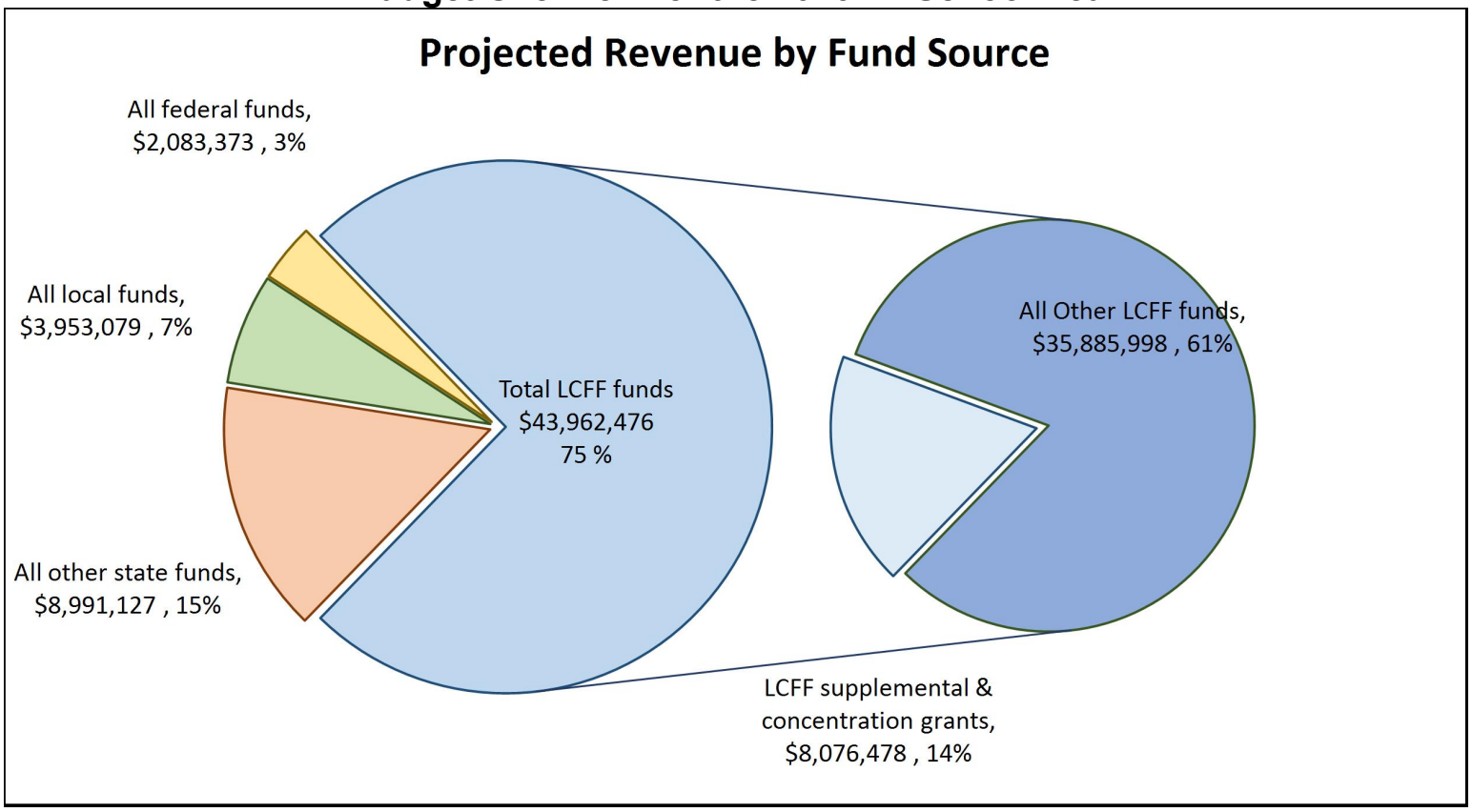
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newman-Crows Landing Unified School District
CDS Code: 50-73601
School Year: 2026-27
LEA contact information:
Heather Vargas
Director of Curriculum and Instruction
HVargas@nclusd.k12.ca.us
(209) 827-7339

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

Budget Overview for the 2026-27 School Year

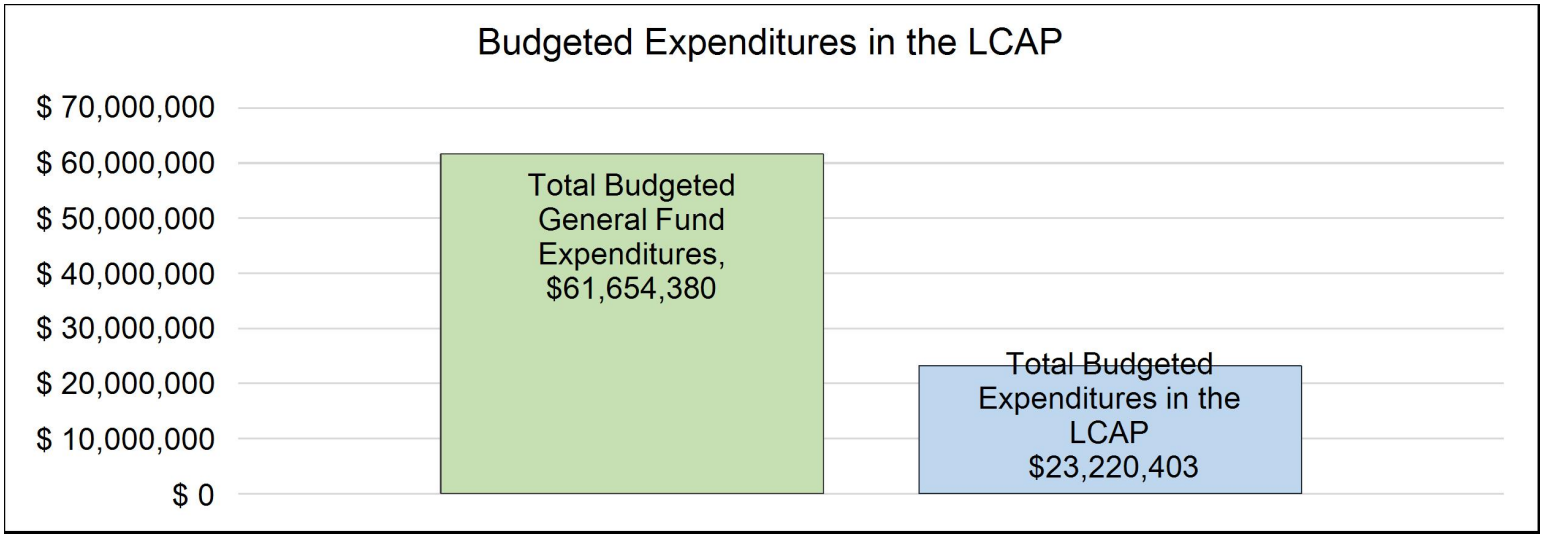


This chart shows the total general purpose revenue Newman-Crows Landing Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newman-Crows Landing Unified School District is $58,990,055, of which $43,962,476.00 is Local Control Funding Formula (LCFF), $8,991,127.00 is other state funds, $3,953,079.00 is local funds, and $2,083,373.00 is federal funds. Of the $43,962,476.00 in LCFF Funds, $8,076,478 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 Newman-Crows Landing Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Newman-Crows Landing Unified School District plans to spend $61,654,380.00 for the 2026-27 school year. Of that amount, $23,220,403.00 is tied to actions/services in the LCAP and $38,433,977 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

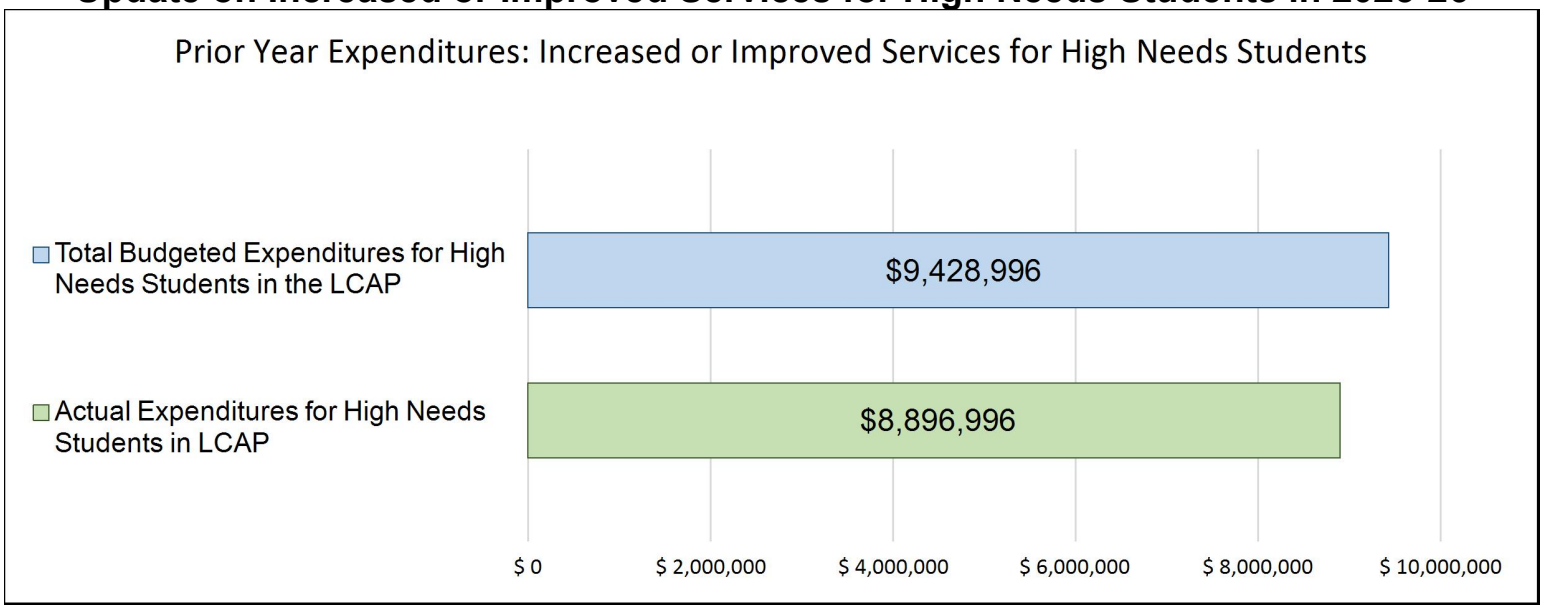
Expenditures not included in the LCAP include base teacher salaries, administrative costs, routine maintenance, and general district operational expenses. These costs support the District's core educational program and day-to-day operations but are not associated with specific LCAP actions or services.

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

In 2026-27, Newman-Crows Landing Unified School District is projecting it will receive $8,076,478 based on the enrollment of Foster Youth, English learner, and low-income students. Newman-Crows Landing Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newman-Crows Landing Unified School District plans to spend $9,428,996.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Newman-Crows Landing Unified School District's LCAP budgeted $9,428,996.00 for planned actions to increase or improve services for high needs students. Newman-Crows Landing Unified School District actually spent $8,896,996.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $532,000 had the following impact on Newman-Crows Landing Unified School District’s ability to increase or improve services for high needs students:

Some of the actions were originally projected at a higher cost than what ultimately materialized. However, students with greatest needs continued to be prioritized in the implementation of those actions and services.

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
Newman-Crows Landing Unified School District	Heather Vargas Director of Curriculum and Instruction	hvargas@nclusd.k12.ca.us (209) 827-7339

Plan Summary [2026-27]

General Information

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

The Newman-Crows Landing Unified School District (NCLUSD) serves the students of Newman, Crows Landing and Diablo Grande. There are four elementary sites, one middle school, one high school and an alternative education school. The district is governed by a five-member school board. Newman is a small rural farming community on the west side of Stanislaus County with strong traditions and a focus on our schools.

NCLUSD is committed to ensuring that every student achieves proficiency in the California State Content Standards through equitable access to high-quality instruction, targeted academic support, and meaningful educational opportunities. Serving approximately 3,085 students in a small rural community, the district's student population is predominantly Hispanic (82%), with additional representation from White (10%), Multi-Racial (2.83%), African American (2.1%), Asian (1.5%), American Indian (0.16%), and Pacific Islander (0.16%) students. The district also serves a significant population of English Learners (30.1%) and students receiving Special Education services (15%).

Newman-Crows Landing schools are committed to welcoming, inclusive learning environments where students feel supported, cared for, and connected. Students are prepared for future success through strong character, meaningful relationships, continuous academic growth, and real-world learning.

Reflections: Annual Performance

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

Based on the implementation data, our district has made significant progress in several key areas while identifying opportunities for growth in others. The district successfully implemented supplemental resources across core subjects (ELA, Math, and Science) and established intervention programs at all sites, particularly focusing on English Learners, Students with Disabilities (SWD) and African American students. These interventions demonstrate our commitment to supporting at-risk students and closing achievement gaps. The data shows promising results in Advanced Placement (AP) participation and success rates, with the California Dashboard indicating a strong performance level of 82.4% (blue) for the College and Career Indicator.

English Learner support systems reveals growth including with our Long-Term English Learners. English Learners made overall growth of 6.9% and Long-term English Learners made steady gains with 5.6% demonstrating progress toward English Learner proficiency. As a district, our dashboard indicator went from orange to green with two schools, Hunt and Hurd Barrington, earning a blue indicator. Common themes across school sites indicate the need for more robust professional development, updated curriculum resources, and improved support systems for newcomer students. While progress has been made in supporting Long-Term English Learners (LTEL) with 19% of LTEL's being reclassified, this remains a critical area of focus for continued improvement. Moving forward, the district will prioritize strengthening these identified areas while maintaining the successful programs and interventions currently in place.

An increased area of focus will continue to be Students with Disabilities (SWD) as this subgroup is red for student achievement in both ELA and Math.

For more detailed information on each school and student subgroup performance data, including metrics and actions to address students' needs in the 2025-26 LCAP, please see the attachment at the end of the LCAP.
Schools within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Hunt Elementary: English Language Arts
Orestimba High School: Math
West Side Valley Continuation High School: Suspensions
2024-25 Local Control and Accountability Plan for Newman-Crows Landing Unified School District Page 5 of 78

Student Group within the LEA the received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Suspension: SWD, African Americans, English Learners, Homeless
English Language Arts: SWD, African Americans
Math: SWD, African Americans, Hispanics, Socioeconomically Disadvantaged
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:
Hunt Elementary,
English Language Arts: English Learners, Hispanic, SWD, Socioeconomically Disadvantaged
Math: English Learners, SWD, Socioeconomically Disadvantaged
Orestimba High School,
English Language Arts: English Learners, SWD

Math: English Learners, Hispanic, SWD, Socioeconomically Disadvantaged
Suspension: English Learners, SWD
Yolo ELA: Students with disabilities
Math: Students with disabilities
Suspensions: English Learners, Students with disabilities

NCLUSD has $1,831,296 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be funding the following LCAP goals and actions:
Goal 1, Action 1.3—Supplemental Resources
Goal 1, Action 1.4—Intervention Support
Both actions are intended to accelerate student learning and support long-term academic recovery. Based on research and in response to local benchmark data and educational partner feedback, the district will adopt and expand evidence-based instructional materials aligned with California content standards. These resources will enhance Tier 1 instruction and support differentiated learning needs across grade levels. The district will increase intervention supports by expanding access to small group and one-on-one academic interventions during the regular school day and after school. Together, these investments should contribute to improved local assessment outcomes, higher participation in intervention programs, and greater alignment with state standards.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Newman-Crows Landing meets the eligibility criteria for Differentiated Assistance (DA) for Students with Disabilities in the following priority areas:

- Academic Achievement: Mathematics and English Language Arts (ELA)
- Pupil Engagement: Chronic Absenteeism

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these areas of need. Based on a collaborative review of data, system strengths, and areas for growth, DA efforts will focus on the following the following LCAP-aligned efforts:

- Professional Development related to CA State Standards and Effective Instructional Practices (Action 1.2)
- Support alignment of IEP goals to grade-level standards (aligns with Action 1.2)
- Plans and procedures to address increases in chronic absenteeism (Action 2.6)

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, Support Staff, Certificated and Classified Bargaining Units, SELPA	LCAP Input Meetings were held at each site in the district. We also provided a google form for each action during the meeting and after the meeting so that input could be added throughout the engagement process. We also informed staff through an All-District email that they could email their site administrator, district administrators and/or the superintendent directly with input, questions or concerns and we would respond to them. LCAP Meetings were held on the following dates: Site Meetings: 3/9/26 Yolo 3/4/26 VR 3/9/26 OHS 3/10/26 Hunt 3/5/26 Bonita 3/10/26 Alt Ed 3/17/26 HBE
Parents, Teachers, Administrators, Classified Staff, Students	NCLUSD holds an LCAP Community Meeting to bring together educational partners from all sites in the district to review data and work collaboratively to prioritize the needs to the district. There were over 50 particpants who prioritized our goals and actions by ranking the areas that were the three highest priorities. In addition,

Educational Partner(s)	Process for Engagement
	participants were given colored post-its to share ideas and input on how to improve each of the actions related to Title II, III, and IV funding. LCAP Community Meeting was held on the following date: District Community Meeting 3/11/26 at 6:00pm DELAC Community Meeting 5/19/26 at 3:00pm
DELAC Meeting: Parents, Administrators, Support Staff	Reviewed the Mid Year Report and gathered input regarding the new LCAP: 1/20/26 DELAC approve final LCAP: 5/19/26
School Board Members, District Administrators, Site administrators, Classified Staff, Certificated Staff, Parents, Community Members	LCAP Review and Midyear Update at School Board Meeting: 2/9/26
Parents, Staff, Students(grades 5th-12th)	Healthy Kids Survey: 3/2/26- 3/20/26
School Board Members, District Administrators, Site administrators, Classified Staff, Certificated Staff, Parents, Community Members	Public Hearing: 6/8/26
School Board Members, District Administrators, Site administrators, Classified Staff, Certificated Staff, Parents, Community Members	Board Adoption: 6/15/26
Consultation with Equity Multiplier Schools	Met with administrator and support staff to determine needs at West Side Valley High School and Foothill Community Day School. We looked at data and considered input from staff and parents.

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

LCAP Community Meeting: Participants Prioritized Our Actions
Each site team was asked to prioritize their top two actions from Goal 1 and Goal 2 by rating the priorities. Then each site used designated color post-its to offer suggestions in improving our actions. The LCAP is influenced by this feedback as we use it to prioritize our actions, personnel, and allocations. Educational partners also offered input on the resource allocations for Title II, III and IV funding. Although we will address all of our actions in the LCAP, if educational partners feel that certain actions need more attention, we will direct resources in that area.

NCLUSD Community Meeting Input

Goal 1 Priorities:
Intervention- 4

Professional Development- 3
Supplemental Resources- 3
English Learner Support- 1
Special Education Support- 1
School Facilities- 1
CTE- 1
Rigorous Curriculum -0

Goal 2 Priorities:
Social-Emotional Support- 9
Health Services- 3
Adult Education- 1
Extended Learning Opportunities- 1
Parent Involvement- 0
Parent Communication- 0
Chronic Absenteeism- 0

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.	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.

Focusing on instruction aligned with California State Standards ensures that the education provided meets state requirements and prepares students for college and career. Setting high expectations for all students, while ensuring equity, means that every student is challenged and supported according to their needs. This approach helps to address disparities and provides every student with the opportunity to succeed. A focus on equity and access is a response to our Dashboard data that highlights the need to provide equitable outcomes for all subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FAFSA completion rate by March 2, 2025	% of Students Completing the FAFSA by March 2, 2024: 70%	80% of students completed FASFA by March 2025	80% of students completed FASFA by March 2026	Increase to 80%	Increase of 10%-Met target
1.2	Percent of students completing CTE Pathways	36.4% completed CTE Pathways based on the College/Career levels and measures report in 2023	23% of seniors completed CTE Pathways	28.3% enrolled in CTE Pathways	Increase to 45%	Decrease of 8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of students enrolled in AP courses	% of students enrolled in AP Courses in 2023-2024 school year: 14%	19% of students enrolled in AP courses during 2024-2025 school year	23.64% of students enrolled in AP courses during 2025-2026 school year	Increase to 25%	Increase of 5%
1.4	Met UC/CSU Requirements	64.2% met UC/CSU requirements based on the College/Career levels and measures report in 2023	44% of students met UC/CSU requirements	50% of students met UC/CSU requirements	Increase to 75%	Decrease of 14.2%
1.5	Percent of students prepared for college level English as measured by the Early Assessment Program	60.26% of students are prepared for college level English as measured by the Early Assessment Program based on 22-23 school year	50% of students are prepared for college level English as measured by the Early Assessment Program based on 23-24 school year	48% of students are prepared for college level English as measured by the Early Assessment Program based on 24-25 school year	Increase by 10%	Decrease of 10%
1.6	Percent of students prepared for college level Math as measured by the Early Assessment Program	16.45% of students are prepared for college level Math as measured by the Early Assessment Program based on 22-23 school year	13% of students are prepared for college level English as measured by the Early Assessment Program based on 23-24 school year	12% of students are prepared for college level Math as measured by the Early Assessment Program based on 24-25 school year	Increase by 10%	Decrease of 3%
1.7	State Wide Academic Results SBAC	ELA percent of students meeting or exceeding standards: 34.78% Math percent of students meeting or exceeding standards: 17.61%	ELA percent of students meeting or exceeding standards: 35% Math percent of students meeting or exceeding standards:19%	ELA percent of students meeting or exceeding standards: 39% Math percent of students meeting or exceeding standards: 22%	Increase by 20%	District Increase ELA 1% District Increase Math 2% SED Math -3.2% Hispanic Math -8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math percent of SED students meeting or exceeding standards: 14.7% Math percent of Hispanic students meeting or exceeding standards: 21% Based on 2022-2023 school year	Math percent of SED students meeting or exceeding standards: 11.5% Math percent of Hispanic students meeting or exceeding standards: 12.8% Based on 2023-2024 school year	Math percent of SED students meeting or exceeding standards: 14% Math percent of Hispanic students meeting or exceeding standards: 20% Based on 2024-2025 school year		
1.8	SBAC ELA and Math Scores for English Learner Subgroup	SBAC ELA percent of EL students meeting/exceeding standards: 11.34% SBAC Math percent of EL students meeting/exceeding standards: 6.16% Based on 2022-23 school year	SBAC ELA percent of EL students meeting/exceeding standards: 10% SBAC Math percent of EL students meeting/exceeding standards: 8% Based on 2023-2024 school year	SBAC ELA percent of EL students meeting/exceeding standards: 13% SBAC Math percent of EL students meeting/exceeding standards: 6% Based on 2024-2025 school year	Increase by 20%	EL Students- ELA Decrease 1.34% EL Students- Math Increase 2.16%
1.9	SBAC ELA and Math Scores for SWD Subgroup	ELA percent of students with disabilities meeting or exceeding standards: 8.17% Math percent of students with disabilities meeting or exceeding standards: 4.33%	ELA percent of students with disabilities meeting or exceeding standards: 7% Math percent of students with disabilities meeting	ELA percent of students with disabilities meeting or exceeding standards: 12% Math percent of students with disabilities meeting	Increase by 10%	SWD- ELA Decrease 1.17% SWD- Math Increase 4.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based on 2022-23 school year	or exceeding standards: 9% Based on 2023-2024 school year	or exceeding standards: 11% Based on 2024-2025 school year		
1.10	RFEP Rate Progress towards English proficiency	Percentage of students RFEP 9% 50.5% making progress towards English language proficiency based on the 2023 Dashboard	14% of students were reclassified in 2024-2025 40.6% making progress towards English language proficiency based on the 2024 Dashboard (declined 9.9%)	16% of students are eligible for reclassification in 2025-2026 47.5% making progress towards English language proficiency based on the 2025 Dashboard (increased 6.9%)	Increase RFEP Rate by 10% Increase rate making progress by 10%	RFEP rate increase by 5% ELP proficiency decreased 9.9%
1.11	% of Long Term English Learners Reclassified	Baseline established in 2024-2025 12% of Long Term English learners were reclassified in 2025	12% of Long Term English learners were reclassified in 2025	19% (70 students) of Long Term English Learners were reclassified in 2025-2026	Increase baseline by 10%	Increase of 7%
1.12	Williams Compliance for instructional materials	0% of students lack assigned textbook or instructional materials in 2023	0% of students lack assigned textbook or instructional materials in 2024	0% of students lack assigned textbook or instructional materials in 2025	Maintain 0%	Met target
1.13	Annual facilities inspections for all student occupied facilities	District Average FIT Score in 2023: 96.5%, All Sites Good or higher	District Average FIT Score in 2024: 96% (All sites good)	District average FIT score in 2025: 96.53% (All sites good or exemplary)	Maintain score at 95% or above and all sites at Good or Excellent	Met target
1.14	Fully credentialed teachers	100% are fully credentialed in 2023/2024	100% are fully credentialed	100% are fully credentialed	Maintain 100%	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Implementation of State-adopted Academic and Performance Standards, including English Learners, Foster Youth and Socioeconomically Disadvantaged Students Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	ELA: 5 Math: 5 History Social Science: 4 ELD: 4 Science: 3 2023 Local Indicators Self-Reflection	ELA: 5 Math: 5 History Social Science: 4 ELD: 4 Science: 3 2024 Local Indicators Self-Reflection	ELA: 5 Math: 5 History Social Science: 5 ELD: 4 Science: 4 2025 Local Indicators Self-Reflection	Increase History Social Science to 5 Increase ELD to 5 Increase Science to 4	Maintained
1.16	Four-Year Adjusted Cohort Graduation Rate	94% 2022-23 data	93.8% 2023-2024 data	97% 2024-2025 data	Increase to 95% or above	Met Target
1.17	Students with Disabilities Four-Year Adjusted Cohort Graduation Rate	81% 2022-23 data	79.6% 2023-2024 data	86.8% 2024-2025 data	Increase to 95% or above	7.2% Increase
1.18	SBAC ELA and Math Scores for African American Subgroup	ELA percent of African American student meeting or exceeding standards: 28.1 Math percent of African American students meeting or exceeding standards: 9.3% Based on 2022-23 school year	ELA percent of African American student meeting or exceeding standards: 21% Math percent of African American students meeting or exceeding standards: 14%	ELA percent of African American student meeting or exceeding standards: 11% Math percent of African American students meeting or exceeding standards: 8%	Increase by 10%	AA students- ELA Decrease of 17.1% AA students- Math Decrease of 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Based on 2023-2024 school year	Based on 2024-2025 school year		
1.19	Broad Course of Study	100% of students, including unduplicated students have access to a Broad Course of Study in 2023-2024 school year	100% of students currently have access to a Broad Course of Study in the 2024-2025 school year	100% of students currently have access to a Broad Course of Study in the 2025-2026 school year	Maintain 100%	Met target
1.20	California Science Test(CAST) Scores	CAST percent of students meeting/exceeding standards: 18.08% SWD: 6.9% EL: 2.4% 2022-2023 data	CAST 2023-2024 data All students: 13% SWD: 1% EL: 1%	CAST 2024-2025 data All students: 18% SWD: 4% EL: 4%	Increase by 10% for all students and in subgroups	All students - Maintained SWD: Decreased by 2.9% EL- Increased by 1.6%
1.21	% of AP Exams with a score of 3 or higher	61% based on 2023 data	74% based on 2024 data	50% (327 exams) based on 2025 data	Increase by 10%	Decrease of 11%
1.22	Students receiving the State Seal of Biliteracy	2023-2024 44 students	2024-2025 40 students received the SEAL of Biliteracy	2025-2026 50 students received the SEAL of Biliteracy	55 students	Increase of 6 students
1.23	AP Spanish Language Assessment	2023-2024 17 students took the Spanish Language AP test 12 students passed the test	2024-2025 In Progress-College Board releases in July	2024-2025 68 students took the Spanish Language AP test 88% passed	20 students will take and pass the Spanish Language AP test	Met target
1.24	Dual Language Immersion Enrollment	2023-2024 491 students enrolled	2024-2025 546 students enrolled	2025-2026 547 students enrolled	530 students enrolled	Met Target-Increase of 55 students

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.3 Supplemental Resources- TK-12 Supplemental resources were purchased and implemented to support math and writing at each school site.
Action 1.5 Improve outcomes for LTEL's- With an increased attention to this subgroup, sites created plans to better support LTEL's using designated ELD and an attention to writing.
Action 1.8 Retain teachers- During the 2025-2026 school year we have 99% teacher retention with the exception 3 teachers retiring.
Action 1.9 English Learner Support- Improved academic outcomes for English learners at all school sites based on the ELPAC, RFEP rates and overall student performance
Action 1.10 School Facilities- All schools continue to be maintained at a high level with a score of good or better at every site according to the FIT report.

Implementation Challenges:
Action 1.4 Academic Interventions - Sites indicate a need for balanced and consistent scheduling and enhanced mathematics support.
Action 1.6 Improve outcomes for SWD and African American Subgroups- Limited support and coaching for teachers in these areas
Action 1.7 Expanded Support- Staffing expanded support and tutoring opportunities presented a challenge. Support classes offered at the middle school were effective, but district-wide we struggled to fully implement.

Modified Implementation:
Action 1.1 CTE Programs- Improvement of CTE access for all student groups was maintained. Educational partners indicate that expanding CTE program offerings is not a high priority.
Action 1.2 Professional Development- Limited opportunities were provided for professional development due to lack of personnel

Non-implemented Actions:
1.11 Broad and Rigorous Curriculum- All students have 100% access to a broad and rigorous curriculum, as they have for several years, so no action in this area was taken.

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

The district spent less than anticipated on Career Technical education due to grant funding availability.

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

Based on the implementation data, our district has made significant progress in several key areas while identifying opportunities for growth in others.

Action 1.1: Career and Technical Education Pathways CTE access was maintained, but a challenge emerged as only 28% of students completed a pathway, a 8.1% decrease from the 2023 baseline of 36.4%.
Action 1.2: Professional Development; This action was a challenge due to limited resources and personnel
Action 1.3: Effective; supplemental resources supported instruction across subjects and contributed to incremental gains in SBAC scores (ELA +6.8%, Math +8.5%).
Action 1.4: Intervention Support Effective; intervention programs were implemented at all sites contributing to academic gains (ELA +6.8%, Math +8.5%)
Action 1.5: Long Term English Learners (LTELs) Effective; targeted interventions led to 19% of LTELs being reclassified, an increase of 7% from baseline.
Action 1.6: Outcomes for SWD and African American Students remain a challenge due to limited resources to support coaching and training
Action 1.7: Expanded Support for At-Risk Students Emerging effectiveness; although support classes were successful at the middle school level, district-wide implementation was limited due to staffing challenges
Action 1.8: Retain Teachers Highly Effective; 98% teacher retention was achieved except for three retirements, ensuring instructional continuity.
Action 1.9: English Learner Support and PD Effective; an increase in ELPAC progress (+6.9%) due to targeted professional development and consistent ELD implementation
Action 1.10: Effective; facilities maintained a 96% FIT score, with all sites rated good or better, meeting the district's target.
Action 1.11: Effective; targeted ELD instruction led to 19% of LTELs being reclassified
Action 1.12: Broad and Rigorous Curriculum Effective; 100% of students maintained access to a broad course of study, with no instructional gaps reported.

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

Based on the analysis of implementation and impact during the prior year, NCLUSD revised Actions 1.3 and 1.4 to include Learning Recovery Emergency Block Grant (LREBG) funds.

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	Career and Technical Education Pathways	CTE (Career Technical Education) pathways offer valuable opportunities to explore hands-on skills and career interests while in school. These	$2,187,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pathways provide a structured approach to career readiness, giving students a head start in various fields like healthcare, technology, and more. By participating in CTE pathways, students can gain practical experience, industry certifications, and a clearer understanding of their future career options. NCLUSD ensures that all students have equitable access to these pathways, helping them succeed in both college and the workforce.		
1.2	Professional Development	To support improved academic outcomes, professional development for instructional staff will focus on the following priorities and topics: a) California State Standards- Math, Science and Writing b) English Language Development Standards c) Social-Emotional Support d) Effective Instructional Practices	$673,100.00	Yes
1.3	Supplemental Resources	Purchase supplemental resources to support core instruction including but not limited to: K-3 Wilson Reading Program Fundations (Foundational Standards) FunHub Generation Genius(Science) STATS(SCOE Data Platform) Supplemental DLI Curriculum Supplemental Writing Curriculum Supplemental Math Curriculum LREBG Action: $200,000 This action uses LREBG funds to partially support the purchase of supplemental instructional resources aligned with California content standards. These resources are designed to reinforce grade-level instruction and provide targeted support for students who require additional academic scaffolding. This expenditure aligns with LREBG allowable use category “Instructional Materials or Curriculum” and is intended to accelerate academic recovery and address learning loss by expanding	$1,902,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to standards-aligned, evidence-based materials for unduplicated students and other learners in need of support. 1.2 Percent of students completing CTE Pathways 1.7 State Wide Academic Results SBAC, 1.8 SBAC ELA and Math Scores for English Learner Subgroup 1.9 SBAC ELA and Math Scores for Students with Disabilities Subgroup 1.10 RFEP Rate and Progress towards English proficiency		
1.4	Intervention Support	Provide programs and interventions targeted to the needs of all students and those students with specific needs such as Special Education, English Learners and Foster Youth and African Americans, using a multi---tiered system of supports. These interventions and programs target student academic, socio-emotional, behavioral, mental health needs in order to ensure students remain in school, reenter and complete school. These programs include Special Education, Student Health & Human Services, Adult Education and Early Intervention. Additionally, provide extended learning opportunities for students after school such as individual and group tutoring, homework support and, enrichment that supports student needs. LREBG Action: $859,304 This action utilizes LREBG funds to support four Intervention Teachers and sixteen Instructional Aides to deliver focused academic interventions throughout the school day. Numerous studies confirm that small-group and individualized interventions delivered by trained personnel (certificated or classified) are among the most effective strategies for accelerating learning and closing academic gaps. This action aligns with LREBG allowable use category “Accelerating progress to close learning gaps through implementation of evidence-based learning supports,” 1.2 Percent of students completing CTE Pathways 1.7 State Wide Academic Results SBAC, Local Assessments 1.8 SBAC ELA and Math Scores for English Learner	$3,807,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.9 SBAC ELA and Math Scores for Students with Disabilities 1.10 RFEP Rate and Progress towards English proficiency		
1.5	Long Term English Learners(LTELs)	Based on data, identify and determine students who are Long Term English Learners and provide the intervention and support needed to reclassify them as English Proficient.	$160,000.00	Yes
1.6	Improved Outcomes for Students with Disabilities and African American Students	Ensure Students with Disabilities and African American Students have access to core instruction and best instructional practices at all grade levels and sites in the district We will ensure: a) Staffing needs are met b) PD is provided to all teachers and administrators c) Resources are provided to support learning d) Administrators take an active role monitoring improved outcomes for SWD	$1,440,825.00	No
1.7	Expanded Support for At Risk Students	Provide students additional resources and support outside of the regular school day to: a) Improve academic achievement, b) Improve student engagement with a focus on college and career readiness. c) Provide students with access to tutoring, intervention and activities that promote school community and culture.	$174,382.00	Yes
1.8	Retain Teachers	Hire and retain effective, fully credentialed instructional, administrative and support staff.	$1,649,693.00	Yes
1.9	English Learner Support and	Ensure students receive effective language acquisition support to achieve English proficiency for reclassification.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development	Provide professional development for teachers and support staff to implement and monitor best practices in meeting the needs of English Learners in every classroom.		
1.10	School Facilities	Safe, clean facilities ensure healthy, secure learning environments for students, staff, and visitors, promoting optimal learning and well-being.	$1,831,000.00	No
1.12	Broad and Rigorous Curriculum	Ensure all students have equitable access to a broad rigorous and relevant curriculum, aligned to California State Standards, that engages students in critical thinking, inquiry and creativity and prepares them for College and Career.	$1,737,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Parent and student engagement in schools is a collaborative partnership between educators, families, and students to support academic success and holistic development. By fostering strong connections between home and school, parent and student engagement promotes positive relationships, academic achievement, and a supportive school community.	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.

Parent involvement and engagement is critical for student success because it creates a supportive learning environment that extends beyond the classroom walls and reinforces educational values at home, leading to improved academic performance, better attendance, and higher graduation rates.
Based on our data and input from educational partners, the district will continue these strong partnerships by providing opportunities throughout the year for students and parents to engage with the school community.

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 Drop out Rate Middle School Drop out Rate	2022-2023 High School Drop out Rate 4 year cohort: 9.02% Middle School Drop out Rate 0%	2023-2024 High School Drop out Rate 4 year cohort: 6% Middle School Drop out Rate 0%	2024-2025 High School Drop out Rate 4 year cohort: 2.6% Middle School Drop out Rate 0%	5% Drop out Rate for High School 0% Drop out Rate for Middle School	High School Decreased 3.02% Middle School Maintain 0%
2.2	District Wide Student Chronic Absenteeism	2022-2023 Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism	2024-2025 Chronic Absenteeism	8% or less: District	District Decreased 4.8% AA- -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14.7%: District 33.3%: African American 40%: Homeless 12.6%: English Learners 14.2%: Hispanic 16.7%: SED 24.8%: SWD	9.9%: District 25.6%: African American 29.4%: Homeless 11.3%: English Learners 10%: Hispanic 11.6%: SED 16.9%: SWD	15.6%: District 24.4%: African American 42.4%: Homeless 15.5%: English Learners 15.9%: Hispanic 18%: SED 22.6%: SWD	20% or less African American 25% or less: Homeless 12.6%: English Learners 8% or less%: Hispanic 8% or less%: SED 10% or less: SWD	Homeless -11% EL- -1% Hispanic -4% SED- -5% SWD- -8%
2.3	District Wide Overall Student Attendance Rate	2022-23 District Overall Attendance: 92.5%	2023-2024 Overall Attendance 93.6%	2024-2025 Overall Attendance 92.93%	Above 95%	Increased 1%
2.4	District Suspension Rate	2022-23 Suspension Rate: 4.3%: District 4.9%: English Learners 8.6%: Students with Disabilities 8.7%: Homeless 13%: African American Students	2023-2024 Suspension Rate: 3.7%: District 3.7%: English Learners 7.4%: Students with Disabilities 8.3%: Homeless 13.6%: African American	2024-2025 Suspension Rate: 3.8%: District 3.9%: English Learners 6.5%: Students with Disabilities 0%: Homeless 13.2%: African American	Maintain suspension rate under 5% for all student groups	District Decreased 0.1% EL- .0.2% Increase SWD- 0.9% Decrease Homeless- 8.3% Decrease AA- 0.4% Decrease
2.5	Pupil Expulsion Rate	2022-23 District Expulsion Rate: 0.2%	One student was expelled in 2023-2024 0.0003% District Expulsion Rate	2024-2025 District Expulsion Rate:0.1%	Maintain at 0.2% or lower	Met Target
2.6	Parent, Staff and Student Participation in school climate and	2022-23 Healthy Kids Survey:	2024-2025 Healthy Kids Survey:	2025-2026 93 parents responded	Increase by 100 parents	All areas decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety survey: Healthy Kids Survey	140 Parents Responded 208 Staff Members Responded 725 5th-12th Graders Responded Percent who agree that the school is safe: 69% Elementary Students 55% Secondary Students 51 % Staff 42% Parents Percent who agree that they are connected to the school: 67% Elementary Students 51% Secondary Students 50 % Staff 41% Parents	162 parents responded 221 staff members responded 1762 5-12th graders responded Percent who agree that the school is safe: 77 % Elementary students 40 % Secondary students (35% nuetral) 95 % Staff 89 % Parents Percent who agree that they are connected to the school: 73% Elementary students 45 % Secondary students (30% nuetral) 91 % Staff 84 % Parents	137 staff members responded 1,416 5-12th graders responded Percent who agree that the school is safe: 37% of 4th grade 38% of 5th grade 52% of the staff 40% of parents Percent who agree that they are connected to the school: 32% of 4th grade 41% of 5th grade 38% Middle & High School combined 34% For all parents	Increase by 50 staff Increase by 200 students Increase percent who agree that school is safe by 15% for all groups. Increase the percent who agree that they are connected to the school by 15% for all groups.	
2.7	Community and family utilization of District and site on-line communication tools	Community and family utilization of site online communications tools: Above 95% during the 2022-2023 school year	Above 95% during 2023-2024 school year	Above 95% during 2024-2025 school year	Maintain at 95% or above	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Four-Year Adjusted Cohort Graduation Rate	94% in 2022-23	93.9% in 2023-2024	97.4% in 2024-2025	Increase to 96%	Met Target Increased 3.4%
2.9	Suspension Rate at West Side Valley High School	10.8% in 2022-23	1.3% in 2023-2024	3.1% in 2024-2025	Decrease to 5%	Met Target- Decreased 7.7%
2.10	Number of participants enrolled in Adult Education Classes	Baseline to be established in 2024-2025 78 participants are enrolled in our Adult Education Classes	78 participants are enrolled in our Adult Education Classes	56 participants are enrolled in our Adult Education Classes • 31 ESL students increased their CASAS scores, over 50% of students • 100% of students surveyed said they would recommend this program to friends and family • 97% of students surveyed said this class helps me practice my	Increase 10% from baseline	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English conversation • 99% of students surveyed said they felt more confident speaking English in public • 98% of students surveyed said the things they are learning in class have helped improve their daily lives • 98% of students surveyed said they can better communicate with their family or on behalf of their family.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Parent input and promotion of programs that support SED, ELs and Foster Youth(Unduplicated Students) Rate of Current Implementation of Parent and Family Engagement 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability	LEA's progress in developing the capacity of staff building trusting and respectful relationships with families: 4 Progress in creating welcoming environments for all families: 5 Progress in supporting staff to learn about each family's strengths, cultures languages, and goals for their children: 4 Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5 2023 Local Indicators Self Reflection Tool	LEA's progress in developing the capacity of staff building trusting and respectful relationships with families: 4 Progress in creating welcoming environments for all families: 5 Progress in supporting staff to learn about each family's strengths, cultures languages, and goals for their children: 5 Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is	LEA's progress in developing the capacity of staff building trusting and respectful relationships with families: 5 Progress in creating welcoming environments for all families: 5 Progress in supporting staff to learn about each family's strengths, cultures languages, and goals for their children: 5 Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is	Increase LEA's progress in developing the capacity of staff building trusting and respectful relationships with families to 5 Maintain progress in creating welcoming environments for all families at 5 . Increase progress in supporting staff to learn about each family's strengths, cultures languages, and goals for their children to 5 Maintain progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	All groups maintained Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			understandable and accessible to families: 5 2023 Local Indicators Self Reflection Tool	understandable and accessible to families: 5 2023 Local Indicators Self Reflection Tool	that is understandable and accessible to families: 5	
2.12	Promote parent participation in programs for EL, SED, SWD and FY. Rating for Building Partnership for Student Outcomes 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability	Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 4	Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Progress in providing all families with opportunities to provide input on policies and programs, and implementing	Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5 Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Progress in providing all families with opportunities to provide input on policies and programs, and implementing	Maintain progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making at 5 Improve progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making to 5 Improve progress in providing all families with opportunities to provide input on policies and programs, and implementing	All Groups Maintained Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5 2023 Local Indicators Self Reflection Tool	strategies to reach and seek input from any underrepresented groups in the school community: 4 Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5 2023 Local Indicators Self Reflection Tool	strategies to reach and seek input from any underrepresented groups in the school community: 4 Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5 2023 Local Indicators Self Reflection Tool	strategies to reach and seek input from any underrepresented groups in the school community to 5 Improve progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels to 5	

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
2.2 Parent engagement was fully implemented as planned and will continue based on positive feedback from educational partners.
2.3 Adult education was successfully implemented with 79 participants in our ESL and Microsoft Office offerings.
2.4 Social-emotional support was successfully implemented including universal screners K-12. SEL counseling support will continued to be offered at every site but two K-8 counseling positions were eliminated due to lack of funding resources.
2.5 Health services were fully implemented as planned with health and nursing support staff at each school site. Educational partners maintain that this is a high priority.

Implementation Challenges:
2.6 Chronic Absenteeism rate increased from 9.9% to 15.6%. Continued efforts to decrease the chronic absenteeism rate will continue.
2.7 Improved services for students at risk has presented various challenges. Students at risk have opportunities for tutoring and support with intervention and academic support classes, but we are finding external contributing factors have made it difficult to analyze program effectivenss.

Modified Implementation:
2.1 Extended learning and tutoring offerings are not fully implemented. Summer School will only be offered for TK-5 and 6-12 Credit Recovery.

Non-implemented Actions: N/A

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

The district spent less than anticipated on parent engagement. There were more activities this year for parent engagement that did not incur actual costs.

Action 2.1 Difference is due to not having enough staff to implement extended learning.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1 – Extended Learning
Emerging effectiveness; this action was not fully implemented due to staffing shortages, with summer programs limited to TK–5 and credit recovery only. As a result of the additional support provided throughout the year, suspension rates declined by 0.6% and chronic absenteeism decreased by 4.8%
Action 2.2 – Parent Engagement
Effective; implementation included well-attended events and improved survey responses, with 162 parents participating (up from 140), and a rise in parent perceptions of school safety (from 42% to 89%) and connectedness (from 41% to 84%).

Action 2.3 – Adult Education
Effective; 79 participants enrolled in ESL and Microsoft Office classes, successfully establishing the baseline for future growth and addressing family engagement and workforce readiness.
Action 2.4 – Social-Emotional Support
Effective; full SEL implementation included counselors at every site contributing to improved student perceptions of school safety and connectedness and declines in suspension rates (-0.6%).
Action 2.5 – Health Services
Effective; health staff were maintained at every site, ensuring access to services, supporting attendance and student wellness.
Action 2.6 – Chronic Absenteeism
Effective; chronic absenteeism increased from 9.9% to 15.6%, demonstrating that student engagement strategies and parent outreach efforts continue to be a focus. Current data (2026) demonstrates efforts to remedy the increase are working.
Action 2.7 – Support for At-Risk Students and Families
Emerging effectiveness; while counseling and professional development were provided, external factors limited the ability to fully measure the impact on student engagement and academic progress.

Action2.1 has not been implemented effectively due to a lack of staff.

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

Based on data analysis and input from educational partners, the goal, metrics, and actions for Goal 2 will remain the same.

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	Extended Learning	Provide expanded summer programs for all students TK-12. Provide after school intervention and tutoring to students at risk of failing due to academic, social emotional or attendance concerns. Support students in developing job skills through the Department of Rehabilitation Jobs Program and district job opportunities.	$2,500,725.00	Yes
2.2	Parent Engagement	Provide additional resources to support parent engagement at the local level, including parents of English Learners, low Income and foster youth.	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide multiple and varying opportunities for parents to engage and participate at the site and district level.This will include but is not limited to: 2nd Cup of Coffee Open House Parent Education Events Back to School Nights College and Career Awareness Events District Back to School Festival		
2.3	Adult Education	Offer an expanded Adult Education coursework for all adults in the community to provide job skills, English as a Second Language, US Citizenship preparation and Microsoft Office certification	$128,840.00	No
2.4	Social-Emotional Support	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs – especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	$1,290,000.00	Yes
2.5	Health Services	Provide nursing services to ensure timely and effective health support for students. Provide staff to address immediate health needs, provide ongoing health education, and facilitate referrals for further care when necessary. Enhance collaboration with community healthcare providers to promote holistic well-being among students and create a healthier learning environment.	$880,000.00	Yes
2.6	Chronic Absenteeism	Develop a plan to address the large increase in the number of students in our district who are chronically absent that includes parent education, incentives, supports for students, and clear procedures.	$620,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Improved Engagement and Support for At Risk Students and Families	We will provide additional counseling, professional development in Multi-tiered Systems of Support, Restorative practices and AVID opportunities so that students will feel more connected to their school and families will feel supported.	$1,691,875.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Newman-Crows Landing Unified School District will utilize the Equity Multiplier funds granted by the State of California to increase the academic success of students at West Side Valley Continuation High School and Foothill Community Day School..	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on data from the 2023 California Dashboard, Newman-Crows Landing Unified School District has develop a focused goal to address the needs of West Side Valley Continuation High School and Foothill Community Day School. These school sites where chosen due to prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, pursuant to California Education Code (EC) 42238.024. In collaboration with administration, staff, and educational partners representing West Side Valley High School and Foothill Community Day School, we developed the goal and actions to address the following:

a) Disparities in educational outcomes among different student groups.
b) Fulfill legal and ethical obligations to provide equal educational opportunities.
c) Promote social justice by breaking the cycle of inequality.
d) Improve overall academic performance by ensuring equitable access to resources and support.
e) Improve suspension rate at West Valley.

The actions in this goal are funded by Equity Multiplier and LCFF funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Credit Recovery Completion Rate: % of students who successfully complete credit recovery courses compared to the total number of students enrolled in those courses.	Establish Baseline in 2024-25 school year	74 students completed Credit Recovery this year. 51- Westside 23- Independent Studies	27students completed Credit Recovery in 2025-2026 20- Westside 7- Independent Studies	Increase 10% from Baseline	Decreased by 47 students
3.2	Suspension Rate at West Side Valley	10.8% Suspension Rate	1.3% Decreased by 9.9%	3.1% Increased 1.8%	Decrease by 10%	Met Target- Decreased 8.1%

Goal Analysis [2025-26]

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

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

Concentrated efforts to improve chronic absenteeism, decrease suspension rates, and improve academic outcomes have been effective. Hiring multi-tiered support staff who have built relationships with the students has proven to be effective. We will continue to work on Actions 1 and 2 with our current practices.

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

No differences noted.

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

The academic success and overall student wellness and access has been successful this year as indicated by the California Dashboard (No student groups are red).
3.1 Suspension Rate decreased from 10.8% to 1.3% (red to green) based on the CA Dashboard
3.2 Credit recovery completion and academic gains recognized with the additional intervention and EL support staff, teacher and full-time counselor.

Concentrated efforts to improve chronic absenteeism, decrease suspension rates, and improve academic outcomes have been effective. Hiring multi-tiered support staff who have built relationships with the students has proven to be effective. We will continue to work on Goals 1 and 2 with our current practices.

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

Based on data analysis and input from educational partners, the goal, metrics, and actions for Goal 3 will remain the same.

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	Decrease Suspension Rate	Implement restorative practices to reduce suspension rates and promote a positive school climate. Provide training for staff on restorative practices and conflict resolution techniques. Develop alternative disciplinary measures to address student behavior and support their social-emotional well-being. Monitor suspension data regularly and adjust interventions as needed to ensure equitable discipline practices that prioritize student success and retention. Add an academic counselor to provide guidance on course selection, academic goals, and career paths and also offer support for personal and emotional challenges that may affect academic performance.	$150,000.00	No
3.2	Credit Recovery Completion	Establish a comprehensive credit recovery program tailored to meet diverse student needs and learning styles. Provide targeted support and resources for students at risk of credit deficiency, including personalized academic counseling and access to flexible learning options such as online courses and extended learning opportunities. Regularly assess the effectiveness of the credit recovery program through student progress monitoring and feedback mechanisms. Continuously refine and enhance	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the program based on data-driven insights to ensure equitable access and successful credit attainment for all students.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,076,478	$776,738

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
24.436%	0.000%	$0.00	24.436%

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:** Career and Technical Education Pathways **Need:** Based on input from educational partners, ensure that SED, ELs and Foster Youth have opportunities, access and support for CTE Pathways. **Scope:**	CTE pathways give EL, SED and Foster Youth practical skills and real-world opportunities. These programs offer hands-on learning in various fields, boosting confidence and motivation. They also provide mentorship and internships, helping students build both skills and networks for future jobs. CTE is a pathway to graduation and promising careers for all students but is especially important for our unduplicated students and is also important for all students and will be implemented district-wide.	28% of students completing CTE Pathways

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Professional Development **Need:** Based on our academic indicators, it is evident that we need to provide more targeted PD to support our teachers in implementing best instructional practices, focusing on our EL and SED students. **Scope:** LEA-wide	On-going professional development is crucial to support a continuous cycle of improvement that will lead to improved outcomes for EL and SED students. With PD focused on how to best equip our teachers to support our EL and SED students, these best instructional strategies will ultimately benefit all students.	1.7 State Wide Academic Results SBAC, 1.8 SBAC ELA and Math Scores for English Learner Subgroup 1.9 SBAC ELA and Math Scores for Students with Disabilities Subgroup 1.10 RFEP Rate and Progress towards English proficiency
1.3	**Action:** Supplemental Resources **Need:** Supplemental resources are needed to support and/or enhance core curriculum and provide additional resources and support for EL and SED students to improve outcomes in math and ELA. **Scope:** LEA-wide	Supplemental resources support ELs and SDC students by providing additional materials and programs that enhance and support the core instructional materials. Students with Disabilities and other At Risk students also benefit from these additional resources as do all of our students. By utilizing supplemental resources, educators can better address the diverse needs of ELs, enhance their language development, and facilitate their academic success.	
1.4	**Action:** Intervention Support **Need:**	Intervention programs provide targeted support to students who may be struggling academically, emotionally, or behaviorally, especially EL students, SED students and Foster Youth.	

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
	Based on Dashboard data, EL and SED students need intervention support using a multi-tiered system of support to ensure that identified needs are addressed through a well developed intervention program at all sites in the district. **Scope:** LEA-wide	By identifying specific areas of need and implementing tailored strategies, interventions aim to address challenges early on, prevent further difficulties, and promote student success. These programs often involve one-on-one or small group instruction, personalized learning approaches, and frequent progress monitoring to ensure effectiveness. Ultimately, interventions help students overcome obstacles, build confidence, and reach their full potential.	
1.7	**Action:** Expanded Support for At Risk Students **Need:** Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. SED and EL students need increased instructional time to prevent learning loss, reinforce academic skills, and close learning gaps. **Scope:** LEA-wide	Extending after-school programs for EL and SED students, allows them to participate in enriching activities that can boost language skills, social interaction, and academic achievement. Extending after-school programs benefits all students by providing equitable access to enriching activities that can improve social skills, develop new interests, and reinforce classroom learning.	1.7 State Wide Academic Results 1.8 SBAC ELA and Math Scores: English Learner Subgroup 1.10 RFEP Rate: Progress towards English proficiency
1.8	**Action:** Retain Teachers **Need:**	Teacher retention is essential for supporting EL, SED, and Foster students as it ensures consistency, stability, and continuity in their education. When teachers stay in their roles for extended periods, they develop deeper	1.21 Teacher Retention Rate

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
	Based on input from our educational partners, by retaining teachers, schools ensure continuity, stability, and improved educational experiences. Retention is vital for schools because experienced teachers contribute to better student outcomes, stable learning environments, and cost-effective operations. High turnover disrupts relationships, school culture, and incurs recruitment costs. **Scope:** LEA-wide	connections with their students, understand their individual needs better, and can provide more personalized support. This consistency fosters a sense of trust and belonging, which is especially important for at-risk students who may face challenges outside the classroom. All students benefit from a consistent teacher workforce in our district.	
2.1	**Action:** Extended Learning **Need:** Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. SED and EL students need increased instructional time to prevent learning loss, reinforce academic skills, and close learning gaps. **Scope:** LEA-wide	NCLUSD Beyond the Bell After-school programs address the needs EL, SED and Foster students in many ways. They give extra support with homework and tutoring, which can boost grades. Beyond the Bell offers a safe place to be after school and offers a variety of programs for students. We also offer additional support at OHS with office hours, tutoring supports, and peer mentorships. Opportunity and access is offered to all students in the district to ensure that any student who may need support beyond the school day can take advantage of the supports offered such as tutoring, SEL support, extended opportunities for enrichment.	2.4 Suspension Rates 2.8 Graduation Rates 2.2 Chronic Absenteeism Rate
2.2	**Action:** Parent Engagement **Need:**	Increasing parent engagement and improving home-to-school connections specifically for parents of English Learners, Socioeconomically Disadvantaged students, and Foster Youth addresses several critical needs such as	2.6 Healthy Kids Survey 2.10 Number of participants in adult education

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
	Based on input from our educational partners, parents feel engaged and connected to our schools. They would like workshops on how best to support their students at home. **Scope:** LEA-wide	communication, advocacy and educational opportunities. Strengthening ties to the school community helps build trust between parents and educators. This is particularly vital for families of Foster Youth, who may have experienced instability or trauma. A supportive and collaborative school environment can make a significant difference in their educational experience. Promoting a home to school connection benefits all students, staff and parents and supports the needs of students LEA-wide.	
2.4	**Action:** Social-Emotional Support **Need:** Based on input from our Educational Partners, providing social and emotional support for at-risk students such as our EL, SED and Foster Youth is crucial for their well-being and academic success. **Scope:** LEA-wide	Provide comprehensive support for EL, SED and Foster students so that they develop the social-emotional skills, resilience, and support networks they need to succeed academically and in all aspects of their lives. To support our students, we will need to: Ensure we have appropriate staffing. Build Relationships Teach Social Emotional Skills Provide Counseling and Therapy Peer Support and Mentoring Support Trauma Informed Practices Promote Family Support and Involvement Develop a Multi-Tiered System of Support and then monitor interventions for effectiveness. These practices will also support all students in our district that struggle with social-emotional issues that can impact their academic success. By providing this action LEA-Wide we not only support our unduplicated students but can also provide counseling services to all students and families in our district. SEL support has become	2.4 Suspension Rates 2.2 Chronic Absenteeism Rate 2.6 Healthy Kids Survey

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
		so important to improved academic outcomes for students.	
2.5	**Action:** Health Services **Need:** School-based health services play a critical role in supporting the health and well-being of at-risk students, ensuring they have access to essential care, promoting academic success, and addressing health disparities for students to be able to attend school. ELs, SED and Foster Youth need access to these services to support social-emotional and academic success. Based on our academic indicators and suspension data, our EL, SED, and FY need access to these services to support school attendance and therefor social-emotional and academic success. **Scope:** LEA-wide	At-risk students may belong to vulnerable populations that face disparities in access to healthcare. School-based health services can help bridge this gap by providing targeted support and resources to address the unique health needs of these populations. This action will support: Staffing Professional Development Supplies Accessibility All students need the access to health services throughout the day in order to ensure our students are healthy and safe. SEL and physical health play an important role in academic success for all students therefore this action supports all students LEA-Wide.	2.2 Chronic Absenteeism Rate
2.6	**Action:** Chronic Absenteeism **Need:** Reducing chronic absenteeism for TK-12 unduplicated students is critical for promoting academic success, graduation, social and emotional well-being, prevention of risky behaviors, equity in education, and positive long-term outcomes.	ELs, SED and Foster Youth will have access to health staff at every site in the district. Ongoing support will be provided to families and students at risk of chronic absenteeism. Sites will use district platforms, such as STATS and Powerschool to monitor and intervene with students and families. Each site will develop a plan to improve attendance that will address the needs of our unduplicated students as well as all students. Attendance is an important factor for academic	2.2 Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	success for all students. Learning is difficult if students are chronically absent. The focus is on unduplicated students but this action will be implemented for any students LEA-Wide who struggle with chronic absenteeism.	
2.7	**Action:** Improved Engagement and Support for At Risk Students and Families **Need:** Decrease suspension rates in identified subgroups. Suspension Dashboard Results District-wide we have decreased suspensions with African American students, English learners, Hispanic students and students with disabilities. We are still in the red for African American subgroup with a suspension rate of 13.2%. **Scope:** LEA-wide	Based on our suspension data, we need to provide additional support to improve engagement and parental involvement, in order to decrease suspension rates and increase student engagement for SWD, ELs, SED, Homeless and African American Students. Provide additional funding and support to improve engagement and parental involvement for the identified subgroups. This includes but is not limited to: Additional counseling services Alternatives to suspension Restorative practices Professional development for staff on managing behaviors and developing relationships	2.9 Suspension Rate at West Side Valley High School 2.4 District and subgroup suspension rates

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Long Term English Learners(LTELs) **Need:** Decrease the number of LTELs in the district. **Scope:** Limited to Unduplicated Student Group(s)	Provides funding as support for professional development, intervention and/or supplemental resources to address the needs of LTELs.	20% of Long Term English Learns reclassified in 2026
1.9	**Action:** English Learner Support and Professional Development **Need:** Increase the number of English Learners who are reclassified each year. Show yearly growth on SBAC ELA and Math Scores for English Learner Subgroup. **Scope:** Limited to Unduplicated Student Group(s)	Support and funding for staff and resources to support the academic growth and reclassification of English Learners.	1.8 SBAC ELA and Math Scores for English Learner Subgroup 1.10 RFEP Rate and Progress towards English proficiency

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.

Not applicable

Additional Concentration Grant Funding

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

All schools in the Newman-Crows Landing Unified School District have a concentration of unduplicated students over 55%. The Local Control and Accountability Plan (LCAP) provides actions and supports utilizing grant add on funding that will enhance direct services for students in all schools for foster youth, English learners, and low-income students.

Additional Staff:
Counselors: Provide emotional and social support.
Bilingual Aides: Assist English learners.
Academic Intervention Specialists: Offer targeted academic support.
After-School Staffing: Provide academic support and enrichment opportunities.

This plan aims to enhance educational outcomes for foster youth, English learners, and low-income students in our schools by providing direct services that address the unique needs of our unduplicated students but also support all students.

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	N/A	1:17
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$33,051,715	8,076,478	24.436%	0.000%	24.436%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,062,821.00	$5,093,883.00	$1,135,450.00	$2,928,249.00	$23,220,403.00	$16,557,745.00	$6,662,658.00

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	Career and Technical Education Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,212,209.00	$975,356.00	$1,076,266.00	$994,092.00	$0.00	$117,207.00	$2,187,565.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$375,000.00	$298,100.00	$245,000.00	$60,400.00	$85,450.00	$282,250.00	$673,100.00	
1	1.3	Supplemental Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,902,861.00	$0.00	$806,951.00		$1,095,910.00	$1,902,861.00	
1	1.4	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,807,537.00	$0.00	$2,393,037.00	$376,000.00	$0.00	$1,038,500.00	$3,807,537.00	
1	1.5	Long Term English Learners(LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Yolo Middle School, Orestimba High School, West Side Valley High School 6th-12th	Ongoing	$135,000.00	$25,000.00	$25,000.00			$135,000.00	$160,000.00	
1	1.6	Improved Outcomes for Students with Disabilities and African American Students	Students with Disabilities African Americans	No			All Schools	Ongoing	$1,435,825.00	$5,000.00	$1,440,825.00				$1,440,825.00	
1	1.7	Expanded Support for At Risk Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$84,817.00	$89,565.00	$0.00			$174,382.00	$174,382.00	

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	1.8	Retain Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,564,693.00	$85,000.00	$1,564,693.00	$85,000.00			$1,649,693.00	
1	1.9	English Learner Support and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$40,000.00	$0.00	$40,000.00			$40,000.00	
1	1.10	School Facilities	All	No			All Schools	Ongoing	$1,150,342.00	$680,658.00	$1,801,000.00	$30,000.00	$0.00	$0.00	$1,831,000.00	
1	1.12	Broad and Rigorous Curriculum	All	No			All Schools	Ongoing	$1,075,000.00	$662,000.00	$1,217,000.00	$520,000.00	$0.00	$0.00	$1,737,000.00	
2	2.1	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,390,000.00	$1,110,725.00	$1,290,000.00	$1,210,725.00	$0.00	$0.00	$2,500,725.00	
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$150,000.00	$180,000.00	$0.00	$0.00	$0.00	$180,000.00	
2	2.3	Adult Education	Adults	No			Specific Schools: Alternative Education Site Adults	Ongoing	$43,362.00	$85,478.00	$0.00	$128,840.00	$0.00	$0.00	$128,840.00	
2	2.4	Social-Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,290,000.00	$0.00	$155,000.00	$0.00	$1,050,000.00	$85,000.00	$1,290,000.00	
2	2.5	Health Services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$800,000.00	$80,000.00	$880,000.00	$0.00	$0.00	$0.00	$880,000.00	
2	2.6	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$360,000.00	$260,000.00	$620,000.00	$0.00	$0.00	$0.00	$620,000.00	
2	2.7	Improved Engagement and Support for At Risk Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,478,960.00	$212,915.00	$1,000,000.00	$691,875.00	$0.00	$0.00	$1,691,875.00	
3	3.1	Decrease Suspension Rate	All	No			All Schools Specific Schools: West Side Valley High	Ongoing	$150,000.00	$0.00	$0.00	$150,000.00	$0.00	$0.00	$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
							School and Foothill Community Day School 7-12									
3	**3.2**	Credit Recovery Completion	All	No			All Schools Specific Schools: West Side Valley High School and Foothill Community Day 7-12	Ongoing	$175,000.00	$0.00	$175,000.00	$0.00	$0.00	$0.00	$175,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$33,051,715	8,076,478	24.436%	0.000%	24.436%	$9,428,996.00	0.000%	28.528 %	**Total:**	$9,428,996.00
								LEA-wide Total:	$9,403,996.00
								Limited Total:	$25,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Career and Technical Education Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,076,266.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,000.00	
1	1.3	Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.4	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,393,037.00	
1	1.5	Long Term English Learners(LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Yolo Middle School, Orestimba High School, West Side Valley High School 6th-12th	$25,000.00	
1	1.7	Expanded Support for At Risk Students	Yes	LEA-wide	English Learners Foster Youth	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Retain Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,564,693.00	
1	1.9	English Learner Support and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	2.1	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,290,000.00	
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
2	2.4	Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
2	2.5	Health Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	$880,000.00	
2	2.6	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$620,000.00	
2	2.7	Improved Engagement and Support for At Risk Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,220,403.00	$21,148,003.00

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**	Career and Technical Education Pathways	Yes	$2,187,565.00	$1,762,335.00
1	**1.2**	Professional Development	Yes	$673,100.00	$513,266.00
1	**1.3**	Supplemental Resources	Yes	$1,902,861.00	$1,376,234.00
1	**1.4**	Intervention Support	Yes	$3,807,537.00	$2,790,648.00
1	**1.5**	Long Term English Learners(LTELs)	Yes	$160,000.00	$117,923.00
1	**1.6**	Improved Outcomes for Students with Disabilities and African American Students	No	$1,440,825.00	$1,900,000.00
1	**1.7**	Expanded Support for At Risk Students	Yes	$174,382.00	$102,345.00
1	**1.8**	Retain Teachers	Yes	$1,649,693.00	$1,637,125.00
1	**1.9**	English Learner Support and Professional Development	Yes	$40,000.00	$50,000.00
1	**1.10**	School Facilities	No	$1,831,000.00	$1,588,919.00
1	**1.12**	Broad and Rigorous Curriculum	No	$1,737,000.00	$1,737,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Extended Learning	Yes	$2,500,725.00	$2,383,384.00
2	**2.2**	Parent Engagement	Yes	$180,000.00	$150,000.00
2	**2.3**	Adult Education	No	$128,840.00	$135,982.00
2	**2.4**	Social-Emotional Support	Yes	$1,290,000.00	$2,007,013.00
2	**2.5**	Health Services	Yes	$880,000.00	$405,829.00
2	**2.6**	Chronic Absenteeism	Yes	$620,000.00	$565,000.00
2	**2.7**	Improved Engagement and Support for At Risk Students and Families	Yes	$1,691,875.00	$1,600,000.00
3	**3.1**	Decrease Suspension Rate	No	$150,000.00	$150,000.00
3	**3.2**	Credit Recovery Completion	No	$175,000.00	$175,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,711,076.00	$9,428,996.00	$8,896,996.00	$532,000.00	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	Career and Technical Education Pathways	Yes	$1,076,266.00	$1,090,660.00		
1	1.2	Professional Development	Yes	$245,000.00	$300,000.00		
1	1.3	Supplemental Resources	Yes	$0.00	$133,166.00		
1	1.4	Intervention Support	Yes	$2,393,037.00	$2,400,000		
1	1.5	Long Term English Learners(LTELs)	Yes	$25,000.00	$25,000.00		
1	1.7	Expanded Support for At Risk Students	Yes	$0.00	$0.00		
1	1.8	Retain Teachers	Yes	$1,564,693.00	$1,240,195		
1	1.9	English Learner Support and Professional Development	Yes	$0.00	$0.00		
2	2.1	Extended Learning	Yes	$1,290,000.00	$1,120,912.00		
2	2.2	Parent Engagement	Yes	$180,000.00	$180,000.00		
2	2.4	Social-Emotional Support	Yes	$155,000.00	$125,000.00		
2	2.5	Health Services	Yes	$880,000.00	$405,829.00		
2	2.6	Chronic Absenteeism	Yes	$620,000.00	$620,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	Improved Engagement and Support for At Risk Students and Families	Yes	$1,000,000.00	1,256,234.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$32,135,278.00	$7,711,076.00	0.00%	23.996%	$8,896,996.00	0.000%	27.686%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Community Needs Assessment for Title II, III, IV

Title II

What specific PD or support do we need to improve instructional quality and student outcomes?

Bonita
Behavior 101 (Deescalating large emotions & behaviors that disrupt teaching) Trauma informed teaching
Math engagement & motivation
GRIT- Not shutting down after getting something wrong.

Hunt
Teaching Reading in 4th-5th grade
How to better support students with disabilities
Rigorous curriculum for math, writing, ELA

Hurd Barrington
Professional development (all staff):
Implementing all adopted curriculum with fidelity within the school site.

Von Renner
GLAD-Training for teachers benefits all students as language support.
Student behavior support PD
Full PD for Math adoption during work hours. More collaboration time to plan and implementation.

Yolo
EI Support
SWD Support
Math PD
Writing PD
Time/Sub Pay release time

Orestimaba
Train & retain high quality principles and admins
Balancing tech & other methods (paper/manipulatives)
Meeting between school sites in similar
Our teachers teaching each other with PD

Alt Ed
Edegenuity (PD)
Social Emotional
Motivational Speakers

Title III

What are the most significant challenges your school is facing in supporting English Learners? What additional resources or strategies would help?

Bonita
Finding levels of support for the different levels of language acquisition. (What does support look like for a beginner vs a level 4 learner)

Hunt
How to maximize our time when switching and target support for our group of ELLS
Program/training on how to support new comers

Hurd Barrington
Intervention for the lower elementary school grades. EL students at lower grades are at higher risk of falling through the cracks without a solid foundation
English Learner support: Keep intervention teachers & counselors to continue successful EL Reclassification Strategies

Von Renner
More collaboration time to support EL's. Look at data and make decisions
GLAD training for teacher to help with language
ELD curriculum or more PD Opportunities
New Comer plan Support/PD Pathway

Yolo
Instructional Strategies to support EL's-PD
Resources-Support Staff

Orestimba
Connect EL's w/link crew or CTE programs
Creating authentic speaking opportunities for our EL's

Alt Ed
Most of our English learners really struggle with writing, reading and speaking English. Having material "EnCore" to conduct one-on-one support for students that struggle.
Verbal transition for our English Learners through Edgenuity platform.
One-on-one with English learners to help with reading and writing English

Title IV
What resources or programs are needed to enhance student's access

To a well rounded education?
Bonita-P.E. Art, Music-well planned
Hunt- A program for newcomers *Vocabulary cards with rich multi syllabic words *PD in anything (focused in school needs).
Hurd-Behavior Intervention Support
Von Renner-Partnership with families (Dad's conference, homework dinners, engagement nights)
Yolo-Access to ELA support * Intervention during the day *Summer School Academics
Orestimba-Expand CTE pathways
Alt Ed- Have the ability to take students on college tours, field trips, employer opportunity tours.

To improve school safety?
Bonita-Safety training for all staff *additional security cameras to cover all angles
Hunt-More cameras
Hurd-More resources for classified (yard duty) to implement school safety * more resources for clear cut consequences for students
Von Renner- Ring type of device at school office door tohelp secure school *updated safety trainings for staff (CPR/AED) *ipads for yard duties to enter recess incidents to improve communication * prioritize follow through of a safety concern
Yolo-
Orestimba- Restricting access point to front office. At this high school people don't have to go through the office to access campus.
Alt Ed- Having the SRO visit our campus to interact with our students and build a report with students.

To promote mental health and wellness?
Bonita-Counselors Staff PD
Hunt- Keep our counselor
Hurd- Counselors *Social emotional support *human interaction NOT programs on technology
Von Renner- School counselor *Wellness days *Brain Breaks * support for families (Dad's Conference)
Yolo- SEL Curriculum for counselors mental health * Mental Health Services (counselors/mental health clinician)
Orestimba- On site Mental Health Clinician
Alt Ed- Continue Joven Noble cohorts available to students *Care-Closet *Food vouchers

Newman-Crows Landing Unified (Stanislaus County)

Return to Search

View the Dashboard Report

English Learner Progress Indicator - Schools Five-by-Five Placement

Reporting Year: 2023 **Select a Report:** 5x5 English Learner Progress Placement Report

View Student Groups Placement Report

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 10.1 p.pts or more)*	DECLINED *from Prior Year (by 2.0 p.pts to 10.0 p.pts)*	MAINTAINED *from Prior Year (declined or increased by 1.9 p.pts or fewer)*	INCREASED *from Prior Year (by 2.0 p.pts to 9.9 p.pts)*	INCREASED SIGNIFICANTLY *from Prior Year (by 10.0 p.pts or more)*
VERY HIGH *65.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *55.0% to 64.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue • Yolo Junior High
MEDIUM *45.0% to less than 54.9% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green Newman-Crows Landing Unified (District Placement) • Hurd Barrington Elementary	Green • Hunt Elementary • Orestimba High
LOW *35.0% to 44.9% in Current Year*	Red (None)	Orange (None)	Orange • Von Renner Elementary	Yellow (None)	Yellow (None)
VERY LOW *34.9% or less in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
5	0	1	0	3	1