30,780.00			\$130,850.00	\$161,630.00	
1	1.22	PK-12 International Baccalaureate (IB) Programs	All	No			Specific Schools: IB Schools	Ongoing	\$1,692,953.00	\$237,432.00	\$1,930,385.00				\$1,930,385.00	
1	1.23	GATE Programs	All	No			All Schools	Ongoing	\$1,509.00	\$31,491.00	\$33,000.00				\$33,000.00	
1	1.24	State Seal of Biliteracy	All	No			High School	Ongoing	\$0.00	\$3,970.00	\$3,970.00				\$3,970.00	
1	1.25	Career Technical Education (CTE) Pathways	All	No			High School	Ongoing	\$1,488,815.00	\$1,114,743.00	\$1,447,954.00	\$1,051,311.00		\$104,293.00	\$2,603,558.00	
1	1.26	Adult Education Program	Adult Education Students	No			Specific Schools: Discovery High School	Ongoing	\$325,916.00	\$162,021.00	\$50,000.00	\$437,937.00			\$487,937.00	
1	1.27	Math and Literacy Interventions	All	No			All Schools	2 years	\$0.00	\$385,588.00		\$385,588.00			\$385,588.00	
2	2.1	Foster Youth Supports (Staffing)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$79,445.00	\$0.00	\$79,445.00				\$79,445.00	
2	2.2	Chronic Absenteeism Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$71,607.00	\$0.00	\$71,607.00				\$71,607.00	
2	2.3	Promise Program/Community Day School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 6-12	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Restorative Justice / Restorative Practices	All	No			Specific Schools: All Schools except Heron	Ongoing	\$35,568.00	\$44,432.00				\$80,000.00	\$80,000.00	
2	2.5	Foster Youth Supports (Resources)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$1,627.00	\$17,873.00	\$19,500.00				\$19,500.00	
2	2.6	Increased Health Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$290,224.00	\$0.00	\$290,224.00				\$290,224.00	
2	2.7	Increased Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$516,900.00	\$0.00	\$516,900.00				\$516,900.00	
2	2.8	Social Emotional Assessments	All	No			All Schools	2 years	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.9	Social Workers for SES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,883,566.00	\$0.00	\$1,883,566.00				\$1,883,566.00	
2	2.10	Chronic Absenteeism System and Supports	All	No			All Schools	1 year	\$146,869.00	\$0.00		\$146,869.00			\$146,869.00	
2	2.11	Homelessness Tutoring and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
2	2.12	Continue Expanded Health and Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,488.00	\$99,512.00	\$150,000.00				\$150,000.00	
2	2.13	Additional Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$320,809.00	\$0.00	\$320,809.00				\$320,809.00	
3	3.1	Student Voices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$51.00	\$2,949.00	\$3,000.00				\$3,000.00	

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
3	3.2	Elementary and Middle School Sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary, K-8, and Middle schools	Ongoing	\$323,945.00	\$289,398.00	\$246,438.00	\$366,905.00			\$613,343.00	
3	3.3	School Facility Conditions	All	No			All Schools	Ongoing	\$2,133,772.00	\$4,077,828.00	\$6,211,600.00				\$6,211,600.00	
3	3.4	Transportation Services	All	No			Middle School Grades, IEP indicated, and HAS	Ongoing	\$3,338,843.00	\$687,220.00	\$4,026,063.00				\$4,026,063.00	
3	3.5	Senior Survey	Seniors	No			12th Grade	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.6	Mentoring Programs for female students	Female Students	No			Specific Schools: HAH, NMS, IHS, and NHS	Ongoing	\$27,222.00	\$62,778.00		\$90,000.00			\$90,000.00	
3	3.7	Implement the Improve Your Tomorrow (IYT) Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: IHS, NHS, DHS, NMS, JFS	Ongoing	\$0.00	\$493,080.00	\$31,500.00			\$461,580.00	\$493,080.00	
3	3.8	Elementary Campus Safety Staff	All	No			Elementary and TK-8	Ongoing	\$171,554.00	\$0.00	\$171,554.00				\$171,554.00	
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$698,550.00	\$165,113.00	\$863,663.00				\$863,663.00	
3	3.10	Music Education Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NHS, NMS, IHS	Ongoing	\$318,200.00	\$0.00	\$318,200.00				\$318,200.00	
4	4.1	Annual Parent Survey	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Parent University	All	No			All Schools	Ongoing	\$134,158.00	\$15,842.00				\$150,000.00	\$150,000.00	

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
4	4.3	Student Information System and the Parent Portal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$240,000.00	\$240,000.00				\$240,000.00	
4	4.4	DELAC Parent Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$690.00	\$4,310.00	\$5,000.00				\$5,000.00	
4	4.5	Constituent and Customer Services (CCS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$426,618.00	\$46,896.00	\$473,514.00				\$473,514.00	
4	4.6	Special Education Community Advisory Committee	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.7	Communications and Family Engagement (CAFE) Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$538,414.00	\$67,513.00	\$605,927.00				\$605,927.00	
4	4.8	Communications through websites and social media	All	No			All Schools	Ongoing	\$120,491.00	\$0.00	\$120,491.00				\$120,491.00	
4	4.9	On Track to College Communications and Tools	All	No			Specific Schools: High Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.10	Multilingual Family Engagement application (ParentSquare)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.11	Welcome Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$467,508.00	\$113,000.00	\$580,508.00				\$580,508.00	
4	4.12	English Learner Reclassification recognition event	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
5	5.1	Instructional Technology PD	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

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
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$240,000.00	\$240,000.00				\$240,000.00	
5	5.3	Human Resource Systems	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.4	Increased Salaries and Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8, and Middle Schools	Ongoing	\$16,455,534.00	\$0.00	\$16,455,534.00				\$16,455,534.00	
5	5.5	Beginning Teacher Induction Program	All	No			All Schools	Ongoing	\$214,999.00	\$210,001.00	\$105,000.00			\$320,000.00	\$425,000.00	
5	5.6	Peer Assistance Review (PAR) Program	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
5	5.7	Human Resource Information System	All	No			All Schools	Ongoing	\$0.00	\$66,000.00	\$66,000.00				\$66,000.00	
5	5.8	Diversity Recruitment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$280,000.00	\$280,000.00				\$280,000.00	
5	5.9	Aspiring Leaders Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$9,870.00	\$22,130.00	\$32,000.00				\$32,000.00	
5	5.10	Instructional Aide Training to Support Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$4,117.00	\$5,883.00				\$10,000.00	\$10,000.00	
5	5.11	Maintain Substitute Pay Increase	All	No			All Schools	Ongoing	\$675,000.00	\$0.00		\$675,000.00			\$675,000.00	
6	6.1	Family Engagement Liaison	All	No			Specific Schools: BCS and LGMA	1 year	\$88,365.00	\$0.00		\$88,365.00			\$88,365.00	
6	6.2	Activities Director	All	No			Specific Schools: No implementation in 25-26	No implementation during 2025-26	\$0.00	\$0.00		\$0.00			\$0.00	
6	6.3	Additional Social Worker	All	No			Specific Schools:	1 year	\$159,196.00	\$0.00		\$159,196.00			\$159,196.00	

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
							ALS									
6	6.4	Additional Teacher on Special Assignment (TOSA)	All	No			Specific Schools: ALS, BCS, LGMA	1 year	\$226,787.00	\$0.00		\$226,787.00			\$226,787.00	
6	6.5	Behavior Support	All	No			Specific Schools: BCS	1 year	\$85,239.00	\$0.00		\$85,239.00			\$85,239.00	
6	6.6	Restorative Learning Lab (Planning Year)	All	No			Specific Schools: No implementation in 25-26	No implementation during 2025-26	\$0.00	\$0.00		\$0.00			\$0.00	
6	6.7	Diversity, Equity, Inclusion Administrator	All	No			Specific Schools: BCS, LGMA, DHS, NMS	1 year	\$102,061.00	\$0.00		\$102,061.00			\$102,061.00	
6	6.8	Additional District Support for Equity Multiplier Schools	All	No			Specific Schools: BCS, LGMA, DHS, NMS	1 year	\$114,571.00	\$0.00		\$114,571.00			\$114,571.00	
6	6.9	Student leadership and enrichment opportunities	All	No			Specific Schools: Bannan Creek School	1 year	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
6	6.10	Additional professional development aligned to District Goal 1	All	No			Specific Schools: BCS, LGMA	1 year	\$0.00	\$93,357.00		\$93,357.00			\$93,357.00	
6	6.11	Summer Enrichment	All	No			Specific Schools: BCS	1 year	\$0.00	\$104,707.00		\$104,707.00			\$104,707.00	
7	7.1	Family Engagement Liaison	All	No			Specific Schools: DHS, NMS	1 year	\$105,210.00	\$0.00		\$105,210.00			\$105,210.00	
7	7.2	Activities Director	All	No			Specific Schools:	1 year	\$87,938.00	\$0.00		\$87,938.00			\$87,938.00	

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
							NMS									
7	7.3	Restorative Learning Lab (Planning Year)	All	No			Specific Schools: No implementation in 25-26	No implementation in 2025-26	\$0.00	\$0.00		\$0.00			\$0.00	
7	7.4	Ongoing Classroom Management through restorative practices professional development	All	No			Specific Schools: No implementation in 25-26	No implementation during 2025-26	\$0.00	\$0.00		\$0.00			\$0.00	
7	7.5	Diversity, Equity, Inclusion Administrator	All	No			Specific Schools: BCS, LGMA, DHS, NMS	1 year	\$102,064.00	\$0.00		\$102,064.00			\$102,064.00	
7	7.6	Additional District Support for Equity Multiplier Schools	All	No			Specific Schools: BCS, LGMA, DHS, NMS	1 year	\$157,121.00	\$0.00		\$157,121.00			\$157,121.00	
7	7.7	Additional Professional Development Aligned to District Goal 1	All	No			Specific Schools: NMS	1 year	\$89,548.00	\$0.00		\$89,548.00			\$89,548.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$120,307,399	\$27,547,081	22.897%	0.581%	23.478%	\$28,271,318.00	0.000%	23.499 %	Total:	\$28,271,318.00
								LEA-wide Total:	\$25,773,515.00
								Limited Total:	\$208,240.00
								Schoolwide Total:	\$2,289,563.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	AP/IB Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$35,000.00	
1	1.2	AP/IB Exam Fees	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$175,000.00	
1	1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8 and middle schools	\$0.00	
1	1.5	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$101,795.00	
1	1.8	School site supplemental programs and services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,469,220.00	
1	1.9	Layered Academic and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Professional Development that Supports ELA and Math Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$525,543.00	
1	1.13	College Access Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	\$65,000.00	
1	1.15	System of Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,500.00	
1	1.16	Elementary AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID designated Elementary Schools	\$167,985.00	
1	1.17	College and Career Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	\$940,000.00	
1	1.18	Secondary Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	\$200,000.00	
1	1.19	AP Capstone Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Natomas High School	\$179,660.00	
1	1.20	Secondary Math Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary schools	\$375,000.00	
1	1.21	High School Graduation Supports (Credit Recovery)	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	\$30,780.00	
2	2.1	Foster Youth Supports (Staffing)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$79,445.00	
2	2.2	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,607.00	
2	2.3	Promise Program/Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 6-12	\$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Foster Youth Supports (Resources)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$19,500.00	
2	2.6	Increased Health Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,224.00	
2	2.7	Increased Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$516,900.00	
2	2.9	Social Workers for SES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,883,566.00	
2	2.11	Homelessness Tutoring and Supports	Yes	LEA-wide	Low Income	All Schools	\$10,000.00	
2	2.12	Continue Expanded Health and Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.13	Additional Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,809.00	
3	3.1	Student Voices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.2	Elementary and Middle School Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary, K-8, and Middle schools	\$246,438.00	
3	3.7	Implement the Improve Your Tomorrow (IYT) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: IHS, NHS, DHS, NMS, JFS	\$31,500.00	
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$863,663.00	
3	3.10	Music Education Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NHS, NMS, IHS	\$318,200.00	
4	4.3	Student Information System and the Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	DELAC Parent Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
4	4.5	Constituent and Customer Services (CCS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$473,514.00	
4	4.7	Communications and Family Engagement (CAFE) Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$605,927.00	
4	4.10	Multilingual Family Engagement application (ParentSquare)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.11	Welcome Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$580,508.00	
4	4.12	English Learner Reclassification recognition event	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,500.00	
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,000.00	
5	5.4	Increased Salaries and Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8, and Middle Schools	\$16,455,534.00	
5	5.8	Diversity Recruitment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,000.00	
5	5.9	Aspiring Leaders Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$48,035,491.00	\$46,318,448.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	AP/IB Supports	Yes	\$35,000.00	\$35,000
1	1.2	AP/IB Exam Fees	Yes	\$175,000.00	\$175,000
1	1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Yes	\$0.00	\$0
1	1.4	Technology Refresh	No	\$1,500,000.00	\$1,533,704
1	1.5	English Learner Supports	Yes	\$637,619.00	\$430,643
1	1.6	English Learner Extended Day and Summer School Supports	Yes	\$19,200.00	\$19,200
1	1.7	Williams Act Compliance	No	\$700,000.00	\$483,404
1	1.8	School site supplemental programs and services	Yes	\$1,500,000.00	\$1,272,775
1	1.9	Layered Academic and Social Emotional Support	Yes	\$50,000.00	\$47,619
1	1.10	State Seal of Civic Engagement	No	\$4,500.00	\$4,500
1	1.11	Culturally Responsive Curriculum	No	\$75,000.00	\$75,000

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	1.12	Professional Development that Supports ELA and Math Instruction	No	\$515,000.00	\$511,000
1	1.13	College Access Supports	Yes	\$65,000.00	\$45,460
1	1.14	Specialized Programs	No	\$0.00	\$0
1	1.15	System of Assessments with alignment to the instructional framework.	No	\$449,550.00	\$430,716
1	1.16	Elementary AVID Support	Yes	\$200,000.00	\$197,614
1	1.17	College and Career Supports	Yes	\$900,000.00	\$889,580
1	1.18	High School Summer Credit Recovery / Acceleration / Enrichment / ELD	Yes	\$580,000.00	\$580,000
1	1.19	AP Capstone Program	Yes	\$200,000.00	\$176,953
1	1.20	Secondary Math Supports	Yes	\$375,000.00	\$77,887
1	1.21	High School Graduation Supports	Yes	\$165,000.00	\$99,628
1	1.22	PK-12 International Baccalaureate (IB) Programs	No	\$2,000,000.00	\$1,985,553
1	1.23	GATE Programs	No	\$33,000.00	\$11,548
1	1.24	State Seal of Biliteracy	No	\$3,970.00	\$3,970

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	1.25	Career Technical Education (CTE) Pathways	Yes	\$1,983,388.00	\$2,054,905
1	1.26	Adult Education Program	No	\$486,204.00	\$386,612
2	2.1	Foster Youth Supports (Staffing)	Yes	\$75,000.00	\$77,211
2	2.2	Chronic Absenteeism Interventions	No	\$70,000.00	\$77,297
2	2.3	Promise Program / Community Day School	Yes	\$100,000.00	\$100,000
2	2.4	Restorative Justice / Restorative Practices	No	\$80,000.00	\$74,633
2	2.5	Foster Youth Supports (Resources)	Yes	\$19,500.00	\$18,926
2	2.6	Increased Health Assistants	Yes	\$300,000.00	\$276,465
2	2.7	Increased Psychologists	Yes	\$400,000.00	\$376,525
2	2.8	Social Emotional Assessments	No	\$25,000.00	\$0
2	2.9	Social Workers for SES	Yes	\$1,500,000.00	\$1,802,081
2	2.10	Chronic Absenteeism System and Supports	No	\$379,000.00	\$387,832
2	2.11	Homelessness Tutoring and Supports	No	\$0.00	\$0
2	2.12	Continue Expanded Health and Wellness Supports	Yes	\$150,000.00	\$117,731

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student Voices	No	\$3,000.00	\$2,247
3	3.2	Elementary and Middle School Sports	Yes	\$601,000.00	\$469,938
3	3.3	School Facility Conditions	No	\$5,864,312.00	\$5,693,712
3	3.4	Transportation Services	No	\$3,000,000.00	\$3,230,792
3	3.5	Senior Survey	No	\$0.00	\$0
3	3.6	Mentoring Programs for female students	No	\$90,000.00	\$72,720
3	3.7	Implement the Improve Your Tomorrow (IYT)	No	\$500,000.00	\$499,600
3	3.8	Elementary Campus Safety Staff	No	\$200,000.00	\$156,846
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	\$837,036.00	\$836,801
3	3.10	Music Education Supports	Yes	\$300,000.00	\$308,138
4	4.1	Annual Parent Survey	No	\$0.00	\$0
4	4.2	Parent University	No	\$150,000.00	\$143,118
4	4.3	Student Information System and the Parent Portal	Yes	\$230,000.00	\$238,891

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	4.4	DELAC Parent Supports	Yes	\$5,000.00	\$4,131
4	4.5	Constituent and Customer Services (CCS)	Yes	\$450,000.00	\$449,316
4	4.6	Special Education Community Advisory Committee	No	\$0.00	\$0
4	4.7	Communications and Family Engagement (CAFE) Department	Yes	\$585,000.00	\$616,563
4	4.8	Communications through websites and social media	No	\$100,000.00	\$108,551
4	4.9	"On Track to College" letters to families	No	\$55,000.00	\$81,381
4	4.10	Multilingual Family Engagement application (ParentSquare)	Yes	\$110,000.00	\$165,848
4	4.11	Welcome Center	Yes	\$780,000.00	\$780,000
4	4.12	English Learner Reclassification recognition event	Yes	\$2,500.00	\$2,500
5	5.1	Instructional Technology PD	No	\$10,000.00	\$10,757
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion.	No	\$240,000.00	\$249,372
5	5.3	Human Resource Systems	No	\$0.00	\$0
5	5.4	Increased Salaries and Instructional Minutes	Yes	\$15,829,475.00	\$15,756,126
5	5.5	Beginning Teacher Induction Program	No	\$425,000.00	\$342,752

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	5.6	Peer Assistance Review (PAR) Program	No	\$15,000.00	\$2,714
5	5.7	Human Resource Information System	No	\$66,000.00	\$65,192
5	5.8	Diversity Recruitment Program	Yes	\$280,000.00	\$89,498
5	5.9	Aspiring Leaders Program	Yes	\$32,000.00	\$20,977
5	5.10	Instructional Aide Training to Support Students with Disabilities	No	\$10,000.00	\$7,849
6	6.1	Family Engagement Liaison	No	\$90,088.00	\$47,472
6	6.2	Activities Director	No	\$111,681.00	\$56,273
6	6.3	Additional Social Worker	No	\$132,668.00	\$159,186
6	6.4	Additional Teacher on Special Assignment (TOSA)	No	\$111,681.00	\$134,228
6	6.5	Behavior Specialist	No	\$152,260.00	\$79,619
6	6.6	Restorative Learning Lab (Planning Year)	No	\$91,575.00	\$18,106
6	6.7	Diversity, Equity, Inclusion Administrator	No	\$91,577.00	\$102,185
6	6.8	Additional District Support for Equity Multiplier Schools	No	\$90,468.00	\$103,948

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.1	Family Engagement Liaison	No	\$90,088.00	\$38,519
7	7.2	Activities Director	No	\$111,681.00	\$83,013
7	7.3	Restorative Learning Lab (Planning Year)	No	\$183,425.00	\$15,000
7	7.4	Ongoing Classroom Management through restorative practices professional development	No	\$75,000.00	\$75,000
7	7.5	Diversity, Equity, Inclusion Administrator	No	\$91,577.00	\$102,185
7	7.6	Additional District Support for Equity Multiplier Schools	No	\$90,468.00	\$60,412

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$26,166,490	\$27,390,749.00	\$26,666,228.00	\$724,521.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AP/IB Supports	Yes	\$35,000.00	\$35,000.00		
1	1.2	AP/IB Exam Fees	Yes	\$175,000.00	\$175,000.00		
1	1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Yes	\$0.00	\$0.00		
1	1.5	English Learner Supports	Yes	\$73,987.00	\$78,415		
1	1.6	English Learner Extended Day and Summer School Supports	Yes	\$19,200.00	\$19,200.00		
1	1.8	School site supplemental programs and services	Yes	\$1,500,000.00	\$1,272,775		
1	1.9	Layered Academic and Social Emotional Support	Yes	\$50,000.00	\$47,619		
1	1.13	College Access Supports	Yes	\$65,000.00	\$45,460		
1	1.16	Elementary AVID Support	Yes	\$200,000.00	\$197,614		
1	1.17	College and Career Supports	Yes	\$900,000.00	\$889,580		
1	1.18	High School Summer Credit Recovery / Acceleration / Enrichment / ELD	Yes	\$185,000.00	\$185,000.00		
1	1.19	AP Capstone Program	Yes	\$200,000.00	\$176,953		

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	1.20	Secondary Math Supports	Yes	\$375,000.00	\$77,887		
1	1.21	High School Graduation Supports	Yes	\$70,000.00	\$0		
1	1.25	Career Technical Education (CTE) Pathways	Yes	\$1,375,301.00	\$1,345,772		
2	2.1	Foster Youth Supports (Staffing)	Yes	\$75,000.00	\$77,211		
2	2.3	Promise Program / Community Day School	Yes	\$100,000.00	\$100,000.00		
2	2.5	Foster Youth Supports (Resources)	Yes	\$19,500.00	\$18,926		
2	2.6	Increased Health Assistants	Yes	\$300,000.00	\$276,465		
2	2.7	Increased Psychologists	Yes	\$400,000.00	\$376,525		
2	2.9	Social Workers for SES	Yes	\$1,500,000.00	\$1,802,081		
2	2.12	Continue Expanded Health and Wellness Supports	Yes	\$150,000.00	\$117,731		
3	3.2	Elementary and Middle School Sports	Yes	\$211,750.00	\$168,073		
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	\$837,036.00	\$836,801		
3	3.10	Music Education Supports	Yes	\$300,000.00	\$308,138		
4	4.3	Student Information System and the Parent Portal	Yes	\$230,000.00	\$238,891		
4	4.4	DELAC Parent Supports	Yes	\$5,000.00	\$4,131		
4	4.5	Constituent and Customer Services (CCS)	Yes	\$450,000.00	\$449,316		
4	4.7	Communications and Family Engagement (CAFE) Department	Yes	\$585,000.00	\$616,563		

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)
4	4.10	Multilingual Family Engagement application (ParentSquare)	Yes	\$80,000.00	\$80,000		
4	4.11	Welcome Center	Yes	\$780,000.00	\$780,000		
4	4.12	English Learner Reclassification recognition event	Yes	\$2,500.00	\$2,500.00		
5	5.4	Increased Salaries and Instructional Minutes	Yes	\$15,829,475.00	\$15,756,126		
5	5.8	Diversity Recruitment Program	Yes	\$280,000.00	\$89,498		
5	5.9	Aspiring Leaders Program	Yes	\$32,000.00	\$20,977		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$118,572,785	\$26,166,490	1.002%	23.070%	\$26,666,228.00	0.000%	22.489%	\$688,361.31	0.581%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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
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Natomas Unified School District (NUSD) LCAP 2024-2027 Updated Spring 2025

APPENDIX A: Dashboard performance summary and Alignment to actions and metrics

The following table lists the student groups, by dashboard indicator, that received the lowest performance level on the **2023 Dashboard**. This was a 'Red' performance rating for all indicators except the College Career Indicator, which used the 'Very Low' descriptor in place of 'Red.' A key to the abbreviations used is on the following page.

NUSD 2023 CALIFORNIA SCHOOL DASHBOARD Student Groups with Lowest Level of Performance by Dashboard Indicator						
District Level or School	English Learner Progress Indicator	Chronic Absenteeism Rate	Suspension Rate	Academic Indicator: ELA	Academic Indicator: Math	College Career Indicator
NUSD (District Level)		AI, A, F, HY, 2+	ALL, AA, AI, HY, 2+, SED, SWD	AA, EL, SWD	AA, AI, EL, SED, SWD	
American Lakes School		ALL, AA, A, EL, HY, SED, SWD, W		ALL, AA, EL, H/L, SED	ALL, AA, EL, H/L, SED, SWD	
Bannon Creek School	EL	HY, W, 2+	ALL, AA, A, HY, SED, SWD, W	ALL, AA, EL, H/L, SED	ALL, EL, H/L, SED, SWD	
Discovery High School			ALL, AA, SED			ALL, H/L, SED
H. Allen Hight Elementary		A, EL, F, H/L, SED	AA, 2+	AA, EL, SWD	AA, SWD	
Heron School		EL, 2+	AA, A, SED			
Inderkum High School			AA, HY, SWD	AA	AA, EL	
Jefferson School		ALL, A, EL, H/L, SED, SWD, W, 2+	AA, SWD	ALL, AA, EL, H/L, SED, SWD	ALL, AA, EL, H/L, SED, SWD	
Larry G. Meeks Academy						
Natomas High School	EL		HY, 2+	ALL, AA, H/L, SED, SWD	ALL, AA, H/L, SED	
Natomas Middle School		ALL, AA, A, EL, SED, SWD, W	ALL, AA, H/L, SED, SWD, 2+	AA, EL, SED, 2+	ALL, AA, EL, SED, SWD	
Natomas Park Elementary			SWD	AA, EL, SED	AA	
Paso Verde School	EL		ALL, AA, A, EL, H/L, SED, SWD, W, 2+		AA	
Two Rivers Elementary		ALL, AA, A, EL, H/L, SED, SWD, 2+				
Witter Ranch Elementary		ALL, A, EL, H/L, SED, SWD, W, 2+				

Student Group Abbreviations:

- ALL: All students in a school
- AI: American Indian/Alaska Native
- AA: Black/African American
- A: Asian
- EL: English Learner
- F: Filipino
- FY: Foster Youth
- H/L: Hispanic/Latino
- HY: Homeless Youth
- PI : Native Hawaiian/Pacific Islander
- SED: Socioeconomically Disadvantaged
- SWD: Students with Disabilities
- W: White
- 2+: Two or More Races

The following table summarizes, by dashboard indicator, all of the student groups that had any instance of lowest performance level (any school site or district overall) on the **2023 California School Dashboard** and alignment to (a) actions in the LCAP that are intended to improve performance for all students and for student groups in these areas and (b) metrics in the LCAP where targets are disaggregated by the relevant student groups.

NUSD 2023 CALIFORNIA SCHOOL DASHBOARD Student Groups with Lowest Level of Performance by Dashboard Indicator				
Dashboard Indicator	Location	Student groups	Aligned LCAP Actions	Aligned LCAP Metrics
English Learner Progress Indicator	District	N/A	• 1.5 (EL Supports) • 1.6 (EL Extended Day and Summer School) • 4.4 (DELAC Parent Supports) • 4.10 (Multilingual Family Engagement Application) • 4.12 (English Learner Reclassification Events)	1.13 (English Learner Progress)
	BCS	EL		
	NHS	EL		
	PVS	EL		
Chronic Absenteeism Rate	District	AI, A, F, HY, 2+	• 2.2 (Chronic Absenteeism Interventions) • 2.6 (Increased Health Assistants) • 2.7 (Increased Psychologists) • 2.8 (Social Emotional Health Assessment) • 2.9 (Social Workers for Social Emotional Support) • 2.10 (Chronic Absenteeism System and Supports) • 2.12 (Continued Expanded Health and Wellness Supports) • 2.13 (Additional Mental Health Supports) • 4.11 (Welcome Center) • 6.3 (Additional Social Worker)* • 7.2 (Activities Director)**	2.2 (Chronic Absenteeism Rate)
	HAH	A, EL, F, H/L, SED		
	HES	EL, 2+		
	JFS	ALL, A, EL, H/L, SED, SWD, W, 2+		
	TRE	ALL, AA, A, EL, H/L, SED, SWD, 2+		
	WRE	ALL, A, EL, H/L, SWD, W, 2+		
	ALS	ALL, AA, A, EL, HY, SED, SWD, W		
	BCS	HY, W, 2+		
	NMS	ALL, AA, A, EL, SED, SWD, W		

*LCFF Equity Multiplier Action: Applies to Goal 6 only (ALS, BCS, and/or LGMA)

**LCFF Equity Multiplier Action: Applies to Goal 7 only (DHS and/or NMS)

NUSD 2023 CALIFORNIA SCHOOL DASHBOARD Student Groups with Lowest Level of Performance by Dashboard Indicator				
Dashboard Indicator	Location	Student groups	Aligned LCAP Actions	Aligned LCAP Metrics
Suspension Rate	District	ALL, AA, AI, HY, 2+, SED, SWD	• 2.4 (Restorative Justice/Restorative Practices) • 2.5 (Foster Youth Supports) • 2.9 (Social Workers for Social Emotional Support) • 2.13 (Additional Mental Health Supports) • 3.6 (Mentoring Program for female students) • 3.8 (Elementary Campus Safety and Security Staff) • 3.9 (Safety and Safe Schools to Support Safety and Connectedness) • 6.5 (Behavioral Support)*	2.3 (Suspension Rate)
	HAH	AA, 2+		
	HES	AA, A, SED		
	IHS	AA, HY, SWD		
	JFS	AA, SWD		
	NHS	HY, 2+		
	NPE	SWD		
	PVS	ALL, AA, A, EL, H/L, SED, SWD, W, 2+		
	BCS	ALL, AA, A, HY, SED, SWD, W		
	DHS	ALL, AA, SED		
	NMS	ALL, AA, H/L, SED, SWD, 2+		
Graduation Rate	District	None	• 1.21 (High School Graduation Supports) • 2.3 (Promise Program/Community Day School)	1.1 (High School Graduation Rate)
College Career Indicator	District	N/A	• 1.1 (AP/IB Supports) • 1.2 (AP/IB Exam Fees) • 1.13 (College Access Supports) • 1.14 (Specialized Academic Programs) • 1.17 (College and Career Supports) • 1.18 (High School Credit Recovery) • 1.19 (AP Capstone Program) • 1.24 (Seal of Biliteracy) • 1.25 (CTE Pathways) • 3.7 (Implement the Improve Your Tomorrow (IYT) Program) • 4.9 (On Track to College Communications and Tools)	1.24 (College/ Career Indicator)
	DHS	ALL, H/L, SED		

*LCFF Equity Multiplier Action: Applies to Goal 6 only (ALS, BCS, and/or LGMA)

**LCFF Equity Multiplier Action: Applies to Goal 7 only (DHS and/or NMS)

NUSD 2023 CALIFORNIA SCHOOL DASHBOARD Student Groups with Lowest Level of Performance by Dashboard Indicator				
Dashboard Indicator	Location	Student groups	Aligned LCAP Actions	Aligned LCAP Metrics
Academic Indicator: ELA	District	AA, EL, SWD	1.3 and 5.4 (Increased Salaries and Instructional Minutes) 1.9 (Layered Academic and Social Emotional Support) 1.11 (Culturally Responsive Curriculum) 1.12 (PD to support ELA and Math Instruction) 1.15 (System of Assessments) 1.16 (Elementary AVID Support) 1.20 (Secondary Math Supports) 1.22 (PK-12 IB Programs) 1.27 (Math and Literacy Interventions) 2.5 (Foster Youth Supports) 2.11 (Homelessness Tutoring and Supports) 6.1 (Family Engagement Liaison)* 6.4 (Additional Teacher on Special Assignment)* 6.10 (Additional Professional Development Aligned to Goal 1)* 7.1 (Family Engagement Liaison)** 7.7 (Additional Professional Development Aligned to Goal 1)**	1.6 (ELA CAASPP Achievement)
	HAH	AA, EL, SWD		
	IHS	AA		
	JFS	ALL, AA, EL, H/L, SED, SWD		
	NHS	ALL, AA, H/L, SED, SWD		
	NPE	AA, EL, SED		
	ALS	ALL, AA, EL, H/L, SED		
	BCS	ALL, AA, EL, H/L, SED		
	NMS	AA, EL, SED, 2+		
Academic Indicator: Math	District	AA, AI, EL, SED, SWD	1.22 (PK-12 IB Programs) 1.27 (Math and Literacy Interventions) 2.5 (Foster Youth Supports) 2.11 (Homelessness Tutoring and Supports) 6.1 (Family Engagement Liaison)* 6.4 (Additional Teacher on Special Assignment)* 6.10 (Additional Professional Development Aligned to Goal 1)* 7.1 (Family Engagement Liaison)** 7.7 (Additional Professional Development Aligned to Goal 1)**	1.7 (Math CAASPP Achievement)
	ALS	ALL, AA, EL, H/L, SED, SWD		
	BCS	ALL, EL, H/L, SED, SWD		
	HAH	AA, SWD		
	IHS	AA, EL		
	JFS	ALL, AA, EL, H/L, SED, SWD		
	NHS	ALL, AA, H/L, SED		
	NMS	ALL, AA, EL, SED, SWD		
	NPE	AA		
	PVS	AA		

*LCFF Equity Multiplier Action: Applies to Goal 6 only (ALS, BCS, and/or LGMA)

**LCFF Equity Multiplier Action: Applies to Goal 7 only (DHS and/or NMS)

The following pages include screenshots of each school's 'Student Group Report' that is available on their 2023 Dashboard page.

American Lakes School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Yellow	N/A	Red	Red	N/A
English Learners	Green	Red	Yellow	N/A	Red	Red	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	Red	Orange	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Yellow	N/A	Red	Red	N/A
Students with Disabilities	N/A	Red	Yellow	N/A	Orange	Red	N/A
African American	N/A	Red	Orange	N/A	Red	Red	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Red	Orange	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Orange	Yellow	N/A	Red	Red	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Red	Yellow	N/A	--	--	N/A
Two or More Races	N/A	Orange	Orange	N/A	--	--	N/A

Bannon Creek School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Red	N/A	Red	Red	N/A
English Learners	Red	Orange	Orange	N/A	Red	Red	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	Red	Red	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Red	N/A	Red	Red	N/A
Students with Disabilities	N/A	Orange	Red	N/A	Orange	Red	N/A
African American	N/A	Yellow	Red	N/A	Red	Orange	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	Red	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Yellow	N/A	Red	Red	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Red	Red	N/A	Orange	Yellow	N/A
Two or More Races	N/A	Red	Orange	N/A	--	--	N/A

Discovery High School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	N/A	Red	Orange	--	--	Very Low
English Learners	--	N/A	--	--	--	--	--
Foster Youth	N/A	N/A	--	--	N/A	N/A	--
Homeless	N/A	N/A	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Red	Orange	--	--	Very Low
Students with Disabilities	N/A	N/A	--	--	--	--	--
African American	N/A	N/A	Red	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	N/A	N/A	--
Asian	N/A	N/A	--	--	--	--	--
Hispanic	N/A	N/A	Yellow	--	--	--	Very Low
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	--	--	--	--	--
Two or More Races	N/A	N/A	--	--	--	--	--

H. Allen Hight Elementary (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Orange	Yellow	N/A	Orange	Orange	N/A
English Learners	Orange	Red	Green	N/A	Red	Orange	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Orange	Yellow	N/A
Students with Disabilities	N/A	Orange	Yellow	N/A	Red	Red	N/A
African American	N/A	Orange	Red	N/A	Red	Red	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Red	Green	N/A	Orange	Orange	N/A
Filipino	N/A	Red	Blue	N/A	--	--	N/A
Hispanic	N/A	Red	Green	N/A	Orange	Yellow	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Orange	Yellow	N/A	Orange	Yellow	N/A
Two or More Races	N/A	Orange	Red	N/A	--	--	N/A

Heron School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Orange	N/A	Yellow	Orange	N/A
English Learners	Yellow	Red	Orange	N/A	Orange	Orange	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Red	N/A	Orange	Orange	N/A
Students with Disabilities	N/A	Yellow	Yellow	N/A	Orange	Orange	N/A
African American	N/A	Orange	Red	N/A	Orange	Orange	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Yellow	Red	N/A	Green	Yellow	N/A
Filipino	N/A	Orange	Blue	N/A	--	--	N/A
Hispanic	N/A	Yellow	Orange	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Yellow	Yellow	N/A	Green	Yellow	N/A
Two or More Races	N/A	Red	Yellow	N/A	Green	Yellow	N/A

Inderkum School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	N/A	Yellow	Blue	Yellow	Orange	Medium
English Learners	Yellow	N/A	Green	Orange	Orange	Red	Low
Foster Youth	N/A	N/A	--	--	--	--	--
Homeless	N/A	N/A	Red	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Yellow	Blue	Yellow	Yellow	Medium
Students with Disabilities	N/A	N/A	Red	Orange	Orange	Orange	Low
African American	N/A	N/A	Red	Blue	Red	Red	Low
American Indian or Alaska Native	N/A	N/A	--	--	--	--	--
Asian	N/A	N/A	Green	Yellow	Blue	Green	Very High
Filipino	N/A	N/A	Orange	Blue	Yellow	Yellow	Very High
Hispanic	N/A	N/A	Green	Blue	Yellow	Yellow	Medium
Native Hawaiian or Pacific Islander	N/A	N/A	Blue	--	--	--	--
White	N/A	N/A	Green	Yellow	Blue	Yellow	High
Two or More Races	N/A	N/A	Yellow	Blue	Orange	Yellow	Medium

Jefferson School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Orange	N/A	Red	Red	N/A
English Learners	Orange	Red	Orange	N/A	Red	Red	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	Orange	Yellow	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Red	Red	N/A
Students with Disabilities	N/A	Red	Red	N/A	Red	Red	N/A
African American	N/A	Orange	Red	N/A	Red	Red	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Red	Yellow	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Red	Yellow	N/A	Red	Red	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Red	Orange	N/A	Orange	Orange	N/A
Two or More Races	N/A	Red	Orange	N/A	Yellow	Yellow	N/A

Larry G. Meeks Academy (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Blue	N/A	Orange	Orange	N/A
English Learners	--	--	Blue	N/A	--	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Orange	Orange	N/A
Students with Disabilities	N/A	--	Blue	N/A	--	--	N/A
African American	N/A	Orange	Blue	N/A	Yellow	Orange	N/A
American Indian or Alaska Native	N/A	N/A	--	N/A	N/A	N/A	N/A
Asian	N/A	--	Blue	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Blue	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	--	Blue	N/A	--	--	N/A
Two or More Races	N/A	Yellow	Blue	N/A	--	--	N/A

Natomas High School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	N/A	Orange	Green	Red	Red	Medium
English Learners	Red	N/A	Yellow	Green	Orange	Orange	Low
Foster Youth	N/A	N/A	--	--	--	--	--
Homeless	N/A	N/A	Red	Green	--	--	Medium
Socioeconomically Disadvantaged	N/A	N/A	Orange	Green	Red	Red	Medium
Students with Disabilities	N/A	N/A	Orange	Yellow	Red	Orange	Low
African American	N/A	N/A	Yellow	Green	Red	Red	Low
American Indian or Alaska Native	N/A	N/A	--	--	--	--	--
Asian	N/A	N/A	Green	Orange	--	--	Medium
Filipino	N/A	N/A	--	--	--	--	--
Hispanic	N/A	N/A	Yellow	Green	Red	Red	Medium
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	Orange	--	--	--	--
Two or More Races	N/A	N/A	Red	--	--	--	--

Natomas Middle School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Red	N/A	Orange	Red	N/A
English Learners	Green	Red	Yellow	N/A	Red	Red	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	Orange	Orange	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Red	N/A	Red	Red	N/A
Students with Disabilities	N/A	Red	Red	N/A	Orange	Red	N/A
African American	N/A	Red	Red	N/A	Red	Red	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Red	Orange	N/A	Orange	Orange	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Red	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Red	Orange	N/A	Orange	Orange	N/A
Two or More Races	N/A	Orange	Red	N/A	Red	Orange	N/A

Natomas Park Elementary (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Yellow	N/A	Orange	Orange	N/A
English Learners	Orange	Yellow	Green	N/A	Red	Orange	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Yellow	N/A	Red	Orange	N/A
Students with Disabilities	N/A	Orange	Red	N/A	--	--	N/A
African American	N/A	Yellow	Yellow	N/A	Red	Red	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Orange	Green	N/A	Orange	Yellow	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Orange	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Orange	Green	N/A	--	--	N/A
Two or More Races	N/A	Orange	Green	N/A	Orange	Orange	N/A

Paso Verde School (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Red	N/A	Yellow	Orange	N/A
English Learners	Red	Orange	Red	N/A	Orange	Orange	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Red	N/A	Yellow	Yellow	N/A
Students with Disabilities	N/A	Yellow	Red	N/A	Orange	Orange	N/A
African American	N/A	Yellow	Red	N/A	Orange	Red	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Yellow	Red	N/A	Green	Yellow	N/A
Filipino	N/A	Yellow	Blue	N/A	--	--	N/A
Hispanic	N/A	Orange	Red	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Yellow	Red	N/A	Green	Green	N/A
Two or More Races	N/A	Orange	Red	N/A	Green	Yellow	N/A

Two Rivers Elementary (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Orange	N/A	Orange	Yellow	N/A
English Learners	Green	Red	Blue	N/A	Orange	Yellow	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Orange	Orange	N/A
Students with Disabilities	N/A	Red	Green	N/A	Orange	Orange	N/A
African American	N/A	Red	Orange	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Red	Blue	N/A	Yellow	Yellow	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Red	Yellow	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Orange	Orange	N/A	Green	Yellow	N/A
Two or More Races	N/A	Red	Orange	N/A	Yellow	Yellow	N/A

Witter Ranch Elementary (2023 California School Dashboard)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Orange	N/A	Orange	Orange	N/A
English Learners	Orange	Red	Green	N/A	Orange	Orange	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Orange	Yellow	N/A	Orange	Orange	N/A
Students with Disabilities	N/A	Red	Orange	N/A	Orange	Yellow	N/A
African American	N/A	Orange	Orange	N/A	Orange	Orange	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	Red	Blue	N/A	Orange	Yellow	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Red	Orange	N/A	Yellow	Green	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Red	Orange	N/A	--	--	N/A
Two or More Races	N/A	Red	Yellow	N/A	Yellow	Yellow	N/A

SPRING 2025 Update for 2024 California School Dashboard Results

The following table lists the student groups, by dashboard indicator, that received the lowest performance level ('Red') on the **2024 California School Dashboard**. The 2023 Dashboard Results detailed on pages 1-11 of this appendix will, as required, remain in place as a guiding frame for the duration of this 2024-2027 LCAP cycle. Each year NUSD will provide an update of the most current Dashboard Results so that the most recent context can be viewed along with the required 2024 Dashboard data.

NUSD 2024 CALIFORNIA SCHOOL DASHBOARD Student Groups with Lowest Level of Performance by Dashboard Indicator							
District Level or School	English Learner Progress Indicator	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	Academic Indicator: ELA	Academic Indicator: Math	College Career Indicator
NUSD (District Level)			FY		EL, LTEL, HY, SWD, AA	EL, LTEL, FY, HY, AA	
American Lakes School					AA, W		
Bannon Creek School			ALL, HY, SED, SWD, AA, H/L, 2+			ALL, SED, AA	
Discovery High School			ALL, SED, AA, H/L				ALL, SED
H. Allen Hight Elementary			SED, AA, H/L		EL, SED, SWD, AA	SWD, AA	
Heron School							
Inderkum High School			SWD, AA			EL, SED, AA	
Jefferson School			EL, W, 2+				
Larry G. Meeks Academy		H/L			AA	AA	
Natomas High School				SWD	SWD	SWD, AA	
Natomas Middle School	LTEL	HY, SWD, AA, H/L, 2+	SWD, 2+		ALL, EL, LTEL, SED, SWD, AA, A, H/L	ALL, EL, LTEL, SWD, SWD, A, H/L, W, 2+	
Natomas Park Elementary			ALL, EL, HY, SED, SWD, AA, A, H/L, 2+				
Paso Verde School			SWD		AA		
Two Rivers Elementary			SWD, 2+		SWD		
Witter Ranch Elementary			W, 2+		SWD, AA	AA	