School Year 2025-2026



2024-2027 Local Control and Accountability Plan

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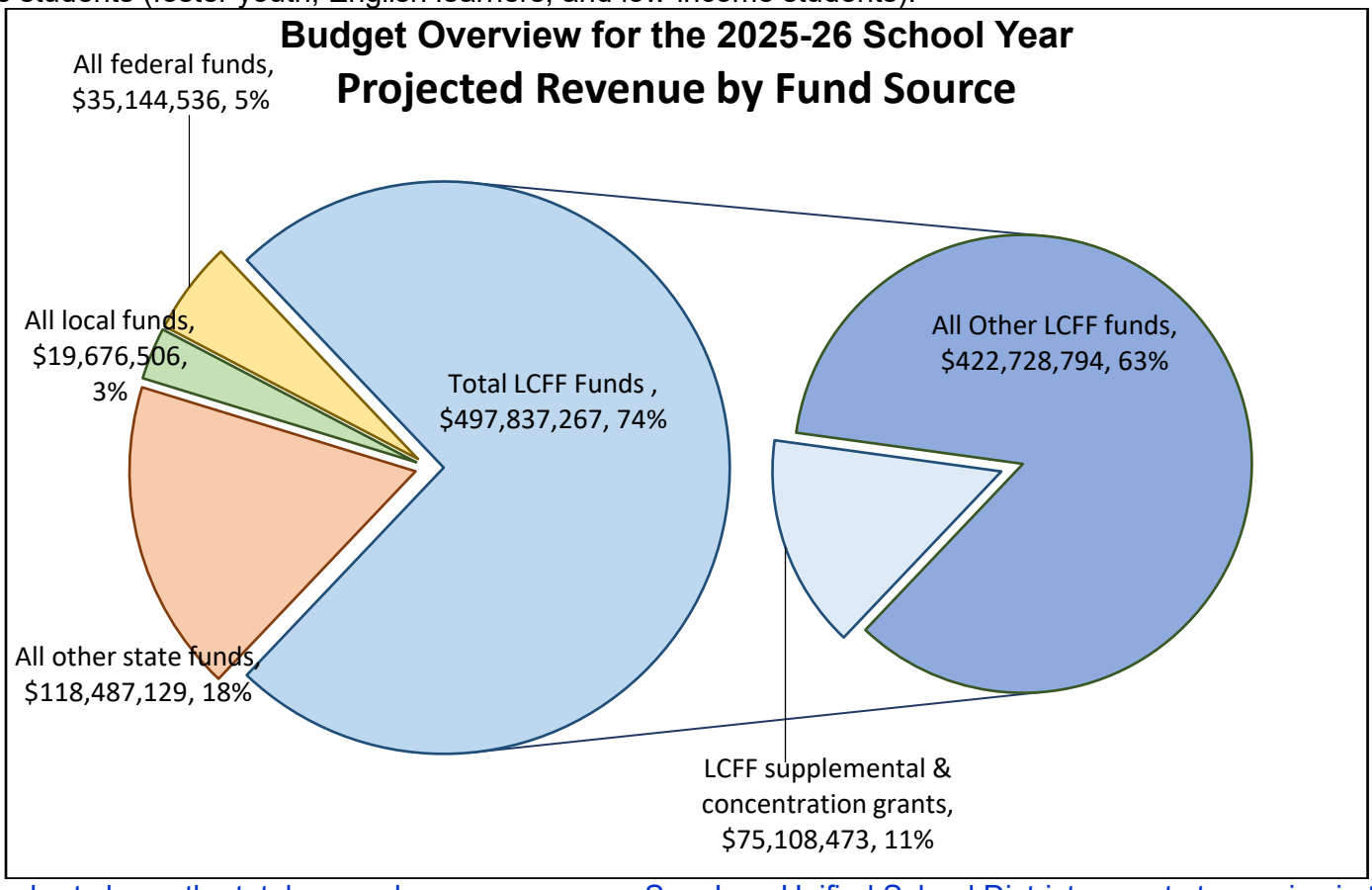
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Unified School District
CDS Code: 34674470000000
School Year: 2025-26
LEA contact information:
Gianfranco Tornatore
Director, Continuous Improvement and LCAP
gianfranco.tornatore@sanjuan.edu
916-971-7931

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).

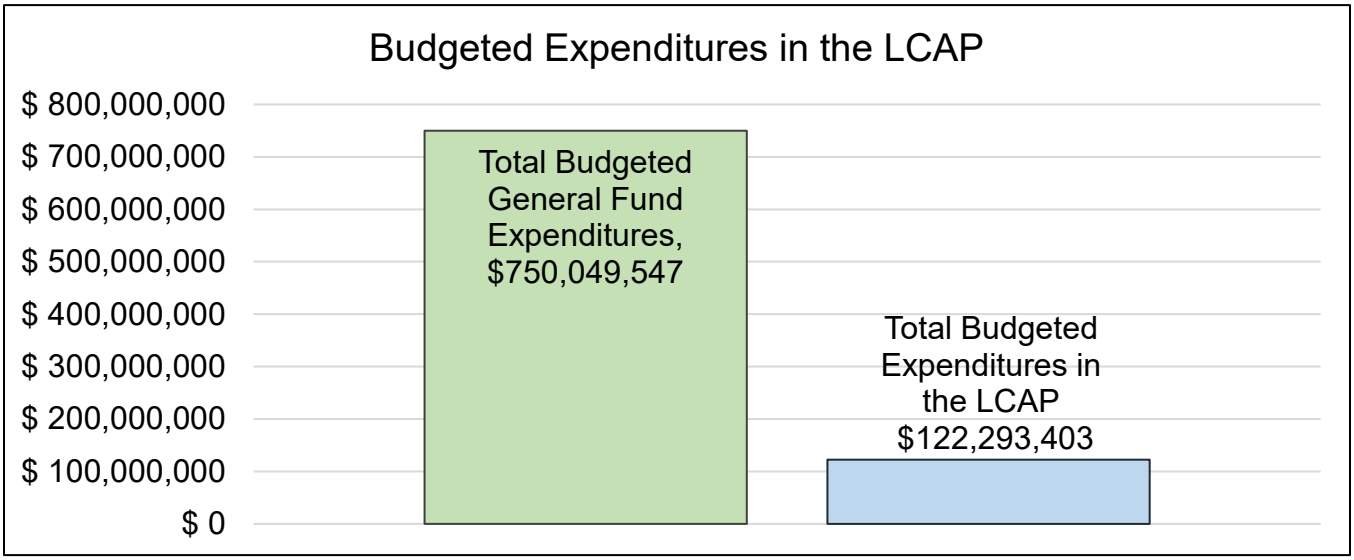


This chart shows the total general purpose revenue San Juan Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Juan Unified School District is $671,145,438, of which $497,837,267 is Local Control Funding Formula (LCFF), $118,487,129 is other state funds, $19,676,506 is local funds, and $35,144,536 is federal funds. Of the $497,837,267 in LCFF Funds, $75,108,473 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 San Juan Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Juan Unified School District plans to spend $750,049,547 for the 2025-26 school year. Of that amount, $122,293,403 is tied to actions/services in the LCAP and $627,756,144 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following:

- District and school general operating and housekeeping expenses
- Routine repair and maintenance
- Insurance
- Transportation
- Instructional materials and resources
- Special education
- Other certificated and classified employee salaries and benefits

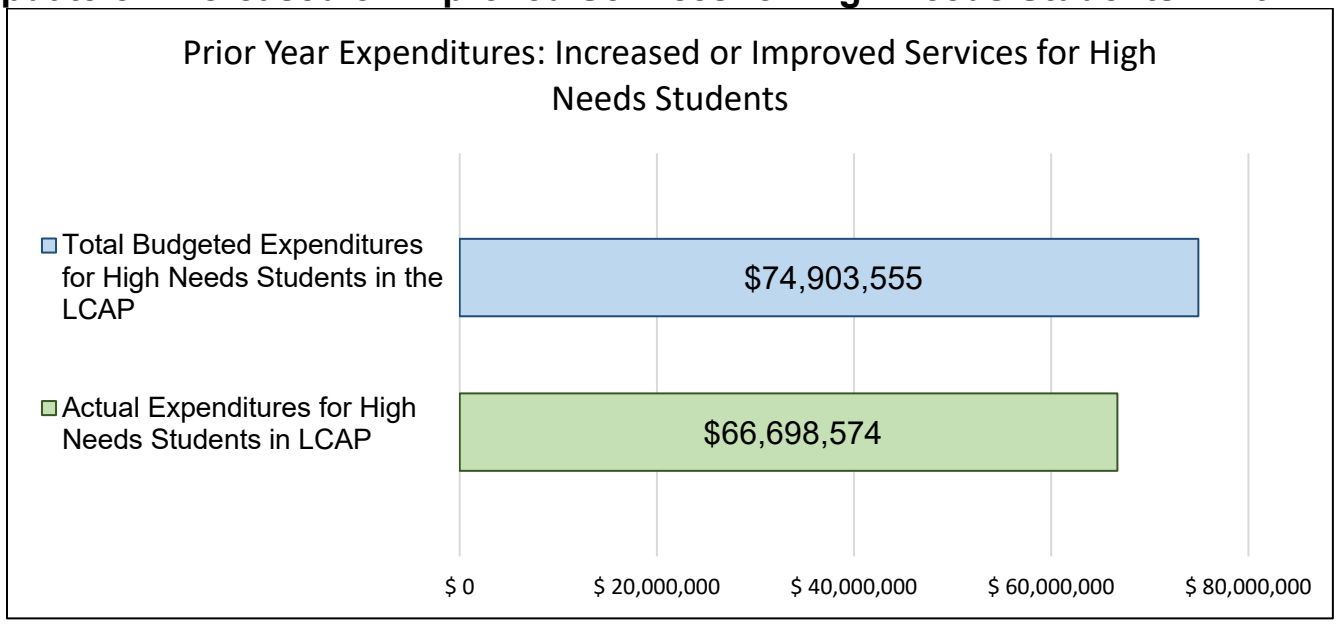
These expenditures, while not included in the Local Control and Accountability Plan, are integral to the district's ability to serve students and families.

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

In 2025-26, San Juan Unified School District is projecting it will receive $75,108,473 based on the enrollment of foster youth, English learner, and low-income students. San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Unified School District plans to spend $104,860,555 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, San Juan Unified School District's LCAP budgeted $74,903,555 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent $66,698,574 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $8,204,981 had the following impact on San Juan Unified School District’s ability to increase or improve services for high needs students:

Actual 2024-25 expenditures are preliminary. The final numbers for the year will be available in August 2025. Looking across goals 1-3, the difference between our planned expenditures and preliminary actual expenditures was due to staffing and substitute shortages, and shifts in funding to sources outside of the LCAP. The impact of the difference in funding resulted in the inability to fully implement some actions as planned. Material differences from planned expenditures are defined as 20% and $20,000 or more, and the impact of the difference in funding results in carryover funding for the upcoming 2025-26 school year.

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
San Juan Unified School District	Gianfranco Tornatore Director, Continuous Improvement and LCAP	gianfranco.tornatore@sanjuan.edu 916-971-7931

Plan Summary [2025-26]

General Information

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

SJUSD has 65 schools, employs approximately 5,500 staff, covers 75 square miles, and serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a significant number of refugee and immigrant students who speak Spanish, Farsi, Pashto, Russian, Arabic, Ukrainian, and many other languages.

Approximately 63.8% of our students are unduplicated low income, English learner, and foster youth and are enrolled at every school campus throughout the district. San Juan Unified works in partnership with students, families, staff, and community members to design and provide challenging and comprehensive standards-based academic programs and services that include:

- Montessori, Spanish Dual Immersion, Rapid Learner, International Baccalaureate, CIVITAS, career technical pathways, Advancement Via Individual Determination (AVID), and other specialties
- Infant/toddler, preschool, and adult education
- Differentiated academic, behavioral, and social-emotional supports through a Multi-Tiered System of Support (MTSS)
- Enrichment opportunities in areas such as science, technology, engineering, arts, and mathematics (STEAM)

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% (Non-Stability Rate = Percent of students who do not complete 180 instructional days at one school) receive Equity Multiplier funding. These schools include Cameron Ranch Elementary, Dyer-Kelly Elementary, Encina High, Greer Elementary, Howe Avenue Elementary, Katherine Johnson Middle, San Juan High, and Starr King K-8.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. San Juan Unified School District has no unexpended LREBG funds to report.

As of October 2, 2024 (CALPADS Census Day), there are approximately 39,376 TK-12 students enrolled. Our diverse student population includes socioeconomically disadvantaged (SED) youth - 58.4%, English learners (EL) - 22.6%, students with disabilities (SWD) - 14.1%, homeless youth (HM) - 4.6%, and foster youth (FY) - 0.3%. Our ELs speak the following languages: Spanish - 22.7%, Farsi (Persian) - 26.1%, Pashto - 17.0%, Russian - 13.2%, Arabic - 3.6%, Ukrainian - 5.5%, Filipino or Tagalong - 0.4%, and other non-English - 21.0%. By ethnicity, San Juan students identify as White - 45.2%, Hispanic - 26.0%, Asian - 12.9%, African American - 5.8%, Filipino - 0.8%, Pacific Islander - 0.7%, American Indian or Alaskan Native - 0.4%, and two or more races - 8.1%.

Reflections: Annual Performance

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

Successes, challenges, and actions were identified in San Juan Unified's annual performance review of the 2024 Dashboard.

Successes

- Increased English Language Arts (ELA) proficiency for the following student groups: Filipino and foster youth.
- Increased math proficiency for the following student groups: Filipino, foster youth, homeless, and socioeconomically disadvantaged.
- Chronic absenteeism rates reduced overall, especially for the following student groups: African American, American Indian/Alaskan Native, Hispanic, Homeless, socioeconomically disadvantaged, students with disabilities, two or more races, and white.
- Suspension rates declined for the following student groups: foster youth, Pacific Islander, students with disabilities and two or more races.
- College and career readiness rates increased overall, especially for student groups: Filipino, foster youth, Hispanic, homeless, socioeconomically disadvantaged, and White.
- Increased graduation rates for the following student groups: English learners and Filipino student groups.

Challenges

- Decreased ELA proficiency for the following student groups: American Indian/Alaskan Native, Asian, English Learner, Hispanic, Long-Term English Learner, Pacific Islander and White.
- Decreased math proficiency for the following student groups: American Indian/Alaskan Native, Asian, English Learner, Hispanic, Long-Term English Learner, and White.
- Decreased English Learner progress towards English language proficiency.
- Decreased English Learner reclassification rate to Fluent English Proficient.
- Increased chronic absenteeism rate for foster youth students.
- Suspension rates increased for the following student groups: American Indian/Alaskan Native, Asian, English Learner, Hispanic, homeless, Long-Term English Learner, and White.
- Decreased college and career readiness rate for African American, Asian, and Two or More Races.

- Decreased graduation rates for the following student groups: African American, foster youth, homeless, students with disabilities, Two or More Races, and White.
- Lowest Performing Student Groups by California School Dashboard Indicator:

African American: English Language Arts, Mathematics, Suspension
American Indian or Alaska Native American: Mathematics, Suspension
English Learner: English Language Arts, Mathematics
Foster Youth: Graduation, Chronic Absenteeism
Homeless: English Language Arts, Graduation, Suspension
Long Term English Learner: English Language Arts, Mathematics, Suspension
Students with Disabilities: English Language Arts, Mathematics, Graduation, College/Career

As required for the three-year LCAP, SJUSD continues to address the challenges of student groups and schools identified by the 2023 and 2024 Dashboard by using a continuous improvement process that includes:

- Building on the work we have done to maintain continuity of learning.
- Analyzing multiple sources of data that include educational partner input, state and local data, practitioner experience, and research to identify the unique needs of our students.
- Adjusting existing and creating new actions to address the unique needs of our students.

Examples of actions in the LCAP that address the unique needs of our student groups in the identified Dashboard indicators include:

English Language Arts:

- Explicit foundational skills instruction and intervention to strengthen existing literacy programs.
- Integrated English language development (ELD) professional learning focused on addressing the needs of Long-Term English Learners.
- Building disciplinary language, reading, and writing skills aligned to the ELA and ELD standards.
- Early identification of students at risk or in need of additional assessment and intervention in reading.

Mathematics:

- Professional learning opportunities focused on evidence based early numeracy instruction.
- Summer learning opportunities for students to accelerate growth towards math standards.
- Additional middle and high school math sections to provide differentiated instruction in smaller groups.

English Learner Progress:

- Offering research-based instructional strategies to accelerate English language acquisition while teaching academic content.
- Targeted listening, speaking, reading, and writing support for English learners aligned to the domains assessed on the ELPAC.
- Explicit language instruction through integrated and designated ELD.

Chronic Absenteeism:

- Expanding the Attendance Academy at elementary and middle schools to provide targeted support services.
- Expanding transportation for homeless and foster youth students.

- Supporting families and students who were chronically absent in the prior year with district resources.
- Supporting schools with analyzing attendance metrics, creating site attendance improvement plans, and implementing attendance interventions based on a tiered model.
- Increasing the number of site habitual truancy and chronic absenteeism conferences, and district Student Attendance Review Board meetings.

Suspension Rates:

- Providing training on neuroscience and evidence-based practices to assist with creating warm and welcoming environments.
- Implementing effective teaming practices.
- Implementing interventions and alternative practices to suspension.

Graduation and College/Career Readiness:

- Mentoring focused on providing wraparound services.
- Counseling and support in developing 4-year graduation plans using Naviance.
- Credit recovery options such as Apex, extended year intersession, and independent study.
- Special outreach, recruitment, and opportunities for priority student groups such as Advancement Via Individual Determination (AVID) and Equal Opportunity Schools (EOS).

Reflections: Technical Assistance

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

Differentiated Assistance (DA) is provided to assist districts in improving student performance for student groups with the lowest performance levels in two or more Local Control Funding Formula (LCFF) state priority areas and related Dashboard indicators. San Juan Unified met the criteria for Differentiated Assistance in 2024 for the following five student groups:

- African American: ELA, math, suspension
- American Indian/Alaskan Native: Math, suspension
- Homeless: ELA, suspension, graduation
- Long Term English Learners: ELA, math, suspension
- Students with Disabilities: ELA, math, graduation, college/career

We continue to partner with and receive ongoing support from the Sacramento County Office of Education focused on improving outcomes for student groups with the lowest performance levels on the CA School Dashboard indicators. Supports include monthly meetings focused on continuous improvement practices as well as SCOE led professional learning communities.

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.

La Entrada Continuation High

Support for Identified Schools

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

San Juan Unified School District provides schools that meet the criteria for Comprehensive Support and Improvement (CSI) the opportunity to participate in a Networked Improvement Community (NIC). The NIC is a five-part series that works through the four stages of continuous improvement which includes conducting a needs assessment and root cause analysis, defining goals and evidence-based interventions, prototyping and implementing solutions, identifying resource inequities, and measuring and reporting on the impact of the improvement plans. The purpose is for schools to make changes in practice that reflect student needs and result in improved outcomes, experiences, and opportunities for students.

Each of the five network meetings will provide school leadership teams with an opportunity to engage in the continuous improvement process with a focus on CA School Dashboard Indicators in need of improvement, and the learning space to collaborate with partner school sites within the network to share ideas, resources, and best practices.

In addition to the network meetings, a coach is assigned to CSI schools to provide expert guidance and personalized support throughout the NIC process. The coach will also act as a thought partner during the network meetings to help eligible CSI schools achieve their goals, and to ensure that school leadership teams are equipped with the necessary tools and resources to drive improvement. Collectively, the NIC and coach will support the development and implementation of the School Plan for Student Achievement (SPSA) in alignment with the Local Control and Accountability Plan (LCAP).

Monitoring and Evaluating Effectiveness

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

The district NIC facilitator and coach will engage in the following practices to monitor and evaluate the plan to support student and school improvement: 1) provide regular check-ins with site administrators and school improvement teams to refine and modify improvement plans based on regular review of data and information; 2) review each school's Plan-Do-Study-Act (PDSA) plans and inquiry cycles to identify measurable and actionable goals; and 3) create and share site reports with each school to provide feedback and monitor progress of plans.

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
STUDENTS: African American American Indian Education Program (AIEP) Black Student Unions: High School, Middle School Districtwide ThoughtExchange Elementary School English Learner: Newcomer English Learner: Long Term English Learner (LTEL) Foster Youth High School Latinos Unidos: El Camino High School Latinos Unidos: Mira Loma High School Latinx Club: Encina High School LGBTQ+ McKinney Vento (Homeless) Middle School Prevention Services Students for Change: Mira Loma Students with a Voice (SWAV): Del Campo High School Students with a Voice (SWAV): Mira Loma High School San Juan Youth Voice Advocate Facilitators (SJYVA) Students with disabilities Superintendent’s Student Advisory Committee (SSAC)	Between September 2024 and January 2025, San Juan Unified School District engaged approximately 3615 participants and 105 educational partner groups. SJUSD’s educational partner engagement strategy invites all to participate with an intentional focus on increasing engagement of our English learner, low income, foster youth, and homeless student groups. Educational partner groups were engaged using various outreach and communication strategies to differentiate our approach and maximize participation especially for our historically underrepresented students and families. This included: • Opportunities to provide input via Thought Exchanges, listening sessions, focus groups, and surveys. • Engaging partners in a variety of different settings and formats including 1:1, group, in-person, online, phone, and paper. • Communicating these opportunities with our educational partners in a variety of ways through our district website, mass notification, social media, community and district newsletters, and priority outreach.

Educational Partner(s)	Process for Engagement
FAMILIES: African American American Indian Education Program (AIEP) Career Technical Education (CTE) Advisory Committee Curriculum, Standards, Instructional & Student Services Committee (C&S) District English Learner Advisory Committee (DELAC) Districtwide ThoughtExchange English Learner Advisory Committees (ELAC) Facilities Committee Foster Youth Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) McKinney Vento (Homeless) Parents of Students Receiving Special Education Services Refugee/Newcomer School Site Councils (SSC) Superintendent Parent Advisory Committee (SPAC) Whole School, Whole Community, Whole Child Council STAFF: African American Bilingual Instructional Assistants California School Employee Association (CSEA) District Interpreters Districtwide Thought Exchange English Language Development Family and Community Engagement (FACE) team Foster Youth McKinney Vento Multi-Tiered System of Supports (MTSS) Neighborhood/Parent Liaisons Prevention Services SAFE Schools San Juan Administrators Association (SJAA) San Juan Confidential San Juan Professional Educators Coalition (SJPEC) San Juan Supervisors Association (SJSA)	Ongoing consultation with SELPA director occurred throughout the year to plan and ensure that actions are consistent with the annual assurances support plan.

Educational Partner(s)	Process for Engagement
San Juan Teachers Association (SJTA) School Community Resource Assistants School Community Refugee Specialists Special Education Instructional Assistants Special Education Staff Teamsters DISTRICT SPECIAL EDUCATION LOCAL PLAN AREA: Special Education Local Plan Area (SELPA) COMMUNITY PARTNERS Districtwide ThoughtExchange -Carmichael Homeless Assistance Resource Team (Homeless) -Court Appointed Special Advocates (CASA) Sacramento (Foster Youth) -Health Education Council (Low Income) -Refugee Enrichment & Development Association (English Learner) -Sacramento Area Congregations Together (Low Income) -Sacramento Kindness Campaign (Homeless) -Sacramento Public Library -Shingle Springs Tribal Temporary Assistance for Needy Families -United Way (Low Income) -WeEMBRACE (Special Education) -World Relief (English Learner) Equity Collaborative -Black Youth Leadership Project -California Civil Rights Department -Early Academic Outreach Program, UCDavis -Foster Hope Sacramento -Improve Your Tomorrow -Jewish Community Relations Council -Justice to Jobs -NAACP -Project Optimism -Sacramento Area Youth Speaks -Sacramento Racial Equality Alliance -TRIO Student Support Services -United Action College Network	

Educational Partner(s)	Process for Engagement
Family and Community Engagement (FACE) Partner Connections: -Aerospace Museum -Assistance League of Sacramento -Atrium 916 -Black Youth Leadership Project -Carmichael HART -Citrus Heights Kiwanis -Health Education Council -Junior Achievement of Sacramento -Lao Family Community Development -LEGO Education -Mission Oaks Recreation Park District -Mutual Assistance Network -PRIDE Industries -Project Optimism -PRO Youth and Families -Refugee Enrichment & Development Association -Sacramento Food Bank & Family Services -Sacramento Kids Dentistry -Sacramento Municipal Utility District -Sacramento Public Library -San Juan Education Foundation -Sayonara Center -Schools First Federal Credit Union -Superior Sports -The COVE: A Family Community Center -United College Action Network -United Way	
SCHOOLS RECEIVING EQUITY MULTIPLIER FUNDING: • Encina High • Greer Elementary • Howe Avenue Elementary • Katherine Johnson Middle • San Juan High	Between March 4, 2025 and April 25, 2025 schools with non-stability rates of +25% and socioeconomically disadvantaged rates of +70% engaged staff, students, and families that represent and/or provide direct services to student groups with lowest performance levels on the CA School Dashboard indicators. School sites that received Equity Multiplier funding engaged partners directly using various

Educational Partner(s)	Process for Engagement
• Starr King K-8 • Cameron Ranch Elementary • Dyer-Kelly Elementary	outreach and communication strategies to differentiate their approach and maximize participation. This included surveys, listening sessions, 1:1 and group conversations. Input was used to help identify the unique needs of students and develop actions that specifically address those identified needs.
LCAP PRESENTATIONS: • San Juan Unified School District Board of Education • Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) • District English Learner Advisory Committee (DELAC)	On May 22, 2025, a draft plan of the LCAP was presented to the Local Control and Accountability Parent Advisory Committee (LCAP PAC) and the District English Learner Advisory Committee (DELAC) for in separate meetings. Both groups reviewed the draft LCAP and provided comments to the Superintendent. The Superintendent's responses were posted on the district LCAP website prior to the public hearing and were shared with the LCAP PAC and the DELAC. The draft LCAP was posted on the district LCAP website on May 22, 2025 to allow for public review and comment prior to the public hearing on June 10, 2025. On June 24, 2025, the LCAP and district budget were adopted by the Board of Education, and the Local Indicator results were reported.

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

District focus teams and the Special Education Local Plan Area (SELPA) team reviewed and monitored 2024-25 LCAP actions, metrics, and expenditures throughout the year. Additionally, LCAP PAC perspectives and insights, educational partner key themes, and climate survey results were used to support the planning and development of the 2025-26 LCAP. Listed here are the key themes that emerged through our engagement process: language and cultural connections, academic support including college/career readiness, safety and behavior support, mental and physical health, and engagement opportunities. Please see goals 1-11 for specific actions, metrics, and expenditures that were informed by educational partner feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement and Implementation of State Standards - Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.

- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the CA School Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP. California School Dashboard - English Language Arts Indicator	2022-23 Overall: -26.6 points Disparity: 97.7 points AA: -85.7 points AI: -40 points AS: -54.8 points EL: -92.3 points FI: -6.4 points FY: -109.3 points HIS: -43.4 points HM: -92 points LTEL: -124.3 points PI: -38.2 points SED: -62.2 points SWD: -102.5 points WH: -5.4 points TOM: -11.2 points	2023-24 Overall: -34.6 points Disparity: 96.9 points AA: -86.8 points AI: -52.5 points AS: -61.7 points EL: -99 points FI: 18.8 points FY: -99.1 points HIS: -51 points HM: -89.6 points LTEL: -131.5 points PI: -55.4 points SED: -62.8 points SWD: -102 points WH: -16.1 points TOM: -13.7 points		2025-26 Overall: -23.6 points	-8 points
1.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 Overall: -59.3 points Disparity: 114.6 points AA: -125.1 points AI: -86.9 points AS: -71.7 points EL: -112.9 points FI: -35.4 points	2023-24 Overall: -63.4 points Disparity: 124.3 points AA: -126 points AI: -98.2 points AS: -83.1 points		2025-26 Overall: -56.3 points	-4.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: -157.2 points HIS: -81.3 points HM: -128.4 points LTEL: -173.9 points PI: -92.1 points SED: -93.7 points SWD: -131.1 points WH: -36.2 points TOM: -48.1 points	EL: -116.3 points FI: -24.2 points FY: -141.2 points HIS: -85.2 points HM: -124.1 points LTEL: -187.7 PI: -93.7 points SED: -90.5 points SWD: -129.5 points WH: -41.1 points TOM: -47.8 points			
1.3	Science State Assessment: Percentage of students who meet or exceed science standards as measured by the CAST. California Science Test and California Alternate Assessment for Science	2022-23 Overall: 30.9% Disparity: 30.9% AA: 12.0% AI: 20.5% AS: 28.7% EL: 0.7% FI: 41.3% FY: 7.4% HIS: 20.9% HM: 9.5% LTEL: 0% PI: 17.5% SED: 18.7% SWD: 10.6% WH: 38.5% TOM: 35.7%	2023-24 Overall: 29.3% Disparity: 28.2% AA: 13.3% AI: 25.5% AS: 25.2% EL: 1.4% FI: 40% FY: 18.5% HIS: 21.3% HM: 14% LTEL: 1.1% PI: 16.5% SED: 20.5% SWD: 9.9% WH: 35.7% TOM: 36.5%		2025-26 Overall: 33.9%	-1.6%
1.4	English Language Learner State Assessment: Percentage of English language learners who	2022-23 EL: 48.6% LTEL: 45.9%	2023-24 EL: 47.5% LTEL: 39.7%		2025-26 EL: 50.6% LTEL: 47.9%	-1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator					
1.5	English Language Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient. DataQuest	2022-23 11.0%	2023-24 7.9%		2025-26 6%	-3.1%
1.6	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 Overall: 40.5% Disparity: 39% AA: 21.7% AI: 35.7% AS: 50.4% EL: 13.3% FI: 52.6% FY: 12.5% HIS: 30.7% HM: 14% LTEL: 13.6% PI: 38.1% SED: 29.4% SWD: 7.8% WH: 44.1% TOM: 50%	2023-24 Overall: 42.6% Disparity: 35.6% AA: 16.5% AI: 31.8% AS: 47.5% EL: 12.6% FI: 55.6% FY: 16% HIS: 36.3% HM: 18.9% LTEL: 13.6% PI: 34.8% SED: 32.5% SWD: 7% WH: 47.9% TOM: 43.4%		2025-26 Overall: 42.5%	2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion	2022-23 Overall: 41.2% Disparity: 33% AA: 26.7% AI: 42.9% AS: 50.2% EL: 15.9% FI: 55.3% FY: 12.5% HIS: 30.4% HM: 15.2% LTEL: Available in 2024 PI: 47.6% SED: 30.6% SWD: 8.2% WH: 44.8% TOM: 50.0%	2023-24 Overall: 40.9% Disparity: 36.9% AA: 22.3% AI: 31.8% AS: 45.5% EL: 12.8% FI: 63.9% FY: 4% HIS: 33.6% HM: 19.4% LTEL: 14.2 PI: 36% SED: 31.3% SWD: 9.7% WH: 45.1% TOM: 44.7%		2025-26 Overall: 46%	-1.3%
1.8	CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 16.0% Disparity: 11.8% AA: 11.8% AI: 21.4% AS: 15.4% EL: 12.0% FI: 18.4% FY: 4.2% HIS: 16.2% HM: 6.2% LTEL: Available in 2024 PI: 14.3% SED: 16.0% SWD: 12.9% WH: 16.3% TOM: 17.6%	2023-24 Overall: 15.5% Disparity: 8.7% AA: 11.7% AI: 22.7% AS: 17% EL: 13.6% FI: 19.4% FY: 8% HIS: 12.7% HM: 7.3% LTEL: 18.9% PI: 12% SED: 14.9% SWD: 6.8% WH: 17% TOM: 15%		2025-26 Overall: 18%	-0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	A-G and CTE Completion: Percentage of graduating seniors who meet the A-G college requirements and complete at least one CTE pathway. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 8.4% Disparity: 5.9% AA: 7.5% AI: 7.1% AS: 10.2% EL: 5.3% FI: 15.8% FY: 4.2% HIS: 6.8% HM: 2.8% LTEL: Available in 2024 PI: 14.3 SED: 7.8% SWD: 2.5% WH: 8.5% TOM: 10.1%	2023-24 Overall: 9% Disparity: 9% AA: 5.6% AI: 22.7% AS: 11.2% EL: 4.8% FI: 11.1% FY: 0% HIS: 6.2% HM: 3.3% LTEL: 4.7% PI: 8% SED: 7.7% SWD: 1.1% WH: 10.3% TOM: 8.4%		2025-26 Overall: 9.4%	0.6%
1.10	College and Career Indicators (AP Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more AP exams. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 23.2% Disparity: 23.2% AA: 11.8% AI: 0% AS: 22.1% EL: 1.9% FI: 20.0% FY: 33.3% HIS: 10.4% HM: 16.7% LTEL: Available in 2024 PI: 25.0% SED: 14.5% SWD: 3.6% WH: 29.7%	2023-24 Overall: 28.4% Disparity: 28.4% AA: 13.8% AI: 14.3% AS: 35.7% EL: 3.4% FI: 30% FY: 25% HIS: 18.3% HM: 6% LTEL: 0% PI: 12.5% SED: 19.8% SWD: 16.7% WH: 31.6%		2025-26 Overall: 24.2%	5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TOM: 17.0%	TOM: 30.6%			
1.11	College and Career Indicators (IB Exam Performance): Percentage of students in the current year CCI who earned Prepared by receiving a passing score on one or more IB exams. California School Dashboard - College/Career Measures Only Report and Data	2022-23 Overall: 9.6% Disparity: 9.6% AA: 8.8% AI: 0.0% AS: 47.1% EL: 5.8% FI: 10.0% FY: 0.0% HIS: 2.3% HM: 12.5% LTEL: Available in 2024 PI: 0.0% SED: 7.8% SWD: 3.6% WH: 4.0% TOM: 12.8%	2023-24 Overall: 9.4% Disparity: 9.4% AA: 17.2% AI: 0% AS: 42.9% EL: 1.7% FI: 5% FY: 0% HIS: 5.4% HM: 2% LTEL: 5% PI: 25% SED: 7% SWD: 4.2% WH: 4.5% TOM: 12.2%		2025-26 Overall: Maintain Level	0.2%
1.12	College and Career Indicators (Early Assessment Program): Percentage of students in the current year CCI who earned Prepared by scoring Level 3 "Standard Met" or higher on both the English language arts/literacy and mathematics Smarter Balanced Summative Assessments	2022-23 Overall: 53.2% Disparity: 33.2% AA: 41.2% AI: 20% AS: 72.1% EL: 21.2% FI: 65% FY: 33.3% HIS: 31.7% HM: 33.3% LTEL: Available in 2024 PI: 37.5% SED: 40.6% SWD: 39.3%	2023-24 Overall: 53.3% Disparity: 43.3% AA: 37.9% AI: 42.9% AS: 69.8% EL: 13.6% FI: 60% FY: 25% HIS: 39.4% HM: 32% LTEL: 10% PI: 50% SED: 43% SWD: 33.8%		2025-26 Overall: 54.2%	-0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Assessment of Student Performance and Progress (CAASPP) Results	WH: 58.1% TOM: 47.9%	WH: 54.9% TOM: 63.3%			
1.13	Implementation of State Academic Standards: District ratings on the implementation of state academic standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators. California School Dashboard Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool	2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7/5 Other Adopted Academic Standards: 3.6/5 Support for Teachers and Administrators: 4/5	2023-24 Recently Adopted Academic Standards and/or Curriculum Frameworks: 4.5/5 Other Adopted Academic Standards: 3.6/5 Support for Teachers and Administrators: 4/5		2025-26 Maintain levels	0.8 points 0 points 0 points

Goal Analysis [2024-25]

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

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

No substantive differences to the actions as planned

Successes:

- Expanded English Language Development staff growth to match growing need: action 1.21

- Improved English language communication confirmed by educational partners: action 1.25
- Increased access to Dual Enrollment courses: action 1.06
- Bilingual Instructional Assistants (BIAs) provided language support in core courses: action 1.11

Challenges:
- Hiring challenges impacted implementation: actions 1.10, 1.11, 1.21, 1.30, 1.32
- Changes in student interests and needs: action 1.26

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

Material differences from budgeted expenditures include actions 1.03, 1.06, 1.12, 1.14, 1.15, 1.18, 1.20, 1.22, 1.24, 1.26, 1.29, 1.30, 1.32, 1.37, and 1.39 for the following reasons:
- Change in student needs
- End of year and/or summer expenses
- Hiring challenges
- Increased staffing to support growing student enrollment
- Multi-year action
- Negotiated contract changes
- Other funding available

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

English Language Arts (ELA) State Assessment: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. Filipino and foster youth student groups had the largest increase. American Indian/Alaskan Native and White student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.02, 1.09, 1.11, 1.12, 1.13, 1.14, 1.15, 1.17, 1.29, 1.30, and 1.32.

Mathematics State Assessment: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate increased. Filipino and foster youth student groups had the largest increase. American Indian/Alaskan Native Asian, and long-term English learners student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.02, 1.09, 1.11, 1.12, 1.14, 1.15, 1.17, 1.18, 1.19, and 1.41.

Science State Assessment: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. American Indian/Alaskan native, foster youth, and homeless student groups had the largest increase. Asian and White student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.11, 1.12, 1.14, 1.15, and 1.37.

English Language Learner State Assessment: Between 2022-23 and 2023-24, the overall rate decreased for both English learners and long-term English learners. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.01, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, and 1.41.

English Language Learner Reclassification: Between 2022-23 and 2023-24, the overall rate decreased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.01, 1.11, 1.12, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, and 1.27.

College and Career Indicator (CCI Rate): Between 2022-23 and 2023-24, the overall rate increased and the disparity rate increased. Foster youth, Hispanic, and homeless student groups had the largest increase. African American, Pacific Islander, and two or more races student groups had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.03,1.04, 1.05, 1.06, 1.07, 1.31, 1.33, 1.39, 1.40, and 1.41.

A-G Completion: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate increased. Filipino and homeless student groups had the largest increase. American Indian/Alaskan Native, foster youth, Pacific Islander, and two or more races student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.27 and 1.34.

CTE Completion: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. Foster youth student group had the largest increase. Hispanic and students with disabilities student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP action that contributed to this outcome include: 1.08

A-G and CTE Completion: Between 2022-23 and 2023-24, the overall rate increased and the disparity rate increased. American Indian/Alaskan Native student group had the largest increase. Filipino, foster youth, and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome.The LCAP actions that contributed to this outcome include: 1.08, 1.27, and 1.34.

College and Career Indicators (AP Exam Performance): Between 2022-23 and 2023-24, the overall rate increased and the disparity rate increased. American Indian/Alaskan Native, Asian, Filipino, students with disabilities, and two or more races student groups had the largest increase. Foster youth, homeless, and Pacific Islander student groups had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.16 and 1.38.

College and Career Indicators (IB Exam Performance): Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. African American and Pacific Islander student groups had the largest increase. Filipino and homeless student groups had the largest decrease. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.16 and 1.38.

College and Career Indicators (Early Assessment Program): Between 2022-23 and 2023-24, the overall rate increased and the disparity rate increased. American Indian/Alaskan Native, Pacific Islander, and two or more races student groups had the largest increase. English learner and students with disabilities student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.02, 1.07, 1.09, 1.16, and 1.41.

Implementation of State Academic Standards: Between 2022-23 and 2023-24, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 1.10, 1.28, 1.29, 1.30, 1.32, 1.36, and 1.37.

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.

Previous action number 1.35 is now action 3.06 to align the action with Goal 3

Previous action number 2.13 is now action 1.13 to align the action with Goal 1

Actions 1.14, 1.24, and 1.36 have changed action title to better align with the intent of the action

Actions 1.16 and 1.32 have changed scope to better align with the intent of the action

Action 1.21 has changed LCFF priority student groups to better align with the intent of the action

Actions 1.20, 1.21, and 1.22 have changed action description to better align with the intent of the action

Previous actions 1.12, 1.13, 1.15, and 1.26 have been eliminated to improve services offered through other actions

Actions 1.12, 1.15, 1.26, and 1.35 have been assigned to newly added actions

Metrics: English Language Arts (ELA) State Assessment, Mathematics State Assessment, Science State Assessment, English Language Learner State Assessment, College and Career Indicator (CCI Rate) - Included newly available LTEL data and updated disparity rate to reflect new data set as applicable

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	Co-Teachers at Dyer Kelly	Co-teachers to provide students more individualized learning and support, reduce ratio in classes, tailored instruction and feedback	$752,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL		
1.2	Elementary K-8 Director	School directors to: • Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity • Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	$337,382.00	Yes
1.3	College Career Readiness Counseling	College and career readiness counseling to provide: • Tailored guidance on post-secondary options, financial aid, and language support • Socio-emotional support that addresses barriers to academic success and fosters holistic development Student Group Focus: EL, LI	$260,357.00	Yes
1.4	Advance Placement/International Baccalaureate Test Fees	Pay for test fees for low-income students Student Group Focus: LI	$70,000.00	Yes
1.5	College/Career Center Technicians	Provide students with access to financial aid workshops, college application workshops, visits with college representatives, and college visitations Student Group Focus: EL, LI	$485,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Dual Enrollment Textbooks	Provide students in dual enrollment classes with free textbooks to take college classes Student Group Focus: EL, LI	$125,000.00	Yes
1.7	Advancement Via Individual Determination (AVID)	AVID offers language support, tutoring, and mentorship tailored to English Learner (EL) students. For low-income students, it provides guidance on college admissions and financial aid. Both student groups receive skill-building, a supportive community, and equitable access to college Student Group Focus: EL, LI	$1,995,526.00	Yes
1.8	Career Technical Education (CTE)	Ensure students enrolled in CTE courses acquire the skills and credentials for college and career readiness by providing: • Language supports for English Learner (EL) students • Resources to bridge socio-economic disparities • Hands-on training and career guidance • Personalized instruction and mentorship Student Group Focus: EL, LI	$4,228,905.00	Yes
1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	Academic Intervention Specialists assigned to sites to provide small group and/or individual intervention in reading and/or math. Students are identified through skills screening and working within the system at the school site Student Group Focus: EL, FY, LI, HM	$604,892.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Center for Teacher Support Induction	Consulting teachers assist candidates (new teachers) through developing an Individualized Learning Plan where goal setting around the California Standards for the Teaching Professions (CSTPs), planning, observation, reflection, and collaboration are parts of a Cycle of Inquiry that promote growth within their teaching practice. Student Group Focus: EL, LI	$1,766,848.00	No
1.11	Bilingual Instructional Assistants (BIAs)	BIAs provide primary language support to Emerging Bilinguals in core content classes outside of English Language Development classes using a variety of support models such as pull-out, push-in, and pre and post-teach Student Group Focus: EL	$4,595,565.00	Yes
1.12	TK-12 Core Subject Area Intervention	Allocate and expand certificated personnel to address TK-12 learning needs, with an emphasis on unduplicated students, in core subject area essential standards, such as elementary/TK-8 intervention teachers and additional middle and high school math sections Student Group Focus: EL, LI, FY, HM	$8,066,580.00	Yes
1.13	Summer Math Learning	Provide extended learning opportunities during summer for targeted student groups to accelerate growth towards math standards Student Group Focus: EL, LI	$96,000.00	Yes
1.14	Camp Invention	Summer program provides hands-on vocabulary rich experiences for students to learn science, technology, and math concepts	$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: LI		
1.15	English Language Learner Remediation	Accelerate English language acquisition for newcomers Student Group Focus: EL (Newcomer)	$1,000,000.00	Yes
1.16	Equal Opportunity Schools (EOS)	EOS provides workshops, professional development, data analysis, and site support to increase enrollment in Advanced Placement courses for priority student groups Student Group Focus: EL, LI	$212,743.00	Yes
1.17	iReady License, Professional Development, and Implementation Support	Implement and provide professional learning related to i-Ready, which provides targeted support based on diagnostic data for students below grade level in math and reading Student Group Focus: EL, LI	$936,722.00	Yes
1.18	Professional Learning and Implementation of Math Programs	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Build a tiered system of support for teachers to implement early intervention and assessment guided instruction Student Group Focus: EL, LI	$601,635.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Math Support for Grades 6-8	0.2 Full Time Equivalent (FTE) intervention teacher provided to accelerate growth toward math proficiency Student Group Focus: EL, LI	$657,160.00	Yes
1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Increase professional learning opportunities for teachers focused on Systematic ELD connected to the ELD standards and framework differentiated for English leaners (EL) and long term English learners (LTEL) Student Group Focus: EL, LTEL	$185,910.00	Yes
1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Address the need for consistent, high-quality designated English Language Development (ELD) instruction, including professional development to support teachers who provide daily, standards-based instruction aligned to students' language proficiency levels and targeted language development that supports access to core content Student Group Focus: EL	$14,936,690.00	Yes
1.22	English Language Development (ELD) Staff Coaching	Staff to provide personalized support to teachers of English learner (EL) and long term English learner (LTEL) students including 1:1 coaching, mentorship, establishing cohorts, and modeling lessons Student Group Focus: EL, LTEL	$751,132.00	Yes
1.23	English Language Proficiency Assessments for	Oversee EL compliance (Reclassified Fluent English Proficient, follow-ups) and ELPAC training and administration district-wide	$665,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
	California (ELPAC) and English Learner (EL) Services Support	Student Group Focus: EL		
1.24	English Language Development (ELD) Staff	Manage state and local student information systems, update and share English Learner (EL) data with staff, engage families, and support the enrollment and transfer process Student Group Focus: EL	$693,783.00	Yes
1.25	English Learner (EL) Awareness and Communication	Provide students, families, and staff with knowledge and vocabulary around English Language Development (i.e. process, purpose, pathway, options, meaning) Student Group Focus: EL, LTEL	$10,000.00	No
1.26	Instructional Assistants to Support TK-2 Classrooms	Recruit, hire, increase and retain Instructional Assistants (IAs) to support TK-2 classrooms with academic progress Student Group Focus: EL, LI, FY, HM	$6,641,712.00	Yes
1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Staff coordinates programs to engage students in reading, writing, listening, and speaking in English Student Group Focus: EL, LTEL	$50,000.00	Yes
1.28	K-2 Reading Difficulties Screener	Reading screeners provide insights into areas where English Learners (EL) may need additional support. Based on the results of the reading screener, practitioners can target specific areas of literacy development	$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, LI		
1.29	Elementary Literacy Professional Learning	Elementary literacy professional learning focused on: • Language Essentials for Teachers of Reading and Spelling (LETRS) training for 25 teachers • Training and planning time on Benchmark K-5 English Language Arts (ELA) curriculum Student Group Focus: EL, LI	$177,500.00	Yes
1.30	Secondary Literacy Professional Learning	Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students Student Group Focus: EL, LI	$88,000.00	Yes
1.31	State Seal of Civic Engagement and Civic Education	Youth Participatory Action Research (YPAR) training, Sacramento County Office of Education (SCOE) Civics Partnership, Mock Trial, Voter Education, and Civic Summit will provide teachers with collaboration time, knowledge, and skills to facilitate interdisciplinary student-led research projects that address issues relevant to their community Student Group Focus: LI	$16,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	Strategic Literacy Plans	Establish shared understanding and vocabulary around literacy for teachers, examine and redesign the master schedule to facilitate literacy learning, pilot and purchase foundational literacy skills materials, and promote literacy with families Student Group Focus: EL, LI	$179,600.00	Yes
1.33	Director, Secondary (50%)	School director to: • Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity • Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	$127,297.00	Yes
1.34	World language proficiency validation	Provide students who are or were at one time designated as English learners (EL) the opportunity to: • Meet the college and career ready graduation requirements in world languages through the language skills they already have due to their backgrounds • Have their home language validated for the world languages portion of the Seal of Biliteracy requirements Student Group Focus: EL	$5,000.00	No
1.35	High School Math Support	Additional high school math teachers to implement co-teaching or class size reduction support in IM 1 and math credit recovery courses Student Focus Group: EL, LI, FY, HM	$1,209,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.36	System of Professional Growth (SPG)	During the learning-focused supervision process, facilitators observe instruction and have reflective conversations on how to differentiate student support based on evidence and research-based practices Student Group Focus: EL, FY, LI, HM	$2,064,913.00	Yes
1.37	Next Generation Science Standards (NGSS)	This action provides funding for professional learning, strategic support for effective implementation of NGSS science and engineering practices, collaboration by grade level and/or science course, and ongoing support from outside science safety vendor Student Group Focus: EL, LI	$214,835.00	Yes
1.38	Advance Placement and Counselor Summer Training	College board summer registration fees for Advance Placement (AP) summer training and fees only for counselor registrations for training to support college and career Student Group Focus: EL	$15,300.00	Yes
1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	PSAT/NMSQT will be funded for all 10th and 11th grade students during the school day as an opt-in. Cash for College events will be held at least four high schools regionally to support Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA) completion Student Group Focus: EL, LI	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.40	Naviance Support/6th Grade Program	Counselor will visit K-6 sites without a site-based school counselor to deliver the Naviance tasks in the 6th-grade scope and sequence: Strengths Explorer, Academic Smart Goal and Career, Road Trip Nation Student Group Focus: EL, LI	$20,000.00	Yes
1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing	$5,683,278.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Engagement and Course Access - Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.
- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the CA School Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 Overall: 28.7% Disparity: 27.6% AA: 49.3% AI: 45.5% AS: 19.7% EL: 26.3% FI: 16.1% FY: 42.3% HIS: 33.9% HM: 56.3% LTEL: 35.6% PI: 50.8% SED: 35.6% SWD: 37.5% WH: 34% TOM: 31.8%	2023-24 Overall: 24% Disparity: 27.9% AA: 43.5% AI: 38.1% AS: 18% EL: 24% FI: 12.1% FY: 44.7% HIS: 28.7% HM: 51.9% LTEL: 33.1% PI: 47.5% SED: 29.2% SWD: 30.8% WH: 19.6% TOM: 25.8%		2025-26 Overall: 27.2%	-4.7%
2.2	Attendance: Average days absent during the school year for students in TK-12. DataQuest - Absenteeism by Reason Report	2022-23 Overall: 14.7 days Disparity: 10.2 days AA: 21.1 days AI: 20.0 days AS: 10.8 days EL: 13.1 days FI: 11.2 days FY: 18.7 days HIS: 16.1 days HM: 24.9 days LTEL: Unavailable in report PI: 20.1 days SED: 16.7 days	2023-24 Overall: 13.4 days Disparity: 8.9days AA: 19.4 days AI: 19.8 days AS: 10.7 days EL: 12.5 days FI: 9.8 days FY: 21.6 days HIS: 14.9 days HM: 22.3 days LTEL: Unavailable in report PI: 18.2 days SED: 14.9 days		2025-26 Overall: 13.7 days	-1.3 days

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 19.1 days WH: 13.6 days TOM: 15.5 days	SWD: 17 days WH: 12.2 days TOM: 14 days			
2.3	High School Dropout Rate: Percentage of high school students who dropout based on the 4-year cohort outcomes. DataQuest - 4-Year Adjusted Cohort Outcome	2022-23 Overall: 9.0% Disparity: 11.9% AA: 17.9% AI: 7.1% AS: 6.7% EL: 13.6% FI: 2.6% FY: 20.0% HIS: 10.2% HM: 20.9% LTEL: Unavailable in report PI: 14.3% SED: 11.8% SWD: 9.6% WH: 8.3% TOM: 7.0%	2023-24 Overall: 8.3% Disparity: 11.7% AA: 14.3% AI: 18.2% AS: 5.3% EL: 9.8% FI: 2.8% FY: 20% HIS: 8.9% HM: 16.6% LTEL: Unavailable in report PI: 8.7% SED: 9.4% SWD: 16% WH: 8.3% TOM: 5.8%		2025-26 Overall: 7.5%	-0.7%
2.4	Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school. California Longitudinal Pupil Achievement Data System (CALPADS)	2022-23 10 students	2023-24 17 students		2025-26 Maintain level	7 students
2.5	Graduation Rate: Percentage of students who graduate high	2022-23 Overall: 86.7% Disparity: 16.5%	2023-24 Overall: 85.7% Disparity: 29.7%		2025-26 Overall: 87.7%	-1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school within 4 or 5 years. California School Dashboard - Graduation Indicator	AA: 77.6% AI: 85.7% AS: 86.7% EL: 74.5% FI: 92.1% FY: 70.8% HIS: 85.6% HM: 70.2% LTEL: Available 2024 PI: 76.2% SED: 82.2% SWD: 77.5% WH: 87.6% TOM: 91.5%	AA: 75.4% AI: 77.3% AS: 87.4% EL: 76.4% FI: 97.2% FY: 56% HIS: 85.1% HM: 66.7% LTEL: 86.5% PI: 92% SED: 82.7% SWD: 61.1% WH: 86.1% TOM: 89.8%			
2.6	Broad Course of Study: Percentage of students in TK-5 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education. California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	2022-23 Overall: 93.2% Disparity: 3.6% AA: 89.6% AI: 91.4% AS: 90.3% EL: 91.1% FI: 93.2% FY: 91.3% HIS: 93.3% HM: 92.1% LTEL: Unavailable in report PI: 93.7% SED: 92.0% SWD: 92.5% WH: 94.2% TOM: 94.9%	2023-24 Overall: 93.9% Disparity: 4.3% AA: 90.6% AI: 97.3% AS: 90.6% EL: 90.6% FI: 99.1% FY: 89.6% HIS: 93.8% HM: 91.0% LTEL: Unavailable in report PI: 91.5% SED: 92.6% SWD: 94.4% WH: 95.2% TOM: 94.3%		2025-26 Overall: 94%	0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Broad Course of Study: Percentage of students in 6-8 who received a broad course of study based on receiving a grade in English language arts, mathematics, science, social science, and physical education. California School Dashboard Local Performance Indicator - Access to a Broad Course of Study	2022-23 Overall: 94.5% Disparity: 22.3% AA: 93.0% AI: 95.0% AS: 94.6% EL: 88.5% FI: 97.3% FY: 95.2% HIS: 94.5% HM: 87.3% LTEL: Available 2024 PI: 96.6% SED: 93.0% SWD: 72.2% WH: 94.5% TOM: 95.7%	2023-24 Overall: 93.9% Disparity: 18.7% AA: 94.4% AI: 92.1% AS: 93.5% EL: 85.9% FI: 94.7% FY: 96.4% HIS: 93.9% HM: 88.4% LTEL: 90.9% PI: 96.8% SED: 92.6% SWD: 75.2% WH: 93.4% TOM: 96.0%		2025-26 Overall: 96%	-0.6%
2.8	Broad Course of Study: Percentage of students in grade 12 who received a broad course of study throughout grades 9-12 based on receiving a grade in course/graduation requirements in English language arts, mathematics, science, social science, foreign language, physical education, and visual and performing arts. California School Dashboard Local	2022-23 Overall: 90.4% Disparity: 28.3% AA: 83.5% AI: 88.9% AS: 88.7% EL: 82.9% FI: 88.1% FY: 80.0% HIS: 91.4% HM: 86.8% LTEL: Available 2024 PI: 86.7% SED: 87.9% SWD: 62.1% WH: 90.8% TOM: 94.1%	2023-24 Overall: 87.0% Disparity: 28.3% AA: 79.3% AI: 95.2% AS: 86.9% EL: 78.4% FI: 83.3% FY: 73.1% HIS: 86.9% HM: 74.5% LTEL: 80.5% PI: 93.4% SED: 84.5% SWD: 53.1% WH: 87.5% TOM: 90.2%		2025-26 Overall: 92%	-3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance Indicator - Access to a Broad Course of Study					

Goal Analysis [2024-25]

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

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

No substantive differences to the actions as planned

Successes:

- Immunization Clinic increased immunizations provided for school enrollment: action 2.01
- McKinney-Vento (MKV) Transportation supported homeless attendance: action 2.18
- Seat-based Summer School enrollment increased with language support provided: action 2.10

Challenges:

- Hiring challenges impacted implementation: actions 2.05, 2.11, 2.17
- Changes in student interests and needs: action 2.08

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

Material differences from budgeted expenditures include actions 2.08, 2.09, 2.13, 2.16, 2.17, 2.18, and 2.19 for the following reasons:

- Added staff to support the implementation of the action
- End of year and/or summer expenses
- Hiring challenges

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

Chronic Absenteeism: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate increased. American Indian/Alaskan Native, students with disabilities, and White student groups had the largest decrease. Foster youth student group had the largest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.01, 2.12, 2.15, 2.16, and 2.17.

Attendance: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. Homeless, Pacific Islander, and students with disabilities student groups had the largest decrease. Foster youth student group had the largest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.01, 2.02, 2.05, 2.12, 2.15, 2.16, and 2.17.

High School Dropout Rate: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. African American, English learner, homeless, and Pacific Islander student groups had the largest decrease. American Indian/Alaskan Native and students with disabilities student groups had the largest increase. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.27.

Middle School Dropout Rate: Between 2022-23 and 2023-24, the overall rate increased. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.27 and 2.28.

Graduation Rate: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate increased. Filipino and Pacific Islander student groups had the largest increase. Foster youth and students with disabilities student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10, 2.27, and 2.28.

Broad Course of Study (grades TK-5): Between 2022-23 and 2023-24, the overall rate increased and the disparity rate increased. American Indian/Alaskan Native and Filipino student groups had the largest increase. Foster youth and Pacific Islander student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, and 2.19.

Broad Course of Study (grades 6-8): Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. African American, foster youth, and students with disabilities student groups had the largest increase. American Indian/Alaskan Native, English learner, and Filipino student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, and 2.19.

Broad Course of Study (grades 9-12): Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate maintained. American Indian/Alaskan Native and Pacific Islander student groups had the largest increase. Foster youth, homeless, and students with disabilities student groups had the largest decrease. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, and 2.19.

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.

Actions 2.13, 2.18, and 2.19 have changed scope to better align with the intent of the action

Actions 2.01 and 2.18 have changed LCFF priority student groups to better align with the intent of the action

Actions 2.01, 2.07, 2.14, and 2.18 have changed action description to better align with the intent of the action

Actions 2.07 and 2.14 have changed state metrics to better align with the intent of the action

Previous actions 2.08 and 2.20 have been eliminated to improve services offered through other actions

Previous action 2.13 is now action 1.13 to align the action with Goal 1

Previous action 2.27 is now action 2.08

Previous action 2.28 is now action 2.13

Previous action 2.29 is now action 2.20

Metrics:

- Chronic Absenteeism: Newly available LTEL data included
- High School Dropout Rate: Disparity rate updated to reflect data set

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Immunization Clinic	Nurse to provide immunizations to students, especially refugee, foster youth, and homeless students Student Group Focus: EL, FY, LI, HM	$46,047.00	Yes
2.2	Tutoring for Foster Youth (FY)	Teachers to provide tutoring for FY students to accelerate learning in primary grades and credit recovery in grades 11 and 12 Student Group Focus: FY	$484,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Credit Recovery for Foster Youth (FY)	Counselors to meet with FY students to assess credits earned and credits needed to meet graduation requirements Student Group Focus: FY	$1,179,540.00	Yes
2.4	Foster Youth (FY) Student Lists	Staff to audit student lists of current and former FY students to ensure qualifying students receive services and accuracy of data Student Group Focus: FY	$10,985.00	Yes
2.5	Foster Youth (FY) Advocacy	Social worker and school community worker to meet with county workers, students, and caregivers to provide resources to students entering, leaving, and attending the district Student Group Focus: FY	$10,000.00	Yes
2.6	La Entrada Alternative Continuation School	Specialized personnel provide individualized support to address students' academic and socio-emotional needs. Provide materials such as textbooks to support curriculum delivery, and technology to enhance learning opportunities Student Group Focus: EL, LI	$1,293,610.00	Yes
2.7	Credit Recovery	Provide an online curriculum which will provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support through personalized credit recovery programs integrated into the school day	$717,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, LI		
2.8	Instructional Technology	Instructional technology to provide: • Translation tools and language resources for English Learner (EL) population • Translated materials and communications from teachers to families • Supports and resources for ELs and students receiving special education services to ensure inclusion and access to the same academic content • Interactive teaching methods for diverse learning styles Student Group Focus: EL, SWD	$336,147.00	Yes
2.9	Summer School: Independent Study	Provide tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship. Student Group Focus: EL, LI	$184,580.00	Yes
2.10	Summer School: Seat Based	Provide resources such as textbooks and technology, personalized guidance to ensure progress towards college and career goals, and intensive instruction focused on academic gaps such as language support to address comprehension Student Group Focus: EL, LI	$391,357.00	Yes
2.11	Multi-Tiered System of Supports (MTSS):	Additional Full-Time Equivalent (FTE) staff on high school sites to provide direct support to students	$442,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
	High School Supports	Student Group Focus: EL, FY, LI, HM		
2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Support for site teams in developing their prevention and intervention programs, allocation of resources to sites, and tracking of interventions and data Student Group Focus: EL, FY, LI, HM	$55,900.00	Yes
2.13	Site-Based Counselor Ratio	Site-based school counselors to: • Provide tier 1 intervention in college career, personal, social, and academic support • Lower ratios of site-based counselors • More exposure and intervention in tier 1 and tier 2 Student Group Focus: EL, LI	$2,316,780.00	Yes
2.14	Integrated Math 1 Teachers High School	Teacher support in high school IM 1 classrooms to reduce staff-to-student ratios and accelerate student progress toward grade-level math proficiency Student Group Focus: EL, LI	$637,940.00	Yes
2.15	McKinney-Vento (MKV) Wraparound Services	Staff, basic needs, and schools supplies to: • Conduct home visits • Hold monthly food distribution • Give access to food closet for families Student Group Focus: HM	$104,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Student Support Services Mobile	Student Services vehicle that goes to school sites and San Juan events to distribute basic needs and school supplies such as backpacks, food, and attendance information Student Group Focus: EL, FY, LI, HM	$20,000.00	Yes
2.17	Attendance Improvement Program	Staff to attend attendance meetings, School Attendance Review Boards (SARBs), run attendance data, and provide incentives for students Student Group Focus: EL, FY, LI, HM	$461,474.00	Yes
2.18	Transportation to School of Origin	Provide transportation to homeless (HM) and foster youth (FY) students along with qualifying English learner (EL) newcomer students Student Group Focus: EL (Newcomer), FY, HM	$1,450,000.00	Yes
2.19	Physical Education Professional Learning	Provide professional learning opportunities focused on implementation of newly adopted standards, curriculum and instruction strategies that meet the needs of all students, equitable grading practices, and network collaboration Student Group Focus: EL, LI	$46,030.00	Yes
2.20	District Supports for Continuous Improvement: Chronic	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data,	$5,683,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Absenteeism, Graduation	design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with "Red" Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing		
2.21	Secondary Teacher on Special Assignment (TOSA): Math	Math TOSA provide professional learning, mentorship, resources, and classroom support to teachers focused on student engagement, culturally relevant instruction, differentiation techniques, and methods to reduce math anxiety, build confidence and self-efficacy Student Group Focus: EL, LI	$94,166.00	Yes
2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Elementary math and ELA TOSAs provide professional learning to support effective instructional strategies, differentiation techniques, and culturally relevant instruction, including support for early numeracy and foundational reading skills Student Group Focus: EL, LI	$160,815.00	Yes
2.23	Science Program Specialist	Science Program Specialist provides:	$225,668.00	No

Action #	Title	Description	Total Funds	Contributing
		• Leadership for curriculum adoption and instruction alignment to best practices • Teacher professional learning in inquiry-based methods • Resource allocation • Advocacy and support for regular, frequent elementary science instruction Student Group Focus: All		
2.24	Elementary Teachers on Special Assignment (TOSA): English Language Arts (ELA) and Secondary TOSA: Math	Teachers on Special Assignments (TOSAs) to provide professional learning in math and ELA focused on effective instructional, differentiated, and culturally relevant instruction to support early numeracy and foundational reading skills. Also, provide mentorship, resources, and classroom support to address diverse student needs, reduce math anxiety, and foster confidence Student Group Focus: EL, LI	$254,981.00	No
2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	Our secondary ELA and science TOSAs focus on professional learning and teacher support by: • Providing targeted professional learning in literacy strategies, content integration, and differentiation techniques to address the diverse needs of English learners and low-income students • Offering ongoing mentorship, collaborative planning sessions, and access to resources Student Group Focus: EL, LI	$330,600.00	No
2.26	English Language Arts (ELA) and Math Program Specialists	The Program Specialist positions: • Ensure alignment with standards and frameworks for many district initiatives	$400,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide targeted professional learning for teachers in effective instructional strategies • Facilitate the selection and implementation of evidence-based curricula and resources • Foster collaboration among educators, offer differentiated support, and monitor student progress Student Group Focus: EL, LI		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Conditions, Climate, and Family Engagement - Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A review of Dashboard data results showed:

- African American, English learner, and homeless student groups received the lowest performance level on the 2023 Dashboard English language arts and mathematics indicators.
- Students with Disabilities student group received the lowest performance level on the 2023 Dashboard college/career indicator.
- 29 out of 65 schools had one or more lowest performance levels on a 2023 Dashboard state indicator (see addendum A)
- 53 out of 65 schools had one or more student groups that received the lowest performance level on a 2023 Dashboard state indicator (see addendum B).

During the 2021-24 LCAP cycle, educational partners indicated that:

- LCAP goals were too broad and difficult to measure using data.
- Including current year and previous year data in LCAP was confusing.
- Not all required student groups were reported in the LCAP.

State and local data and educational partner input revealed a need to increase:

- Alignment between goals, metrics, and actions.
- Clarity to the public and board about our goals, and how we are measuring and monitoring progress.
- Focus on English learner, low income, foster youth, and student groups with the lowest performance level on a Dashboard indicator.

As a result, the 2024-27 LCAP:

- Goals are aligned to the state priority areas and required LCAP metrics.
- Metrics include required state and local data that reflects the most recent full-year data as well as all education code required student groups in the reporting of data.
- Actions are grouped and aligned to goals, required metrics, data results, input from educational partners, and address student groups and schools with the lowest performance levels on the CA School Dashboard indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 Overall: 5.7% Disparity: 15.5% AA: 12.2% AI: 6.9% AS: 3.7% EL: 4.4% FI: 2.6% FY: 21.2% HIS: 6.2% HM: 10.8% LTEL: 13.4% PI: 5.5% SED: 7.3% SWD: 8.4% WH: 4.6% TOM: 7.7%	2023-24 Overall: 6.1% Disparity: 12.6% AA: 14.7% AI: 8.1% AS: 4.8% EL: 5.4% FI: 4.3% FY: 18.7% HIS: 6.5% HM: 12.8% LTEL: 14.1% PI: 4.6% SED: 7.4% SWD: 7.9% WH: 5% TOM: 6.6%		2025-26 Overall: 5.4%	0.4%
3.2	Expulsion Rate: Percentage of students expelled from school. DataQuest - Expulsion and Suspension Data	2022-23 Overall: 0.08% Disparity: 0.77% AA: 0.36% AI: 0.0% AS: .02% EL: 0.04% FI: 0.0% FY: 0.85% HIS: 0.09% HM: 0.00%	2023-24 Overall: 0.06% Disparity: 0.44% AA: 0.18% AI: 0.5% AS: 0.02% EL: 0.02% FI: 0% FY: 0.5% HIS: 0.06% HM: 0.13%		2025-26 Overall: Maintain level	-0.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: Unavailable in report PI: 0.0% SED: 0.18% SWD: 0.17% WH: 0.05% TOM: 0.06%	LTEL: Unavailable in report PI: 0% SED: 0.09% SWD: 0.06% WH: 0.07% TOM: 0.03%			
3.3	Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey. California School Dashboard Local Performance Indicator - Local Climate Survey	2022-23 58.2%	2023-24 58.2%		2025-26 60%	0.0%
3.4	Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. California School Dashboard Local Performance Indicator - Local Climate Survey	2022-23 60.7%	2023-24 59.9%		2025-26 62%	0.8%
3.5	Parent and Family Engagement: District self-reflection ratings on the parent and family engagement tool in all three areas with a focus	2022-23 Relationships: 3.75/5 Partnerships: 3.5/5 Input: 3.25/5	2023-24 Relationships: 4.5/5 Partnerships: 4.5/5 Input: 4/5		2024-26 Relationships: 4.75/5 Partnerships: 4.5/5 Input: 4.5/5	0.75 points 1.0 points 0.75 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on parents of EL, LI, FY, SED, and SWD: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making. California School Dashboard Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool					
3.6	School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool. California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 100%	2023-24 100%		2025-26 100%	0%
3.7	Standards Access: Percentage of students who have access to standards-aligned instructional materials. California School Dashboard Local Performance Indicator - Basics: Teachers,	2022-23 100%	2023-24 100%		2025-26 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Instructional Materials, Facilities					
3.8	Credentialed Staffing: Percentage of teachers fully credentialed and appropriately assigned with an assignment monitoring of "clear". California School Dashboard Local Performance Indicator - Basics: Teachers, Instructional Materials, Facilities	2022-23 District: 88.3% Clear	2023-24 Data not yet released by California Department of Education		2025-26 85% Clear	Data not yet released by California Department of Education

Goal Analysis [2024-25]

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

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

Substantive differences:

- Site Administrator Support was not implemented as written due to changing needs at the site level

Successes:

- Summer Family Camps saw full enrollment and waitlists: action 3.09
- Face Mobile & Family Outreach fully implemented Community Care Hubs: action 3.08
- Camp Kinder participation among English learners provided school readiness: action 3.27

Challenges:

- Hiring challenges impacted implementation: actions 3.15, 3.24, 3.32, 3.35, 3.60
- Changes in student interests and needs: action 3.25, 3.26

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

Material differences from budgeted expenditures include actions 3.05, 3.09, 3.11, 3.12, 3.13, 3.14, 3.21, 3.23, 3.24, 3.27, 3.30, 3.35, 3.37, 3.38, 3.42, 3.50, 3.53, 3.60, 3.61 for the following reasons:

- End of year and/or summer expenses
- Hiring challenges
- Increased staffing to support growing student enrollment
- Negotiated contract changes
- Other funding available
- Reduced need at the site level

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

Suspension Rate: Between 2022-23 and 2023-24, the overall rate increased and the disparity rate decreased. Foster youth and two or more races student groups had the largest decrease. African American and Filipino student groups had the largest increase. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.04, 3.11, 3.12, 3.13, 3.15, 3.16, 3.18, 3.19, 3.27, 3.33, 3.40, 3.41, and 3.63.

Expulsion Rate: Between 2022-23 and 2023-24, the overall rate decreased and the disparity rate decreased. African American, foster youth, and students with disabilities student groups had the largest decrease. American Indian/Alaskan Native and homeless student groups had the largest increase. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.15 and 3.33.

Connectedness: Between 2022-23 and 2023-24, the overall rate maintained. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.02, 3.03, 3.04, 3.06, 3.07, 3.08, 3.09, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30, 3.31, 3.32, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 3.40, 3.41, 3.42, 3.44, 3.48, 3.54, 3.55, 3.56, 3.57, 3.58, 3.59, 3.60, and 3.61.

Safety: Between 2022-23 and 2023-24, the overall rate decreased. We have not yet met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.02, 3.03, 3.04, 3.06, 3.13, 3.15, 3.17, 3.20, 3.21, 3.22, 3.23, 3.24, 3.26, 3.28, 3.29, 3.40, 3.41, 3.42, 3.44, 3.47, 3.54, 3.55, 3.57, and 3.58.

Parent and Family Engagement: Between 2022-23 and 2023-24, the overall rate increased. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.01, 3.05, 3.07, 3.08, 3.09, 3.10, 3.27, 3.35, 3.36, 3.37, 3.38, 3.39, 3.43, 3.45, 3.46, 3.48, 3.59, and 3.60.

School Facilities: Between 2022-23 and 2023-24, the overall rate was maintained. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: N/A

Standards Access: Between 2022-23 and 2023-24, the overall rate was maintained. We have met our 3-year target outcome. The LCAP actions that contributed to this outcome include: 3.32 and 3.52.

Credentialed Staffing: As of May 2025, the 2023-24 credentialed staffing data has not been released by the California Department of Education in order to analyze and compare to 2022-23 data. The LCAP actions that contributed to this outcome include: 3.49, 3.50, 3.51, 3.53, 3.61, and 3.62.

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.

Actions 3.02, 3.04, 3.08, 3.09, 3.35, 3.43, and 3.59 have changed action title to better align with the intent of the action

Actions 3.03, 3.39, and 3.57 have changed scope to better align with the intent of the action

Actions 3.02, 3.18, 3.31, 3.35, 3.41, 3.42, 3.43, 3.45, 3.46, 3.57, and 3.59 have changed action description to better align with the intent of the action

Action 3.31 has changed state metrics to better align with the intent of the action

Previous action 3.11 has been eliminated and restructured into actions 3.17 and 3.18 due to a reorganization of the MTSS program

Previous action 3.12 has been eliminated and restructured into action 3.18 due to a reorganization of the MTSS program

Previous action 3.19 has been eliminated and restructured into action 3.17 due to a reorganization of the MTSS program

Previous action 3.32 has been eliminated and restructured into action 3.31 to consolidate inclusive practices

Previous action 3.06 has been eliminated to improve services offered through other actions

Previous action 1.35 is now action 3.06 to align the action with Goal 3

Previous action 3.60 is now action 3.11

Previous action 3.61 is now action 3.12

Previous action 3.62 is now action 3.19

Previous action 3.63 is now action 3.32 and has changed student group to better align with the intent of the action

Metrics:

- Suspension Rate: Newly available LTEL data included
- Expulsion Rate: Disparity rate updated to reflect data set
- Credentialed Staffing: Updated 22-23 LCAP baseline data to reflect data released by the California Department of Education

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	Foster Youth Advocacy	School community worker and foster youth social worker to meet with foster youth students at school site and serve as advocate as it relates to the school site and county agencies Student Group Focus: FY	$100,000.00	No
3.2	Mental Health Support	Direct mental health supports provided to students in need of Tier III behavioral and mental health services provided by district staff along with outside referral services provided by Care Solace to assist students and families in navigating the mental health system to obtain access to clinical services outside of the school system Student Group Focus: EL, FY, LI, HM	$1,202,730.00	Yes
3.3	Campus Supervision	Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day Student Group Focus: EL, LI	$423,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Title 1 Vice Principals (Preschool through 8th grade)	Vice principals to proactively help students with problem solving skills, building relationships with students and staff, and support alternative discipline practices and restorative practices when students return from disciplinary action. Student Group Focus: LI	$1,844,689.00	Yes
3.5	Conflict Mediation District Initiated Absences (DIAs)	Facilitate communication between staff members, resolve conflicts, and support a collaborative learning environment and healthy school culture Student Group Focus: EL, LI	$25,788.00	Yes
3.6	Equitable Access and Outcomes	Provide access to information, resources, warm handoffs, applications, scholarships, college visits, and support for Historically Black Colleges and University College Fair Student Group Focus: EL, LI	$26,046.00	Yes
3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Supports for programs: • Translators to provide services at outreaches • Time cards for site and district staff who participate in outreaches after contracted hours • Site training for NLP, APTT, community asset mapping, parent-teacher home visits, and professional learning opportunities to deepen/expand initiatives Student Group Focus: EL, FY, LI, HM	$39,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	FACE Mobile and Family Services	FACE Mobile and Family Outreach Supports: • Full-time staff member to talk with families, determine needs and supports available, and connect them with district/community resources • Purchasing of resources to help families with academic and social-emotional student support at home • Items and materials to help reduce barriers and provide access to families who visit the FACE Mobile or other tabling outreach • Professional learning for staff and families around the FACE Mobile, family engagement, and educational enrichment through outreach opportunities • Time cards for site and district staff who participate in outreaches after contracted hours Student Group Focus: EL, FY, LI, HM	$300,000.00	Yes
3.9	Summer Family Engagement	Summer Family Camps Support: • Contracting with Sierra Nevada Journeys, Camp Winthers, and other community partners to help provide enrichment to families • Time cards for site and district staff, including interpreters, who participate in these camps outside of contracted hours • Materials and supplies for enrichment at the camps • Transportation for families who need it to attend Student Group Focus: EL, FY, LI, HM	$50,000.00	Yes
3.10	Adult Education: English as a Second Language (ESL)	Offer culturally sensitive, flexible ESL classes with individualized instruction and accessible childcare services Student Group Focus: EL	$106,778.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Cultural Communication Specialists	Two cultural communication specialists to provide purposeful and targeted communication with families that speak the two most common languages in the district other than English (Spanish and Persian) through storytelling, and support departments and school sites with improving their communication practices Student Focus Group: EL	$286,114.00	Yes
3.12	Workforce Diversity, Recruitment, Retention	Workforce diversity, recruitment, and retention efforts include: • Job fairs • Recruitment materials and supplies • Specific training on meeting the needs of the diverse population Student Group Focus: EL, LI, SWD	$100,000.00	Yes
3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	MTSS department supports that include: • Administrator to develop and refine program, supervise employees, and collect data • Clerical staff to support program needs • Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being • Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students Student Group Focus: EL, FY, LI, HM	$146,321.00	No
3.14	Vision to Learn	Partnership with outside agency to provide vision screening, follow-up exams, glasses prescriptions, and glasses to students as needed Student Group Focus: LI	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	Additional Staffing for Safe Environments	Additional Full-Time Equivalent (FTE) provided to each site for smaller student-to-staff ratios during recess and passing periods, and to establish trusting relationships with students Student Group Focus: EL, FY, LI, HM	$3,343,214.00	Yes
3.16	Support Center Leadership Team Stipends	Student Support Center (SSC) leadership team to provide guidance and input into the professional learning for the Student Support Center team focused on providing direct supports and interventions to students Student Group Focus: EL, FY, LI, HM	$10,589.00	Yes
3.17	Behavior and Systems Support	Board Certified Behavior Analysts (BCBA) to provide greater access to individualized supports for students who are struggling with regulation and behavior. BCBA and mental health teams will build a system for coordinated support for identified students. Coordinator will provide practitioners direct support to ensure accuracy of intervention documentation and use of data in decision making Student Group Focus: EL, FY, LI, HM	$1,323,396.00	Yes
3.18	Student Support Center	Student Support Center supports that include: • Administrator to develop and refine program, supervise employees, and collect data • Clerical staff to support program needs • Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being • Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students	$5,649,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Staff to provide students with mental health support, social skills instruction, and individual counseling supports as needed with referrals to outside agencies for identified needs of students and/or families Student Group Focus: EL, FY, LI, HM		
3.19	Credentialing Oversight	Increase the frequency of monitoring teacher placement at sites, credential expiration dates, and revise onboarding process Student Group Focus: EL, FY, LI	$0.00	No
3.20	Navigate 360	Use Navigate 360 to provide individualized skill support to students and teach appropriate behavioral strategies. Use as an alternative discipline tool to reduce home suspensions and exclusionary discipline Student Group Focus: FY, LI, HM	$140,001.00	Yes
3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Enhance student leadership, facilitation and community-building skills. Peer Mentors provide incoming 6th graders/new students a welcoming environment and connections to school Student Group Focus: LI	$40,000.00	Yes
3.22	San Juan Youth Voice Advocates (SJYVA)	Skill-building and support to high school students for facilitation of listening sessions to increase student voice toward the district's Local Control and Accountability Plan (LCAP), including sessions focused on the needs of Hispanic/Latinx, African American/Black, and multilingual students	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, LI		
3.23	Black Student Unions (BSUs)	Support, consultation, and resources to staff advisors and student leaders for developing or enhancing their site-based Black Student Union. Build connections through a districtwide BSU Community of Belonging Student Group Focus: LI	$40,211.00	Yes
3.24	School/Community Prevention Specialist	School/Community Prevention Specialist supports program implementation and direct student support for San Juan Youth Voice Advocates, Where Everyone Belongs (WEB) peer mentor program, Black Student Unions, Leadership Series, and School Climate Teams Student Group Focus: EL, LI	$103,378.00	Yes
3.25	Leadership Workshop Series	Leadership Workshop Series builds student leadership and skill-building through a series of workshops Student Group Focus: LI	$8,000.00	Yes
3.26	Student School Climate Teams	Student School Climate Teams provide student training and skill-building to support a positive school climate through data collection, action planning and implementation, and staff presentations Student Group Focus: LI	$5,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.27	Camp Kinder	Camp Kinder provides nine instructional days for students to meet their incoming teacher, learn routines and procedures, and get support for success in the upcoming school year. Read Together books target foundational literacy skills such as, but not limited to, Concepts about Print, Phonic Awareness, and fluency Student Group Focus: EL, LI	$331,776.00	Yes
3.28	Substance Abuse Prevention Support	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students and parents Student Group Focus: LI	$159,513.00	Yes
3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents Student Group Focus: LI	$238,712.00	Yes
3.30	Cultivating Leaders	Mentors and seminar topics address unconscious bias, communication, and navigating conflict through shared leadership, group facilitation, and reflection Student Group Focus: EL, LI, SWD	$362,239.00	Yes
3.31	Inclusive Practices	Program Specialist support to provide professional development for new teachers focused on inclusionary practices, curriculum, and access to the least restrictive environment including systems refinement to allow more	$115,405.00	No

Action #	Title	Description	Total Funds	Contributing
		students to access general education core content with high quality instruction Student Group Focus: SWD		
3.32	District Supports for Continuous Improvement: Suspension Rate	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing	$5,683,279.00	Yes
3.33	Behavior Support Assistants	Behavior Support Assistants provide direct services to identified students with disabilities experiencing significant behavioral needs Student Group Focus: SWD	$544,708.00	No
3.34	Additional Hours for Instructional Assistants (IAs) to	Additional IA hours allow for added staffing to work directly with students with disabilities on academics and social-emotional growth	$303,014.00	No

Action #	Title	Description	Total Funds	Contributing
	Support Students with Special Needs	Student Group Focus: SWD		
3.35	Multicultural Counselor	Enhance support for newcomer students at the time of enrollment, improve communication channels for students/families, provide tailored support and tentative English Language Development (ELD) placement, one-on-one counseling, and access to multilingual resources Student Group Focus: EL (Newcomer)	$121,459.00	No
3.36	Translation and Interpretation	Provide information and communicate to students and families in home language Student Group Focus: EL	$1,180,909.00	Yes
3.37	Support for Newcomers and Culturally Relevant Engagement	Assist families in understanding the American school system and engage them in activities that promote student's academic progress. Provide school supplies and Chromebooks for access to critical needs related to translation, resources, classroom, and research Student Group Focus: EL (Newcomer)	$306,556.00	Yes
3.38	Ongoing Support for Newcomers	Upon enrollment, staff personally reaches out to the families and links them to resources, primary language support, school supplies, and school orientations Student Group Focus: EL (Newcomer), LI	$3,154,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.39	American Indian Education Program Grant Management	The administrator of the program coordinates activities for students/families, acts as a liaison between parents, school sites and the district office, and manages grant compliance Student Group Focus: LI, AI	$60,529.00	Yes
3.40	Safety Positions	School site safety positions to provide: • Transition support in between classes, connect with students during unstructured time, respond to and support staff when safety or social-emotional issues arise • Conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), building community relationships, and trauma-informed practices Student Group Focus: EL, LI	$478,264.00	Yes
3.41	Vice Principals and Guest Teachers	Vice Principals to proactively help students with problem-solving skills, build relationships with students and staff, support alternative discipline practices and restorative practices when students return from disciplinary action. Provide a campus monitor and two additional dedicated guest teachers at Katherine Johnson Middle School who will remain at the site if all positions are filled for extra intervention, relationship building, and additional support during emergency situations Student Group Focus: EL, LI	$1,301,114.00	Yes
3.42	Enhance School Culture and Climate - Encina	Provide resources, materials, and supplies to increase access to graduation, school, and athletic opportunities at Encina High Student Group Focus: LI	$65,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	Childcare services and family access to community resources for food, shelter, clothing, health, dental, adult education, employment to include bi-monthly family events that connect isolated home based families to create support systems that include food, activities, and resources Student Group Focus: EL, LI	$884,340.00	Yes
3.44	Student Identity	Student identity clubs and activities provides opportunities for student listening sessions to amplify student concerns and needs and provides more opportunities to celebrate intersectional identity Student Group Focus: EL, LI	$40,000.00	Yes
3.45	F.A.C.E. Parent/Family Support Ambassadors	Parent/Family Support Ambassador responsibilities to support districtwide family and community outreach and support, especially to students in middle and high school grade levels: • Provide family outreach and communication regarding high school graduation and college/career readiness • Participate in meetings and school events • Communicate with families to increase knowledge of school, district, and community resources and programs • Support with welcome calls, school tours, and welcoming new students and families • Promote opportunities for family involvement, parent and student voice, and school-to-home partnerships • Support facilitation of student clubs, student groups, parent groups, and family education classes/events • Connect students and families to internal and external programs, resources, and tangible items as needed Student Group Focus: EL, FY, LI, HM	$584,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.46	Family Education and Leadership Development	Family Education and Leadership Development staff responsibilities that align with the District Strategic Plan and 8-Point Commitment to Educational Justice: • Develop family education workshops, classes, and programs • Collaborate with district departments and community-based organizations to offer programs that support parent leadership and learning about the school system • Support community outreach to increase family engagement and partnership • Work with school site teams to offer training, assistance, or guidance on family engagement best practices and initiatives • Help with the creation and coordination of workshops in different languages • Create opportunities to build the capacity of families' knowledge and confidence to encourage diverse representation from families in school and district • Provide programs that inform families about ways to engage in education through parent voice, volunteering, advocacy, etc. Student Group Focus: EL, FY, LI, HM	$61,740.00	Yes
3.47	Safety Support, Planning & Training	Safety positions to: • Provide resources and guidance to assist and investigate school and online incidents involving threats of harm • Provide conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building • Provide instruction and monitor safety drills • Conduct site vulnerability and safety studies Student Group Focus: EL, LI	$1,811,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.48	School Community and Family Partnerships	Full-time coordinator to: • Explore and vet partnerships and connect them with site and district opportunities • Purchase resources and materials to help promote partnership initiatives • Provide professional learning for staff, families, and community members around the power of partnerships • Pilot partnership programs at sites based on targeted needs • Create partnership events to help increase knowledge, access, and opportunities for sites, departments, and partners • Oversee time cards for site and district staff who participate in partnership outreaches after contracted hours Student Group Focus: EL, FY, LI, HM	$135,766.00	Yes
3.49	San Juan Teacher Residency at Alder Graduate School of Education	Hire educators that look like the students we support. Provide support for residents and mentors such as professional learning, supplemental salary and benefits for residency facilitators, and supplies for mentor and resident seminars Student Group Focus: EL, LI	$235,436.00	Yes
3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Induction and PAR programs: • Provide new and struggling teachers with ongoing support and mentorship from experienced educators tailored to the needs of English Learners (ELs) and low-income students • Foster collaboration, professional growth, and instructional excellence • Provide appropriate materials, technology, and support personnel to further enhance their effectiveness in meeting the needs of ELs and low-income students Student Group Focus: EL, LI	$60,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.51	Pre-Induction Teacher On Special Assignment (TOSA)	TOSA supports include: • Intensive support to interns and untrained teachers to meet the learning needs of English learners and low-income students • Effective teaching practices to foster engagement, comprehension, and achievement • Support and mentorship with an experienced educator Student Group Focus: EL, LI	$162,020.00	Yes
3.52	Fiscal Technician	Fiscal technician ensures management team (program specialists) is supported, and funds are allocated in alignment with funding guidelines to meet the specific needs of student groups generating funding Student Group Focus: EL, LI	$61,730.00	Yes
3.53	System of Professional Growth (SPG) and Pre-Induction Support	Add peer facilitators and/or pre-induction facilitators to support veteran and brand new practitioners to reduce caseload of administrators, support process, and enhance the teaching and learning of students who most need high quality instruction Student Group Focus: EL, LI	$253,219.00	Yes
3.54	Mentoring and Support	Mentoring and support to: • Provide targeted mentoring support to students from marginalized communities • Aid in data accrual around site based incidents of hate/discrimination/bias • Support staff and student efforts to appropriately navigate the challenges	$1,910,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: EL, LI		
3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Provide staff with access to educational opportunities and resources to further develop their equity lenses and expand their ability to support district learners Student Group Focus: EL, LI	$146,060.00	Yes
3.56	Equity Personnel	Provide support to district employees with meeting the unique needs of Local Control Funding Formula (LCFF) priority students, stewarding the 8-Point Commitment, and making connections between the 8-point commitment, the state Local Control and Accountability Plan (LCAP) Metrics, and the California Department of Education's 5 Culturally Responsive Practices Student Group Focus: EL, LI	$753,249.00	Yes
3.57	Campus Climate	Provide capacity-building opportunities for site leaders to recognize and celebrate student academic progress for all students, especially English learners, receive data collection resources, and support identity focused events such as Black Renaissance, Black Student Union (BSU) Kickoff, Pride Celebrations, Dia De Los Muertos, Cesar Chavez Youth Leadership Conference, and Adelante Conference Student Group Focus: EL, LI	$100,000.00	Yes
3.58	Student Voice	Engage in student listening sessions to amplify student concerns and needs. Hold summits for students to discuss the work they have engaged	$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in, identity clubs that support their efforts in creating spaces of belonging, and share their perspectives with adults in our system Student Group Focus: EL, LI		
3.59	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	TalkingPoints provides a two-way communication platform for staff and families to connect that provides advanced auto-translation features and ThoughtExchange provides a platform for community feedback Student Group Focus: EL	$71,834.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Starr King K-8) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	2022-23 AA: -93.3 points EL: -127.4 points SWD: -135.8 points TOM: -84.3 points WH: -88.7 points	2023-24 AA: -111.3 points AS: -131.7 points EL: -121.9 points (no longer lowest performing student group) SED: -111.2 points		2025-26 AA: -90.3 points AS: -128.7 points EL: -124.4 points SED: -108.2 points SWD: -132.8 points TOM: -81.3 points	2025-26 AA: -20 points AS: New metric. No difference to report. EL: 5.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator		SWD: -122.4 points (no longer lowest performing student group) TOM: -83.5 points (no longer lowest performing student group) WH: -90 points		WH: -85.7 points	SED: New metric. No difference to report. SWD: 13.4 points TOM: 0.9 points WH: -1.3 points
4.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -146.4 points SWD: -170.9 points TOM: -144.8 points	2023-24 AA: -150.5 points AS: -153.6 points EL: -143.8 points SED: -142.2 points SWD: -186.9 points TOM: -163.3 points (no longer lowest performing student group) WH: -121 points		2025-26 AA: -143.4 points AS: -150.6 points EL: -140.8 points SED: -139.2 points SWD: -167.9 points TOM: -141.8 points WH: -118 points	AA: -4.1 points AS: New metric. No difference to report. EL: New metric. No difference to report. SED: New metric. No difference to report. SWD: -16 points TOM: -18.5 points WH: New metric. No difference to report.
4.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 AA: 14% HM: 17% TOM: 14.5%	2023-24 AA: 14.4% AS: 6.4% HIS: 8.5% HM: 6.7% (no longer lowest performing student group) SED: 7.4% TOM: 14.3% WH: 7.9%		2025-26 AA: 13.7% AS: 6.1% HM: 16.7% SED: 7.1% TOM: 14.2% WH: 7.6%	AA: 0.4% AS: New metric. No difference to report. HM: -10.3% SED: New metric. No difference to report. TOM: 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						WH: New metric. No difference to report.
4.4	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 EL: 30.4% SWD: 67.1%	2023-24 EL: 25.5% (no longer lowest performing student group) SWD: 46.5% (no longer lowest performing student group)		2025-26 EL: 29.9% SWD: 66.6%	EL: -4.9% SWD: -20.6%

Goal Analysis [2024-25]

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

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

Carmichael Elementary no longer qualifies for Equity Multiplier funding. Goal 4 is now Starr King K-8:

No substantive differences to the actions for Starr King K-8 as planned

Successes:

- Fieldtrips provided students with hands-on learning opportunities: action 13.04
- Technology investments to support English Language Arts and math: actions 13.01, 13.02

Challenges:

- Restorative practice training was not available: action 13.03
- Hiring challenges affected action implementation: 13.03, 13.04
- Supplies were purchased in lower amounts due to donations on hand: action 13.04

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

Material differences from budgeted expenditures include previous action 13.04 for the following reason:

- Hiring and staffing challenges
- Salary differences from budgeted estimates

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

ELA - previous LCAP action that contributed to this outcome: 13.01

- English learner, students with disabilities, and two or more race students are no longer lowest performing on the 2024 Dashboard
- African American and white students continue to be lowest performing on the 2024 Dashboard

Math - previous LCAP action that contributed to this outcome: 13.02

- Two or more race students are no longer lowest performing on the 2024 Dashboard
- African American and students with disabilities continue to be lowest performing on the 2024 Dashboard

Suspension - previous LCAP action that contributed to this outcome: 13.03

- Homeless students are no longer lowest performing on the 2024 Dashboard
- African American and two or more race students continue to be lowest performing on the 2024 Dashboard

Chronic Absenteeism - previous LCAP action that contributed to this outcome: 13.04

- English learner and students with disabilities are no longer lowest performing on the 2024 Dashboard

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.

Starr King K-8 has moved from Goal 13 to Goal 4

Actions and metrics have been revised to reflect the needs of lowest performing student groups and indicators on the 2024 Dashboard:

English Language Arts: African American, Asian, socio-economically disadvantaged, white
Math: African American, Asian, English learner, socio-economically disadvantaged, students with disabilities, white
Suspension: African American, Asian, Hispanic, socio-economically disadvantaged, two or more race, white

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Positive Behavioral Interventions and Supports	Provide support for classroom teachers through professional development of Positive Behavioral Interventions and Supports (PBIS), reward systems, and data review Student Group Focus: AA, AS, HIS, SED, TOM, WH	$161,242.00	No
4.2	Math Support	Support math instruction through professional development and targeted work with teachers to support math instruction Student Group Focus: AA, AS, EL, SED, SWD, WH	$130,650.00	No
4.3	English Language Arts Intervention	Provide differentiated small group support to students that struggle with reading Student Group Focus: AA, AS, SED, WH	$189,701.00	No
4.4	Behavior Support	Support behavior plans, monitor data, and run Tier 2 behavior interventions to promote successful behavior in the classroom Student Group Focus: AA, AS, HIS, SED, TOM, WH	$162,790.00	No
4.5	Social Emotional Support	Provide social emotional support in small groups and classrooms including restorative practices on campus Student Group Focus: AA, AS, HIS, SED, TOM, WH	$66,252.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Refugee Specialist	Provide programs, coordinate outside supports, and bridge relationships with families to help improve student academic and social emotional experience Student Group Focus: AA, AS, EL, HIS, SED, SWD, TOM, WH	$107,366.00	No
4.7	English Language Arts Enrichment	Provide technology platforms to support students in learning English Language Arts Student Group Focus: AA, AS, SED, WH	$30,000.00	No
4.8	Math Enrichment	Provide technology platforms to support students in learning math Student Group Focus: AA, AS, EL, SED, SWD, WH	$15,000.00	No
4.9	Social Emotional Licenses	Provide technology platforms to support students and classroom teachers with social emotional learning, reward systems, and data tracking Student Group Focus: AA, AS, HIS, SED, TOM, WH	$4,000.00	No
4.10	Guided Language Acquisition Design (GLAD)	Provide training, resources, materials, supplies, and planning time to help support the implementation of GLAD strategies to support students with vocabulary, reading, and writing Student Group Focus: AA, AS, SED, WH	$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.11	Math Training	Provide specific training to support math instruction for student in grades from Transitional Kindergarten to 2nd Student Group Focus: AA, AS, EL, SED, SWD, WH	$15,000.00	No
4.12	Superior Sports	Provide structured activities during lunch recess to teach, reinforce, and practice expectations of positive behavior Student Group Focus: AA, AS, HIS, SED, TOM, WH	$80,000.00	No
4.13	Behavior Incentives	Provide rewards and incentives to support the implementation of Positive Behavioral Interventions and Supports (PBIS) Student Group Focus: AA, AS, HIS, SED, TOM, WH	$7,516.00	No
4.14	English Language Arts Supplemental Supports	Provide supplemental reading tools and supplies to support classroom and small group intervention Student Group Focus: AA, AS, SED, WH	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Encina High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	New Metric: See year 1 data	2023-24 EL: -177 points HIS: -121.6 points SED: -158 points		2025-26 EL: -174 points HIS: -118.6 points SED: -155 points	New Metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator					
5.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	New Metric: See year 1 data	2023-24 EL: -230.5 points HIS: -198.6 points SED: -217.6 points		2025-26 EL: -227.5 points HIS: -195.6 points SED: -214.6 points	New Metric. No difference to report.
5.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 23.4%	2023-24 EL: 24%		2025-26 EL: 25.4%	EL: 0.6%
5.4	Graduation Rate: Percentage of students who graduate high school within 4 or 5 years. California School Dashboard - Graduation Indicator	New Metric: See year 1 data	2023-24 AS: 63.4%		2025-26 AS: 64.4%	New Metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	New Metric: See year 1 data	2023-24 AS: 16.1% EL: 10.6% HM: 18.5%		2025-26 AS: 15.8% EL: 10.3% HM: 18.2%	New Metric. No difference to report.
5.6	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. California School Dashboard - College/Career Indicator	2022-23 EL: 7.2%	2023-24 EL: 11% (no longer lowest performing student group)		2025-26 EL: 9.2%	EL: 3.8%

Goal Analysis [2024-25]

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

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

No substantive differences to the actions as planned

Successes:

- Supplemental ELD curriculum was purchased to support reading instruction for newcomers: action 5.03
- Refugee Empowering Peers provided educational support for English learner students: action 5.07

Challenges:

- Hiring challenges impacted action implementation: actions 5.01, 5.02

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

Material differences from budgeted expenditures include previous actions 5.01, 5.02, 5.03, and 5.05 for the following reasons:

- Hiring challenges
- Salary differences from budgeted estimates
- Substitute shortages for professional learning

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

English Learner Progress - previous LCAP actions that contributed to this outcome: 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, and 5.09

- English learner students continue to be lowest performing on the 2024 Dashboard

College and Career - previous LCAP actions that contributed to this outcome: 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, and 5.09

- English learner students are no longer lowest performing on the 2024 Dashboard

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.

Encina Preparatory High is now Encina High

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2024 Dashboard:

English Language Arts: English learner, Hispanic, socio-economically disadvantaged
Math: English learner, Hispanic, socio-economically disadvantaged
English Learner Progress: English learner
Graduation Rate: Asian
Suspension: Asian, English learner, homeless

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Administrative Instructional Specialist (Vice Principal)	Focus on removing barriers to student learning by monitoring attendance, grades, and behavior with aligned supports as needed Student Group Focus: AS, EL, HIS, HM, SED	$195,025.00	No
5.2	Counselor	Monitor student progress towards A-G completion; provide individual academic and social emotional goal setting with support, and provide family connection to support student progress Student Group Focus: AS, EL, HIS, HM, SED	$126,974.00	No
5.3	Bilingual Instructional Assistants	Provide language and instructional support across content areas Student Group Focus: AS, EL, HIS, SED	$261,161.00	No
5.4	English Language Instructional Specialist	Conduct formative assessments, monitor student progress, and provide push-in/pull-out support as needed Student Group Focus: AS, EL, HIS, SED	$30,916.00	No
5.5	Advancement Via Individual Determination (AVID) Emerge	Support the AVID program to accelerate academic language acquisition Student Group Focus: AS,EL	$61,731.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Refugees Empowering Peers (REP)	Provide refugee support, including education support, life skills training, and employment information Student Group Focus: AS	$25,000.00	No
5.7	After School Multilingual Tutoring	Provide Bilingual Instructional Assistants to support academic progress through after school tutoring Student Group Focus: EL, HIS, SED	$84,666.00	No
5.8	Social Emotional Learning Resources	Resources to support Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma informed practice Student Group Focus: AS, EL, HM	$10,843.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Greer Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	2022-23 AA: -105.2 points AS: -122.6 points EL: -109.7 points HIS: -103.2 points SED: -106.2 points SWD: -158.1 points	2023-24 AA: -92.7 points (no longer lowest performing student group) AS: -109.4 points (no longer lowest		2025-26 AA: -102.2 points AS: -119.6 points EL: -106.7 points HIS: -100.2 points SED: -103.2 points SWD: -155.1 points	AA: 12.5 points AS: -13.2 points EL: 12.3 points HIS: 47.7 points SED: 19.9 points SWD: 24.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator		performing student group) EL: -97.4 points (no longer lowest performing student group) HIS: -55.5 points (no longer lowest performing student group) SED: -86.3 points (no longer lowest performing student group) SWD: -133.6 points (no longer lowest performing student group)			
6.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	New Metric: See year 1 data	2023-24 AA: -122.3 points EL: -97 points SED: -96.5 points		2025-26 AA: -119.3 points EL: -94 points SED: -93.5 points	New Metric. No difference to report.
6.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	2022-23 HM: 7.6%	2023-24 HM: 2.9% (no longer lowest performing student group)		2025-26 HM: 7.3%	-4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - Suspension Indicator					
6.4	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	2022-23 TOM: 64.9%	2023-24 AS: 28.9% EL: 28.5% SWD: 53.8% TOM: 55.9% (no longer lowest performing student group) WH: 31.7%		2025-26 AS: 28.4% EL: 28.0% SWD: 53.3% TOM: 64.4% WH: 31.2%	AS: New metric. No difference to report. EL: New metric. No difference to report. SWD: New metric. No difference to report. TOM: -9% WH: New metric. No difference to report.

Goal Analysis [2024-25]

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

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

No substantive differences to actions as planned

Successes:

- Intervention teacher increased students receiving support: action 6.01
- Additional hours for the attendance clerk increased the focus on chronically absent students: action 6.03
- Vice principal provided additional supervision: action 6.04
- English Language Development teacher increased English learner support for newcomers: action 6.05
- Behavioral Support Assistant supported classroom behavior: action 6.06

Challenges:

- Russian Bilingual Instructional Assistant position was not filled until mid-year: action 6.02

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

Material differences from budgeted expenditures include previous actions 6.01, 6.02, 6.04, 6.05, 6.06, 6.07, and 6.08 for the following reasons:

- Hiring challenges
- Increased need for materials/supplies to implement action
- Salary differences from budgeted estimates

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

ELA - previous LCAP actions that contributed to this outcome: 6.01, 6.02, 6.04, 6.04, 6.07, and 6.08

- African American, Asian, English learner, Hispanic, socio-economically disadvantaged, and students with disabilities are no longer lowest performing on the 2024 Dashboard

Suspension - previous LCAP actions that contributed to this outcome: 6.04, 6.06, 6.07, and 6.08

- Homeless students are no longer lowest performing on the 2024 Dashboard

Chronic Absenteeism - previous LCAP actions that contributed to this outcome: 6.03, 6.04, 6.06, 6.07, and 6.08

- Two or more race students are no longer lowest performing on the 2024 Dashboard

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.

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2024 Dashboard:

Math: African American, English learner, socio-economically disadvantaged
Chronic Absenteeism: Asian, English learner, students with disabilities, white

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Math Intervention	Two additional teachers to allow more students access to early intervention, specifically in math Student Group Focus: AA, EL, SED	$158,491.00	No
6.2	Instructional Assistants	Three additional Instructional Assistant I positions to allow for more small group, one-on-one, and differentiated instruction as well as support assessments Student Group Focus: AA, AS, EL, SED, SWD, WH	$57,185.00	No
6.3	Behavioral Team	Behavioral team to provide push-in support for students, collect data, and make/implement behavioral plans to minimize time spent out of the classroom and overall classroom disruptions Student Group Focus: AA, AS, EL, SED, SWD, WH	$307,661.00	No
6.4	Campus Monitor	Support student behaviors through a push-in model to minimize time spent out of the classroom and overall classroom disruptions Student Group Focus: AA, As, EL, SED, SWD, WH	$90,508.00	No
6.5	Bilingual Instructional Assistant	Provide in-class support giving more access to English learner students in vocabulary and other elements throughout all content areas, specifically in math Student Group Focus: AA, EL, SED	$62,196.00	No

Action #	Title	Description	Total Funds	Contributing
6.6	Counselor	Increase student access to social-emotional, academic, and attendance support Student Group Focus: AA, AS, EL, SED, SWD, WH	$94,200.00	No
6.7	Attendance Clerks	Plan and implement programs to support attendance growth with school-wide programs that include goal setting, visuals, progress monitoring, home visits, resource alignment, and incentives to increase overall attendance and decrease chronic absenteeism Student Group Focus: AS, EL, SWD, WH	$14,124.00	No
6.8	Superior Sports	Superior Sports partnership to provide in school programs for students to increase engagement, appropriate social interactions, and a sense of belonging Student Group Focus: AS, EL, SWD, WH	$33,549.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Howe Avenue Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	2022-23 AA: -137.9 points WH: -103.4 points	2023-24 AA: -133.1 points (no longer lowest performing student group) AS: -105.8 points EL: -107.2 points HIS: -91.8 points		2025-26 AA: -134.9 points AS: -102.8 points EL: -104.2 points HIS: -88.8 points SED: -104.1 points SWD: -186.8 points	AA: 4.8 points AS: New metric. No difference to report EL: New metric. No difference to report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator		SED: -107.1 points SWD: -189.8 points WH: -112.5 points		WH: -100.4 points	HIS: New metric. No difference to report SED: New metric. No difference to report SWD: New metric. No difference to report WH: -9.1 points
7.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -131.6 points EL: -111.6 points HIS: -121.8 points SED: -116.1 points WH: -101.8 points	2023-24 AA: -154.2 points AS: -117.6 points EL: -118.1 points HIS: -118.2 points (no longer lowest performing student group) SED: -122.3 points WH: -121.8 points		2025-26 AA: -128.6 points AS: -114.6 points EL: -108.6 points HIS: -118.8 points SED: -113.1 points WH: -98.8 points	AA: -22.6 points AS: New metric. No difference to report EL: -6.5 points HIS: 3.7 points SED: -2.1 points WH: -20 points
7.3	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 12.1%	2023-24 AA: 12.1% AS: 3.2% TOM: 0% (no longer lowest performing student group)		2025-26 AA: 11.8% AS: 2.9% TOM: 11.8%	AA: New metric. No difference to report. AS: New metric. No difference to report. TOM: -12.1%
7.4	Chronic Absenteeism: Percentage of students who were absent 10	New Metric: See year 1 data	2023-24 EL: 29.1% HIS: 58.7%		2025-26 EL: 28.6% HIS: 58.2%	New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator					

Goal Analysis [2024-25]

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

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

No substantive differences to the actions as planned

Successes:

- Tutoring after school provided additional instructional support: action 7.08
- Intervention teachers provided targeted, small-group instruction aligned with specific needs: actions 7.01, 7.03
- Professional development focused on differentiated instruction and supporting students with diverse learning needs: action 7.05
- A home visit program was established for students with high absence rates: 7.02
- Conflict resolution training was implemented for students and staff: 7.06

No challenges to the implementation of actions as planned

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

Material differences from budgeted expenditures include previous actions 7.01, 7.02, and 7.05 for the following reasons:

- Higher cost of professional development than budgeted estimates
- Hiring challenges
- Salary differences from budgeted estimates

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

ELA - previous LCAP actions that contributed to this outcome: 7.01, 7.02, 7.03, 7.05, 7.06, 7.07, and 7.08
- African American students are no longer lowest performing on the 2024 Dashboard
- White students continue to be lowest performing on the 2024 Dashboard

Math - previous LCAP actions that contributed to this outcome: 7.01, 7.02, 7.03, 7.05, 7.06, 7.07, and 7.08
- Hispanic students are no longer lowest performing on the 2024 Dashboard
- African American, English learner, socio-economically disadvantaged, and white students continue to be lowest performing on the 2024 Dashboard

Suspension - previous LCAP actions that contributed to this outcome: 7.01, 7.02, 7.04, 7.06, and 7.07
- Two or more race students are no longer lowest performing on the 2024 Dashboard

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.

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2024 Dashboard:

English Language Arts: Asian, English learner, Hispanic, socio-economically disadvantaged, students with disabilities, white
Math: African American, Asian, English learner, socio-economically disadvantaged, students with disabilities, white
Suspension: African American, Asian
Chronic Absenteeism: English learner, Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	English Language Arts Intervention	Provide differentiated academic support to improve student academic achievement and provide extended learning opportunities Student Group Focus: AS, EL, HIS, SED, SWD, WH	$151,171.00	No

Action #	Title	Description	Total Funds	Contributing
7.2	Behavior Support	Provide behavior support and recess support services Student Group Focus: AA, AS	$250,578.00	No
7.3	Math Intervention Support	Provide differentiated instruction to support various student academic needs at their instructional level. Student Group Focus: AA, AS, EL, SED, SWD, WH	$322,342.00	No
7.4	Social Emotional Support	Provide social-emotional support and school attendance intervention Student Group Focus: EL, HIS	$82,555.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Katherine Johnson Middle) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2023 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	2022-23 AS: -158.6 points WH: -130.3 points	2023-24 AA: -125.8 points AS: -164.7 points EL: -157.8 points HIS: -127.6 points SED: -141.7 points SWD: -161.6 points		2025-26 AA: -122.8 points AS: -155.6 points EL: -154.8 points HIS: -124.6 points SED: -138.7 points SWD: -158.6 points	2025-26 AA: New metric. No difference to report. AS: -6.1 points EL: New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator		WH: -143.1 points		WH: -127.3 points	HIS: New metric. No difference to report. SED: New metric. No difference to report. SWD: New metric. No difference to report. WH: -12.8 points
8.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 AA: -189.8 points AS: -195.4 points EL: -195.3 points SED: -178.3 points SWD: -236.8 points WH: -174 points	2023-24 AA: -200.4 points AS: -215.3 points EL: -207.6 points LTEL: -222.2 points SED: -199.1 points SWD: -218 points (No longer lowest performing student group) WH: -180.8 points		2025-26 AA: -186.8 points AS: -192.4 points EL: -195.3 points LTEL: -219.2 points SED: -175.3 points SWD: -233.8 points WH: -171 points	AA: -11.6 points AS: -19.9 points EL: -12.3 points LTEL: New metric. No difference to report. SED: -20.8 points SWD: 18.8 points WH: -6.8 points
8.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	New Metric: See year 1 data	2023-24 EL: 31%		2025-26 EL: 33%	New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.4	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 21.1%	2023-24 AA: 25.3% TOM: 16.3% (no longer lowest performing student group)		2025-26 AA: 25.0% TOM: 20.8%	AA: New metric. No difference to report. TOM: -4.8%
8.5	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	New Metric: See year 1 data	2023-24 AA: 60.7% HM: 70.1% TOM: 51.3%		2025-26 AA: 60.2% HM: 69.6% TOM: 50.8%	New metric. No difference to report.

Goal Analysis [2024-25]

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

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

No substantive differences to the actions as planned

Successes:

- Working with outside vendor/consultant is showing academic growth: actions 8.01, 8.02
- Social Worker is providing attendance support: action 8.03
- Behaviorists are supporting student behavior: action 8.03

Challenges:

- Hiring challenges have impacted hiring: action 8.01

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

Material differences from budgeted expenditures include previous actions 8.01, 8.02, and 8.03 for the following reasons:

- Hiring challenges
- Professional learning costs above budgeted estimates
- Salary differences from budgeted estimates

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

ELA - previous LCAP action that contributed to this outcome: 8.01

- Asian and white students continue to be lowest performing on the 2024 Dashboard

Math - previous LCAP action that contributed to this outcome: 8.02

- Students with disabilities are no longer lowest performing on the 2024 Dashboard
- African American, Asian, English learner, socio-economically disadvantaged and white students continue to be lowest performing on the 2024 Dashboard

Suspension - previous LCAP action that contributed to this outcome: 8.03

- Two or more race students are no longer lowest performing on the 2024 Dashboard

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.

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2024 Dashboard:

English Language Arts: African American, Asian, English learner, Hispanic, socio-economically disadvantaged, white
Math: African American, Asian, English learner, Hispanic, socio-economically disadvantaged, white
English Learner Progress: EL
Suspension: African American
Chronic Absenteeism: African American, homeless, two or more races

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
8.1	Attendance Support	Work with students and families to improve attendance and provide incentives for student behavior to be on time to class every school day Student Group Focus: AA, HM, TOM	$298,426.00	No
8.2	Behavior Support	Provide professional development, Social Emotional Learning opportunities, and incentives to support student behavior Student Group Focus: AA	$255,205.00	No
8.3	Additional English Language Arts Support	Provide in-class support to students with language and/or learning barriers Student Group Focus: AA, AS, EL, HIS, SED, SWD, WH	$67,385.00	No
8.4	Additional Math Instructional Support	Provide additional staff for instructional support and professional development to improve instructional practices Student Group Focus: AA, AS, EL, HIS, LTEL, SED, WH	$67,385.00	No
8.5	English Language Development Classroom Support	Provide professional development and support for English Language Development classrooms to increase oral language Student Group Focus: EL	$43,121.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (San Juan High) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	2022-23 HIS: -73.2 points	2023-24 HIS: -74.3 points SED: -73.8 points		2025-26 HIS: -70.2 points SED: -70.8 points	HIS: -1.3 points SED: New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator					
9.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	2022-23 HIS: -175.9 points SED: -167.1 points WH: -155.5 points	2023-24 HIS: -172.6 points (no longer lowest performing student group) SED: -169 points WH: -140.5 points (no longer lowest performing student group)		2025-26 HIS: -172.9 points SED: -164.1 points WH: -152.5 points	HIS: 3.3 points SED: -1.9 points WH: 15 points
9.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	2022-23 EL: 29.3%	2023-24 EL: 43.4% (no longer lowest performing student group)		2025-26 EL: 31.3%	EL: 14.1%
9.4	College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator.	New Metric: See year 1 data	2023-24 EL: 7.1% SED: 18%		2025-26 EL: 9.1% SED: 20%	New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - College/Career Indicator					
9.5	Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. California School Dashboard - Suspension Indicator	2022-23 TOM: 19.6%	2023-24 EL: 15.3% HIS: 21.3% HM: 30.6% LTEL: 26.7% SED: 20.9% SWD: 25% TOM: 29.3% WH: 12.6%		2025-26 EL: 15.0% HIS: 21.0% HM: 30.3% LTEL: 26.4% SED: 20.6% SWD: 24.7% TOM: 19.3% WH: 12.0%	EL: New metric. No difference to report. HIS: New metric. No difference to report. HM: New metric. No difference to report. LTEL: New metric. No difference to report. SED: New metric. No difference to report. SWD: New metric. No difference to report. TOM: 9.7% WH: New metric. No difference to report.

Goal Analysis [2024-25]

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

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

La Entrada Continuation High no longer qualifies for Equity Multiplier funding. Goal 9 is now San Juan High:

No substantive differences to the actions for San Juan High as planned

Successes:

- Translation tools purchased to provide support to English learners in core courses: action 12.06
- Additional teachers provided lower teacher to student ratios in English and math classrooms: actions 12.02 and 12.03

Challenges:

- Hiring challenges affected the action implementation: actions 12.01, 12.04, 12.05

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

Material differences from budgeted expenditures include previous actions 12.01, 12.02, and 12.04 for the following reasons:

- Hiring challenges
- Salary differences from budgeted estimates

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

ELA - previous LCAP actions that contributed to this outcome: 12.03, 12.05, and 12.06

- Hispanic students continue to be lowest performing on the 2024 Dashboard

Math - previous LCAP actions that contributed to this outcome: 12.02, 12.05, and 12.06

- Hispanic and white students are no longer lowest performing on the 2024 Dashboard
- Socio-economically disadvantaged students continue to be lowest performing on the 2024 Dashboard

English Learner Progress - previous LCAP actions that contributed to this outcome: 12.01, 12.05, and 12.06

- English learner students are no longer lowest performing on the 2024 Dashboard

Suspension - previous LCAP action that contributed to this outcome: 12.04

- Two or more race students continue to be lowest performing on the 2024 Dashboard

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.

San Juan High has moved from Goal 12 to Goal 9

Actions and metrics have been revised to reflect the needs of lowest performing student groups and dashboard indicators on the 2024 Dashboard:

English Language Arts: Hispanic, socio-economically disadvantaged
Math: socio-economically disadvantaged
Graduation Rate: English learner
College and Career: English learner, socio-economically disadvantaged
Suspension: English learner, Hispanic, homeless, long-term English learner, socio-economically disadvantaged, students with disabilities, two or more races, white

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
9.1	Differentiated Instructional Support	Support various student language profiles and needs in core content classes specifically English and math Student Group Focus: EL, SED	$150,558.00	No
9.2	Intervention Support	Provide summer support for incoming and home visits for students in need of additional support, as well as providing alternatives to suspension through intervention that allows students to work on behavior lessons and return to class Student Group Focus: EL, HIS, HM, LTEL, SED, SWD, TOM, WH	$112,103.00	No
9.3	English Language Arts Co-Teacher	Co-teachers are teamed up to allow for targeted learning support for English Language Arts instruction Student Group Focus: HIS, SED	$98,226.00	No

Action #	Title	Description	Total Funds	Contributing
9.4	Math Co-Teacher	Co-teachers are teamed up to allow for targeted learning support for math instruction Student Group Focus: SED	$80,417.00	No
9.5	Academic Assessment Coordinator	Track assessment data, provide academic counseling support, and serve as coordinator for Equal Opportunity Schools (EOS), English Language Proficiency Assessments for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP) Student Group Focus: EL, HIS, HM, LTEL, SED, SWD, TOM, WH	$131,434.00	No
9.6	Outside and Flexible Learning Environments	Outside learning spaces to engage learners with space to work in groups, provide for movement, and encourage student reflection Student Group Focus: EL, HIS, HM, LTEL, SED, SWD, TOM, WH	$11,781.00	No
9.7	Extended Learning Time	Provide Instructional Assistants (IAs) to provide afterschool academic support for math and English Language Arts (ELA) Student Group Focus: HIS,SED	$70,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Cameron Ranch Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	English Language Arts (ELA) State Assessment: Distance from standard met in ELA as measured by the CAASPP.	New Metric: See year 1 data	2023-24 EL: -107.9 points SED: -81.4 points Wh: -104.3 points		2025-26 EL: -104.9 points SED: -78.4 points Wh: -101.3 points	New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - English Language Arts Indicator					
10.2	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP. California School Dashboard - Mathematics Indicator	New Metric: See year 1 data	2023-24 EL: -97.1 points		2025-26 EL: -94.1 points	New metric. No difference to report.
10.3	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	New Metric: See year 1 data	2023-24 EL: 40%		2025-26 EL: 42%	New metric. No difference to report.
10.4	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8.	New Metric: See year 1 data	2023-24 AA: 42.6% AS: 23.2% EL: 23.8% TOM: 35.3%		2025-26 AA: 42.1% AS: 22.7% EL: 23.3% TOM: 34.8%	New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - Chronic Absenteeism Indicator					

Goal Analysis [2024-25]

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

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

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.

N/A

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

N/A

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.

Cameron Ranch qualified for Equity Multiplier funds in 2025-26 and is now Goal 10

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
10.1	Academic Intervention	Provide differentiated instruction to support identified student groups Student Group Focus: EL, SED, WH	$249,913.00	No

Action #	Title	Description	Total Funds	Contributing
10.2	School Counselor	Provide Social-Emotional Learning support to identified student groups Student Group Focus: AA, AS, EL, SED, TOM, WH	$80,483.00	No
10.3	Field Trips (Extended Learning Opportunities)	Provide academic field trip experiences to support identified student groups Student Group Focus: AA, AS, EL, SED, TOM, WH	$31,922.00	No
10.4	Academic Tutoring	Provide differentiated instruction to support identified student groups Student Group Focus: EL, SED, WH	$95,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Schools with Non-Stability Rates of +25% and Socioeconomically Disadvantaged Rates of +70% (Dyer-Kelly Elementary) - Within three years, improve outcomes for student groups that have the lowest performance level on one or more state indicators, and address any underlying issues with credentialing, subject matter preparation, and retention of the school's educators.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Schools with socioeconomically disadvantaged rates of +70% and non-stability rates of +25% are eligible to receive state Equity Multiplier Funds. (Non-Stability Rate = Percent of student who do not complete 180 instructional days at one school)

The State requirements to access these funds include developing at least one focus goal that addresses:

- All pupil groups that have the lowest performance level on one or more state indicators on the California School Dashboard.
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

School sites receiving Equity Multiplier funds engaged their educational partners to identify the unique needs of the student groups with one or more lowest performance levels on a 2024 Dashboard state indicator. Based on a review and analysis of educational partner input and state/local data, Equity Multiplier schools developed LCAP actions that are principally directed to improving outcomes in the required areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Mathematics State Assessment: Distance from standard met in math as measured by the CAASPP.	New Metric: See year 1 data	2023-24 EL: -133.1 points HIS: -129.3 points SED: -130.7 points WH: -129.9 points		2025-26 EL: -130.1 points HIS: -126.3 points SED: -127.7 points WH: -126.9 points	New metric. No difference to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard - Mathematics Indicator					
11.2	English Language Learner State Assessment: Percentage of English language learners who demonstrate progress as measured by the ELPAC. California School Dashboard - English Learner Progress Indicator	New Metric: See year 1 data	2023-24 HIS: -104.4 points		2025-26 HIS: -101.4 points	New metric. No difference to report.
11.3	Chronic Absenteeism: Percentage of students who were absent 10 percent more of the instructional days they were expected to attend in TK-8. California School Dashboard - Chronic Absenteeism Indicator	New Metric: See year 1 data	2023-24 HIS: 45.7%		2025-26 HIS: 45.2%	New metric. No difference to report.

Goal Analysis [2024-25]

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

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

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.

N/A

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

N/A

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.

Dyer-Kelly qualified for Equity Multiplier funds in 2025-26 and is now Goal 11

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
11.1	Academic Intervention	Intervention teachers to provide targeted, small-group instruction to students struggling with math and literacy Student Group Focus: EL, HIS, SED, WH	$379,402.00	No
11.2	School Community Workers	Support on-time, daily attendance by identifying students in need of intervention and providing support, including site-level resources, district support, home visits and connection to resources available through community partnership	$111,200.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Group Focus: HIS		
11.3	Instructional Assistant	Instructional Assistants (IAs) to provide individualized attention to close student achievement gaps, particularly in math and English Language Arts (ELA) Student Group Focus: EL,HIS,SED,WH	$75,000.00	No
11.4	Technology	Chromebooks, iPads, and translators to support personalized learning in math and improve reading, writing, and comprehension skills by providing students with access to targeted support in areas like number sense, operations, and problem-solving in addition to digital literacy tools and apps designed to enhance phonics, vocabulary, and reading comprehension Student Group Focus: EL,HIS, SED, WH	$100,000.00	No
11.5	Family Literacy Night	Host family engagement events to support English Language Arts (ELA) development, especially for students who may be struggling with reading and writing skills, by offering families practical strategies to support literacy at home Student Group Focus: EL,HIS,SED,WH	$45,000.00	No
11.6	Curriculum and Supplemental Instruction	Provide supplemental curriculum to focus on building strong foundations in math concepts, reading, listening comprehension, and writing Student Group Focus: EL,HIS,SED,WH	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
11.7	Health and Safety	Invest in health and safety measures to create a more engaging, supportive school environment and promote school connectedness with families to support student attendance Student Group Focus: HIS	$25,739.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$75,108,473.00	$5,102,422.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.768%	2.898%	$11,904,544.18	20.666%

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:** Co-Teachers at Dyer Kelly **Need:** Language development, accelerated learning. **Scope:** Schoolwide	Co-teachers to provide students more individualized learning and support, reduce ratio in classes, tailored instruction and feedback. Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification

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
1.2	**Action:** Elementary K-8 Director **Need:** Student and staff supervisory support for school site administration and systemic initiatives. **Scope:** LEA-wide	School directors to: • Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity • Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	ELA State Assessment, Math State Assessment
1.3	**Action:** College Career Readiness Counseling **Need:** College and career readiness counseling for guidance on post-secondary options, financial aid, and language support. **Scope:** LEA-wide	College and career readiness counseling to provide: • Tailored guidance on post-secondary options, financial aid, and language support • Socio-emotional support that addresses barriers to academic success and fosters holistic development Student Group Focus: EL, LI	College and Career Indicator
1.5	**Action:** College/Career Center Technicians **Need:** Tailored college career support, including language assistance, financial guidance, culturally sensitive resources, mentorship, access to scholarships, and college application assistance. **Scope:**	Provide students with access to financial aid workshops, college application workshops, visits with college representatives, and college visitations. Student Group Focus: EL, LI	College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Dual Enrollment Textbooks **Need:** Equitable access to required dual enrollment course materials for academic success such as library resources and textbooks options including digital formats. **Scope:** LEA-wide	Provide students in dual enrollment classes with free textbooks to take college classes. Student Group Focus: EL, LI	College and Career Indicator
1.7	**Action:** Advancement Via Individual Determination (AVID) **Need:** • Academic support, college preparatory courses, tutoring, and mentorship • Critical thinking, organization, and study skills • Access to college through personalized guidance, financial aid assistance, and a supportive community **Scope:** LEA-wide	AVID offers language support, tutoring, and mentorship tailored to English Learner (EL) students. For low-income students, it provides guidance on college admissions and financial aid. Both student groups receive skill-building, a supportive community, and equitable access to college. Student Group Focus: EL, LI	College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Career Technical Education (CTE) **Need:** EL and low-income students in CTE classes need language support, access to technology and resources, hands-on training, career guidance, personalized instruction, mentorship, and pathways to higher education to ensure they acquire skills and credentials for college and career readiness **Scope:** LEA-wide	Ensure students enrolled in CTE courses acquire the skills and credentials for college and career readiness by providing: • Language supports for English Learner (EL) students • Resources to bridge socio-economic disparities • Hands-on training and career guidance • Personalized instruction and mentorship Student Group Focus: EL, LI	CTE Completion
1.9	**Action:** Multi-Tiered System of Supports (MTSS): Academic Interventions **Need:** Instruction focused on skills to build students' ability to access curriculum. **Scope:** LEA-wide	Academic Intervention Specialists assigned to sites to provide small group and/or individual intervention in reading and/or math. Students are identified through skills screening and working within the system at the school site. Student Group Focus: EL, FY, LI, HM	ELA State Assessment, Math State Assessment
1.12	**Action:** TK-12 Core Subject Area Intervention **Need:** Students performing below grade level standards on ELA State Assessment and Math State Assessment	Allocate and expand certificated personnel to address TK-12 learning needs, with an emphasis on unduplicated students, in core subject area essential standards, such as elementary/TK-8 intervention teachers and additional middle and high school math sections Student Group Focus: EL, LI, FY, HM	ELA State Assessment, Math State Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.13	**Action:** Summer Math Learning **Need:** Students performing below grade level standards in math **Scope:** LEA-wide	Provide extended learning opportunities during summer for targeted student groups to accelerate growth towards math standards Student Group Focus: EL, LI	Math State Assessment
1.16	**Action:** Equal Opportunity Schools (EOS) **Need:** English Learners, low income, African American, students with disabilities are underrepresented in AP classes **Scope:** LEA-wide	EOS provides workshops, professional development, data analysis, and site support to increase enrollment in Advanced Placement courses for priority student groups Student Group Focus: EL, LI	College and Career Indicators (AP or IB Exam Performance)
1.17	**Action:** iReady License, Professional Development, and Implementation Support **Need:** Below grade level standards in math and reading	Implement and provide professional learning related to i-Ready, which provides targeted support based on diagnostic data for students below grade level in math and reading Student Group Focus: EL, LI	ELA State Assessment, Math State Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.18	**Action:** Professional Learning and Implementation of Math Programs **Need:** Below grade level standards in math **Scope:** LEA-wide	Provide professional learning opportunities focused on intervention strategies and resources, implementation of new curriculum, instructional strategies that meet the needs of all students, equitable grading practices, and network collaboration. Build a tiered system of support for teachers to implement early intervention and assessment guided instruction Student Group Focus: EL, LI	Math State Assessment
1.19	**Action:** Math Support for Grades 6-8 **Need:** Below grade level standards in math **Scope:** LEA-wide	0.2 Full Time Equivalent (FTE) intervention teacher provided to accelerate growth toward math proficiency Student Group Focus: EL, LI	Math State Assessment
1.26	**Action:** Instructional Assistants to Support TK-2 Classrooms **Need:** • Increase group learning opportunities • Increase classroom academic support	Recruit, hire, increase and retain Instructional Assistants (IAs) to support TK-2 classrooms with academic progress Student Group Focus: EL, LI, FY, HM	ELA State Assessment, Math State Assessment

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
	• Provide more hands-on learning opportunities **Scope:** LEA-wide		
1.28	**Action:** K-2 Reading Difficulties Screener **Need:** Low Income: Limited access to reading materials at home and fewer opportunities for reading practice affect reading and comprehension; limited background knowledge on certain topics affects ability to make connections, infer meaning, and engage deeply with texts EL: English learners may have limited exposure to academic language and explicit phonics instruction affecting their language acquisition. **Scope:** LEA-wide	Reading screeners provide insights into areas where English Learners (EL) may need additional support. Based on the results of the reading screener, practitioners can target specific areas of literacy development Student Group Focus: EL, LI	Implementation of State Academic Standards
1.29	**Action:** Elementary Literacy Professional Learning **Need:** Low Income: Limited access to reading materials at home and fewer opportunities for reading practice affect reading and	Elementary literacy professional learning focused on: • Language Essentials for Teachers of Reading and Spelling (LETRS) training for 25 teachers	ELA State Assessment, Implementation of State Academic Standards

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
	comprehension; limited background knowledge on certain topics affects ability to make connections, infer meaning, and engage deeply with texts English Learner: Limited exposure to academic language and explicit language instruction affects comprehending and analyzing complex texts across subjects **Scope:** LEA-wide	• Training and planning time on Benchmark K-5 English Language Arts (ELA) curriculum Student Group Focus: EL, LI	
1.30	**Action:** Secondary Literacy Professional Learning **Need:** Low Income: Limited access to reading materials at home and fewer opportunities for reading practice affect reading and comprehension; limited background knowledge on certain topics affects ability to make connections, infer meaning, and engage deeply with texts English Learner: Limited exposure to academic language and explicit language instruction affects comprehending and analyzing complex texts across subjects **Scope:** LEA-wide	Designing Literature Circles in English Language Arts (ELA) will provide access to culturally diverse novels aligned with the Social Justice Standards. Teacher Literature Circles using the adopted curriculum materials and alternative texts in partnership with our English Language Development (ELD) department will be more culturally responsive and relevant to students. Training and planning time for teachers on SpringBoard curriculum will make it accessible for English learners, including newcomers, and students with disabilities. Access to rigorous, engaging, relevant reading materials that students choose will also benefit all students Student Group Focus: EL, LI	ELA State Assessment, Implementation of State Academic Standards

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
1.31	**Action:** State Seal of Civic Engagement and Civic Education **Need:** Low Income: • Limited access to extracurricular activities, volunteer opportunities, and civic engagement initiatives due to financial constraints or lack of transportation • Challenges related to awareness of community issues, as their focus may be on immediate concerns such as basic needs and financial stability **Scope:** LEA-wide	Youth Participatory Action Research (YPAR) training, Sacramento County Office of Education (SCOE) Civics Partnership, Mock Trial, Voter Education, and Civic Summit will provide teachers with collaboration time, knowledge, and skills to facilitate interdisciplinary student-led research projects that address issues relevant to their community Student Group Focus: LI	College and Career Indicator
1.32	**Action:** Strategic Literacy Plans **Need:** • Low Income: Limited access to reading materials and practice can hinder efficient text comprehension due to limited background knowledge • EL: English learners may lack exposure to academic language and explicit phonics instruction, impacting language acquisition	Establish shared understanding and vocabulary around literacy for teachers, examine and redesign the master schedule to facilitate literacy learning, pilot and purchase foundational literacy skills materials, and promote literacy with families Student Group Focus: EL, LI	ELA State Assessment, Implementation of State Academic Standards

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: Schoolwide		
1.33	**Action:** Director, Secondary (50%) **Need:** Increase graduation rates and A-G completion rates **Scope:** LEA-wide	School director to: • Oversee educational programs, policies, and resources, ensure curriculum standards are met, and promote equity and inclusivity • Collaborate with school principals, teachers, and staff to implement district initiatives and professional development Student Group Focus: EL, LI	College and Career Indicator
1.35	**Action:** High School Math Support **Need:** Below grade level standards in math **Scope:** LEA-wide	Additional high school math teachers to implement co-teaching or class size reduction support in IM 1 and math credit recovery courses Student Focus Group: EL, LI, FY, HM	Math State Assessment
1.36	**Action:** System of Professional Growth (SPG) **Need:** Differentiated standards-based instruction aligned to individual student needs using evidence-based practices **Scope:**	During the learning-focused supervision process, facilitators observe instruction and have reflective conversations on how to differentiate student support based on evidence and research-based practices Student Group Focus: EL, FY, LI, HM	Implementation of State Academic Standards

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		
1.37	**Action:** Next Generation Science Standards (NGSS) **Need:** • Students in the identified groups are not consistently receiving NGSS aligned science instruction, especially in grades TK-6 • Use of the existing materials and integration of science and engineering practices are inconsistent for all student groups • Science safety so science teachers can plan for and provide hands-on science labs and experiences **Scope:** LEA-wide	This action provides funding for professional learning, strategic support for effective implementation of NGSS science and engineering practices, collaboration by grade level and/or science course, and ongoing support from outside science safety vendor Student Group Focus: EL, LI	Science State Assessment, Implementation of State Academic Standards
1.38	**Action:** Advance Placement and Counselor Summer Training **Need:** Access to college/career and rigorous courses **Scope:** LEA-wide	College board summer registration fees for Advance Placement (AP) summer training and fees only for counselor registrations for training to support college and career Student Group Focus: EL	College and Career Indicators (AP or IB Exam Performance)
1.39	**Action:**	PSAT/NMSQT will be funded for all 10th and 11th grade students during the school day as an opt-in.	College and Career Indicator (CCI 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
	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events **Need:** Access to college/career and Free Application for Federal Student Aid/California Dream Act Application(FAFSA/CADAA) **Scope:** LEA-wide	Cash for College events will be held at least four high schools regionally to support Free Application for Federal Student Aid/California Dream Act Application (FAFSA/CADAA) completion Student Group Focus: EL, LI	
1.40	**Action:** Naviance Support/6th Grade Program **Need:** • Access to college and career readiness in Elementary • SEL and Interest inventories **Scope:** LEA-wide	Counselor will visit K-6 sites without a site-based school counselor to deliver the Naviance tasks in the 6th-grade scope and sequence: Strengths Explorer, Academic Smart Goal and Career, Road Trip Nation Student Group Focus: EL, LI	College and Career Indicator
1.41	**Action:** District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career **Need:** • Additional resources and support to address the needs of our EL, LI, FY,	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an	English Language Learner State Assessment, Math State Assessment, English Language Learner State Assessment, College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HM students, lowest performing student groups and schools • Access, usage, and shared understanding of data across the district • Analyzing data, understanding root causes, developing and implementing changes, and monitoring progress • State requires that districts reserve 2% of the allocated funding for economic uncertainties **Scope:** LEA-wide	emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with "Red" Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing	
2.1	**Action:** Immunization Clinic **Need:** Access to affordable/free immunizations for students, especially refugees, foster youth, and homeless **Scope:** LEA-wide	Nurse to provide immunizations to students, especially refugee, foster youth, and homeless students Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.6	**Action:** La Entrada Alternative Continuation School **Need:** • Continuation high schools require funding for specialized personnel,	Specialized personnel provide individualized support to address students' academic and socio-emotional needs. Provide materials such as textbooks to support curriculum delivery, and technology to enhance learning opportunities Student Group Focus: EL, LI	Graduation

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
	including counselors, to support at-risk students • Additional resources are needed for supplies such as textbooks and technology as well as equipment to facilitate academic and career success **Scope:** Schoolwide		
2.7	**Action:** Credit Recovery **Need:** • Opportunities to catch up on missed coursework • Access to higher education and career pathways, timely graduation, and eligibility for college • Support to decrease dropout rates and increase graduation rates **Scope:** Schoolwide	Provide an online curriculum which will provide flexible scheduling, individualized instruction, language support, access to resources, and targeted support through personalized credit recovery programs integrated into the school day Student Group Focus: EL, LI	Graduation
2.9	**Action:** Summer School: Independent Study **Need:**	Provide tailored language assistance, technology access, flexible scheduling, personalized instruction, and mentorship. Student Group Focus: EL, LI	Graduation

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
	• Low-income and English Learner (EL) students in independent study summer school require differentiated support, including language assistance, access to technology, and personalized instruction • Flexible scheduling and resources to address socio-economic challenges **Scope:** LEA-wide		
2.10	**Action:** Summer School: Seat Based **Need:** • English Learner (EL) and low-income students in seat-based summer school need intensive instruction, language support, access to resources, and personalized guidance to meet college and career goals • Remediation and credit recovery to address academic and socio-economic needs effectively **Scope:** LEA-wide	Provide resources such as textbooks and technology, personalized guidance to ensure progress towards college and career goals, and intensive instruction focused on academic gaps such as language support to address comprehension Student Group Focus: EL, LI	Graduation
2.11	**Action:**	Additional Full-Time Equivalent (FTE) staff on high school sites to provide direct support to students	Graduation

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
	Multi-Tiered System of Supports (MTSS): High School Supports **Need:** Increased access at school to counseling, mental health and academic supports **Scope:** LEA-wide	Student Group Focus: EL, FY, LI, HM	
2.12	**Action:** Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS) **Need:** • Access to mental health supports and counseling • Increase supervision and safety on campus **Scope:** LEA-wide	Support for site teams in developing their prevention and intervention programs, allocation of resources to sites, and tracking of interventions and data Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.13	**Action:** Site-Based Counselor Ratio **Need:** Access to mental health supports, counseling, college and career readiness, and academic skill development **Scope:**	Site-based school counselors to: • Provide tier 1 intervention in college career, personal, social, and academic support • Lower ratios of site-based counselors • More exposure and intervention in tier 1 and tier 2 Student Group Focus: EL, LI	Graduation

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		
2.14	**Action:** Integrated Math 1 Teachers High School **Need:** Students performing below grade level standards in math **Scope:** LEA-wide	Teacher support in high school IM 1 classrooms to reduce staff-to-student ratios and accelerate student progress toward grade-level math proficiency Student Group Focus: EL, LI	Broad Course of Study
2.16	**Action:** Student Support Services Mobile **Need:** Basic needs, school supplies, attendance support for homeless San Juan families **Scope:** LEA-wide	Student Services vehicle that goes to school sites and San Juan events to distribute basic needs and school supplies such as backpacks, food, and attendance information Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.17	**Action:** Attendance Improvement Program **Need:** Basic needs, school supplies, attendance support for San Juan families **Scope:** LEA-wide	Staff to attend attendance meetings, School Attendance Review Boards (SARBs), run attendance data, and provide incentives for students Student Group Focus: EL, FY, LI, HM	Chronic Absenteeism, Attendance
2.19	**Action:** Physical Education Professional Learning	Provide professional learning opportunities focused on implementation of newly adopted	Broad Course of Study (TK-5, 6-8, 9-12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Increased attendance, engagement, and sense of belonging **Scope:** LEA-wide	standards, curriculum and instruction strategies that meet the needs of all students, equitable grading practices, and network collaboration Student Group Focus: EL, LI	
2.20	**Action:** District Supports for Continuous Improvement: Chronic Absenteeism, Graduation **Need:** • Additional resources and support to address the needs of our EL, LI, FY, HM students, lowest performing student groups and schools • Access, usage, and shared understanding of data across the district • Analyzing data, understanding root causes, developing and implementing changes, and monitoring progress • State requires that districts reserve 2% of the allocated funding for economic uncertainties **Scope:** LEA-wide	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with “Red” Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing	Chronic Absenteeism, Graduation
2.21	**Action:**	Math TOSA provide professional learning, mentorship, resources, and classroom support to	Broad Course of Study (6-8, 9-12)

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
	Secondary Teacher on Special Assignment (TOSA): Math **Need:** English learners and low-income students in grades 6-12 require language support, culturally relevant instruction, equitable access to resources, strategies to reduce math anxiety, differentiated instruction, and access to high-quality instructional resources to succeed in math **Scope:** Schoolwide	teachers focused on student engagement, culturally relevant instruction, differentiation techniques, and methods to reduce math anxiety, build confidence and self-efficacy Student Group Focus: EL, LI	
2.22	**Action:** Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math **Need:** Elementary-aged low-income and English Learner students face challenges in language arts and math, necessitating tailored support. Foundational skills in reading and early numeracy are pivotal. Customized language support, culturally relevant instruction, and differentiated teaching strategies are vital to their academic success **Scope:** Schoolwide	Elementary math and ELA TOSAs provide professional learning to support effective instructional strategies, differentiation techniques, and culturally relevant instruction, including support for early numeracy and foundational reading skills Student Group Focus: EL, LI	Required State: Broad Course of Study (TK-5)
2.26	**Action:**	The Program Specialist positions:	Broad Course of Study (TK-5, 6-8, 9-12)

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
	English Language Arts (ELA) and Math Program Specialists **Need:** • ELA and math support in both elementary and secondary • ELA: Assistance with language acquisition, vocabulary development, and comprehension skills • Math: Extra help with foundational concepts, problem-solving strategies, and language support for mathematical understanding **Scope:** LEA-wide	• Ensure alignment with standards and frameworks for many district initiatives • Provide targeted professional learning for teachers in effective instructional strategies • Facilitate the selection and implementation of evidence-based curricula and resources • Foster collaboration among educators, offer differentiated support, and monitor student progress Student Group Focus: EL, LI	
3.2	**Action:** Mental Health Support **Need:** Increase access to mental health and counseling supports **Scope:** LEA-wide	Direct mental health supports provided to students in need of Tier III behavioral and mental health services provided by district staff along with outside referral services provided by Care Solace to assist students and families in navigating the mental health system to obtain access to clinical services outside of the school system Student Group Focus: EL, FY, LI, HM	Connectedness, Safety
3.3	**Action:** Campus Supervision **Need:** Social-emotional support and supervision	Campus recreation aides support students with peer conflict resolution and provide safety and supervision for students during non-instructional times during the school day Student Group Focus: EL, LI	Connectedness, Safety

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: Schoolwide		
3.4	**Action:** Title 1 Vice Principals (Preschool through 8th grade) **Need:** Problem solving skills, social-emotional support, relationships with staff **Scope:** LEA-wide	Vice principals to proactively help students with problem solving skills, building relationships with students and staff, and support alternative discipline practices and restorative practices when students return from disciplinary action Student Group Focus: LI	Suspension, Connectedness, Safety
3.5	**Action:** Conflict Mediation District Initiated Absences (DIAs) **Need:** Conflict resolution for sustainable school culture and climate **Scope:** LEA-wide	Facilitate communication between staff members, resolve conflicts, and support a collaborative learning environment and healthy school culture Student Group Focus: EL, LI	Parent and Family Engagement
3.6	**Action:** Equitable Access and Outcomes **Need:**	Provide access to information, resources, warm handoffs, applications, scholarships, college visits, and support for Historically Black Colleges and University College Fair Student Group Focus: EI, LI	Connectedness

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
	• Increased access to colleges and more information and access to all post-high school graduation options • Increase awareness and support towards graduation and scholarships (Mira Loma Students For Change) **Scope:** LEA-wide		
3.7	**Action:** Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP) **Need:** Translation support, district/community resources, academic and social-emotional learning supports at home **Scope:** LEA-wide	Supports for programs: • Translators to provide services at outreaches • Time cards for site and district staff who participate in outreaches after contracted hours • Site training for NLP, APTT, community asset mapping, parent-teacher home visits, and professional learning opportunities to deepen/expand initiatives Student Group Focus: EL, FY, LI, HM	Connectedness, Parent and Family Engagement
3.8	**Action:** FACE Mobile and Family Services **Need:** • Knowledge about district/community resources • Academic/social-emotional learning supports at home	FACE Mobile and Family Outreach Supports: • Full-time staff member to talk with families, determine needs and supports available, and connect them with district/community resources • Purchasing of resources to help families with academic and social-emotional student support at home • Items and materials to help reduce barriers and provide access to families	Connectedness, Parent and Family Engagement

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
	• Access to immediate resources without transportation/technology barrier • Building of capacity with staff, families, and community partners **Scope:** LEA-wide	who visit the FACE Mobile or other tabling outreach • Professional learning for staff and families around the FACE Mobile, family engagement, and educational enrichment through outreach opportunities • Time cards for site and district staff who participate in outreaches after contracted hours Student Group Focus: EL, FY, LI, HM	
3.9	**Action:** Summer Family Engagement **Need:** • Family engagement opportunities within the community • Parent/family leadership • Outdoor enrichment • Culturally diverse experiences • Group learning opportunities • Knowledge about district/community resources and partnerships **Scope:** LEA-wide	Summer Family Camps Support: • Contracting with Sierra Nevada Journeys, Camp Winthers, and other community partners to help provide enrichment to families • Time cards for site and district staff, including interpreters, who participate in these camps outside of contracted hours • Materials and supplies for enrichment at the camps • Transportation for families who need it to attend Student Group Focus: EL, FY, LI, HM	Connectedness, Parent and Family Engagement
3.12	**Action:** Workforce Diversity, Recruitment, Retention **Need:**	Workforce diversity, recruitment, and retention efforts include: • Job fairs • Recruitment materials and supplies	Connectedness, Credentialed Staffing

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
	Increase the recruitment and retention for high quality employees that will meet the diverse needs of our student population **Scope:** LEA-wide	• Specific training on meeting the needs of the diverse population Student Group Focus: EL, LI, SWD	
3.15	**Action:** Additional Staffing for Safe Environments **Need:** Increase supervision and safety on campus **Scope:** LEA-wide	Additional Full-Time Equivalent (FTE) provided to each site for smaller student-to-staff ratios during recess and passing periods, and to establish trusting relationships with students Student Group Focus: EL, FY, LI, HM	Suspension, Expulsion, Connectedness, Safety
3.16	**Action:** Support Center Leadership Team Stipends **Need:** Access to counseling, mental health, and academic support **Scope:** LEA-wide	Student Support Center (SSC) leadership team to provide guidance and input into the professional learning for the Student Support Center team focused on providing direct supports and interventions to students Student Group Focus: EL, FY, LI, HM	Suspension, Connectedness
3.17	**Action:** Behavior and Systems Support **Need:** • Increase access to mental health support	Board Certified Behavior Analysts (BCBA) to provide greater access to individualized supports for students who are struggling with regulation and behavior. BCBA and mental health teams will build a system for coordinated support for identified students. Coordinator will provide practitioners direct support to ensure accuracy of intervention documentation and use of data in decision making	Connectedness, Safety

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
	• Increase interventions for behavior needs • Increase awareness of available supports **Scope:** LEA-wide	Student Group Focus: EL, FY, LI, HM	
3.18	**Action:** Student Support Center **Need:** Access to mental health supports and counseling **Scope:** LEA-wide	Student Support Center supports that include: • Administrator to develop and refine program, supervise employees, and collect data • Clerical staff to support program needs • Utilize SAEBRS universal screener to identify students who are at-risk in the areas of academics, behavior, and emotional well-being • Utilize Unified Insights MTSS Dashboard to track interventions and supports provided to students • Staff to provide students with mental health support, social skills instruction, and individual counseling supports as needed with referrals to outside agencies for identified needs of students and/or families Student Group Focus: EL, FY, LI, HM	Suspension, Connectedness
3.20	**Action:** Navigate 360 **Need:**	Use Navigate 360 to provide individualized skill support to students and teach appropriate behavioral strategies. Use as an alternative discipline tool to reduce home suspensions and exclusionary discipline	Connectedness, Safety

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
	• Bullying and disruptive behavior • Access to resources • Current home suspension rates for low-income, foster youth, McKinney-Vento **Scope:** LEA-wide	Student Group Focus: FY, LI, HM	
3.21	**Action:** Where Everybody Belongs (WEB) Peer Mentor Program **Need:** Skill-building, leadership development, college/career readiness, welcoming and safe school culture, connectedness to school **Scope:** LEA-wide	Enhance student leadership, facilitation and community-building skills. Peer Mentors provide incoming 6th graders/new students a welcoming environment and connections to school Student Group Focus: LI	Connectedness, Safety
3.22	**Action:** San Juan Youth Voice Advocates (SJYVA) **Need:** Skill-building, leadership development, college/career readiness, student voice **Scope:** LEA-wide	Skill-building and support to high school students for facilitation of listening sessions to increase student voice toward the district's Local Control and Accountability Plan (LCAP), including sessions focused on the needs of Hispanic/Latinx and African American/Black students Student Group Focus: EL, LI	Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.23	**Action:** Black Student Unions (BSUs) **Need:** Skill-building, leadership development, welcoming and safe school culture, connectedness to school, and cultural relevancy **Scope:** LEA-wide	Support, consultation, and resources to staff advisors and student leaders for developing or enhancing their site-based Black Student Union. Build connections through a districtwide BSU Community of Belonging Student Group Focus: LI	Connectedness, Safety
3.24	**Action:** School/Community Prevention Specialist **Need:** Support for programs that provide skill-building and leadership opportunities, increase student voice, and impact a positive, welcoming, and inclusive school culture **Scope:** LEA-wide	School/Community Prevention Specialist supports program implementation and direct student support for San Juan Youth Voice Advocates, Where Everyone Belongs (WEB) peer mentor program, Black Student Unions, Leadership Series, and School Climate Teams Student Group Focus: EL, LI	Connectedness, Safety
3.25	**Action:** Leadership Workshop Series **Need:** Skill-building, leadership development, college/career readiness, student voice, welcoming and safe school culture, connectedness to school cultural awareness **Scope:**	Leadership Workshop Series builds student leadership and skill-building through a series of workshops Student Group Focus: LI	Connectedness

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		
3.26	**Action:** Student School Climate Teams **Need:** Skill-building, leadership development, college/career readiness, student voice, connectedness **Scope:** LEA-wide	Student School Climate Teams provide student training and skill-building to support a positive school climate through data collection, action planning and implementation, and staff presentations Student Group Focus: LI	Connectedness, Safety
3.27	**Action:** Camp Kinder **Need:** Students with limited preschool or any structured school experience may need additional support in routines and procedures. Students also have limited resources for reading alongside a fluent reader as a model **Scope:** LEA-wide	Camp Kinder provides nine instructional days for students to meet their incoming teacher, learn routines and procedures, and get support for success in the upcoming school year. Read Together books target foundational literacy skills such as, but not limited to Concepts about Print, Phonic Awareness, and fluency Student Group Focus: EL, LI	Suspension, Connectedness, Parent and Family Engagement
3.28	**Action:** Substance Abuse Prevention Support **Need:** Increased access to bullying prevention programs, curriculum, training and resources for parents and students	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students and parents Student Group Focus: LI	Connectedness, Safety

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		
3.29	**Action:** Bullying Prevention Including Safe School Ambassadors and Safe School Buddies **Need:** Increased access to substance abuse prevention programs, curriculum, training, and resources for parents and students **Scope:** LEA-wide	Prevention Program Specialist provides professional development, curriculum, presentations, workshops, and resources for staff, students, and parents Student Group Focus: LI	Connectedness, Safety
3.30	**Action:** Cultivating Leaders **Need:** Address bias and conflict, increase communication, inclusion and cultural awareness **Scope:** LEA-wide	Mentors and seminar topics address unconscious bias, communication, and navigating conflict through shared leadership, group facilitation, and reflection Student Group Focus: EL, LI, SWD	Connectedness
3.32	**Action:** District Supports for Continuous Improvement: Suspension Rate **Need:** • Additional resources and support to address the needs of our EL, LI, FY,	District Supports to improve student outcomes: • Provide staffing, professional learning, coaching, mentorship, and supplies to support district/school staff with how to use data, design actions, monitor progress, engage educational partners, and allocate funds • Align School Plan for Student Achievement (SPSA) and Local Control	Suspension 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
	HM students, lowest performing student groups and schools • Access, usage, and shared understanding of data across the district • Analyzing data, understanding root causes, developing and implementing changes, and monitoring progress • State requires that districts reserve 2% of the allocated funding for economic uncertainties **Scope:** LEA-wide	and Accountability Plan (LCAP) with an emphasis on English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless (HM), and student groups/schools with "Red" Dashboard indicators • Develop and support implementation of Unified Insight Data Dashboard • Provide Local Control Funding Formula (LCFF) supplemental site allocations • Reduce practitioner-to-student ratios and opportunities for differentiated instruction Student Group Focus: EL, FY, LI, HM, Lowest Performing	
3.38	**Action:** Ongoing Support for Newcomers **Need:** • Diverse student groups are exposed to mainly western culture within the school system • Culturally relevant curriculum, activities, and climate is needed **Scope:** LEA-wide	Upon enrollment, staff personally reaches out to the families and links them to resources, primary language support, school supplies, and school orientations Student Group Focus: EL (Newcomer), LI	Connectedness, Parent and Family Engagement
3.39	**Action:** American Indian Education Program Grant Management	The administrator of the program coordinates activities for students/families, acts as a liaison between parents, school sites and the district office, and manages grant compliance	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: • Culturally relevant educational experiences for students enrolled in the American Indian Education Program • Connection to heritage often missing in traditional school settings **Scope:** LEA-wide	Student Group Focus: LI, AI	
3.40	**Action:** Safety Positions **Need:** • Improve safety, security, supervision, relationships, and connections with student groups • Reduce incidents of fighting, bullying, racism, and discrimination on campus • Increase inclusion, belonging and well-being of students and staff on campuses **Scope:** LEA-wide	School site safety positions to provide: • Transition support in between classes, connect with students during unstructured time, respond to and support staff when safety or social-emotional issues arise • Conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), building community relationships, and trauma-informed practices Student Group Focus: EL, LI	Suspension, Connectedness, Safety
3.41	**Action:** Vice Principals and Guest Teachers	Vice Principals to proactively help students with problem-solving skills, build relationships with students and staff, support alternative discipline	Suspension, Connectedness, Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: • Social emotional and mental health support • Additional intervention • Stronger relationships with staff • Increase supervision and safety supports **Scope:** Schoolwide	practices and restorative practices when students return from disciplinary action. Provide a campus monitor and two additional dedicated guest teachers at Katherine Johnson Middle School who will remain at the site if all positions are filled for extra intervention, relationship building, and additional support during emergency situations Student Group Focus: EL, LI	
3.42	**Action:** Enhance School Culture and Climate - Encina **Need:** • Access to graduation, activities, and athletics being impacted by lack of fundraising, ticket sales, and costs • Additional campus supervision **Scope:** Schoolwide	Provide resources, materials, and supplies to increase access to graduation, school, and athletic opportunities at Encina High Student Group Focus: LI	Connectedness, Safety
3.43	**Action:** Resources and Child Care for Families - Pregnancy Through 3 Years Old **Need:**	Childcare services and family access to community resources for food, shelter, clothing, health, dental, adult education, employment to include bi-monthly family events that connect isolated home based families to create support systems that include food, activities, and resources	Parent and Family Engagement

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
	• Basic needs such as food, housing, health care • Language and education classes • Career and job support **Scope:** LEA-wide	Student Group Focus: EL, LI	
3.44	**Action:** Student Identity **Need:** • Offer more clubs and variety of activities that are inclusive • LGBTQ+ training for staff • Increase gender neutral bathrooms and safer locker room spaces • Increase Latinx clubs and events, and seek more student input **Scope:** LEA-wide	Student identity clubs and activities provides opportunities for student listening sessions to amplify student concerns and needs and provides more opportunities to celebrate intersectional identity Student Group Focus: EL, LI	Connectedness, Safety
3.45	**Action:** F.A.C.E. Parent/Family Support Ambassadors **Need:** • Helping to increase positive relationships between staff, students, and families	Parent/Family Support Ambassador responsibilities to support districtwide family and community outreach and support, especially to students in middle and high school grade levels: • Provide family outreach and communication regarding high school graduation and college/career readiness • Participate in meetings and school events	Parent and Family Engagement

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
	• Increase effective communication between staff, students, and families • Support college/career preparation and high school graduation requirements awareness • Increase family and community engagement at the secondary level • Support a welcoming school environment for students and families • Increase college/career preparation through career exploration, student clubs, and mentoring/guidance opportunities • Facilitate a referral process for students to access school and district programs that support student academic progress and social-emotional wellness **Scope:** LEA-wide	• Communicate with families to increase knowledge of school, district, and community resources and programs • Support with welcome calls, school tours, and welcoming new students and families • Promote opportunities for family involvement, parent and student voice, and school-to-home partnerships • Support facilitation of student clubs, student groups, parent groups, and family education classes/events • Connect students and families to internal and external programs, resources, and tangible items as needed Student Group Focus: EL, FY, LI, HM	
3.46	**Action:** Family Education and Leadership Development **Need:** • Provide opportunities for parents/guardians to attend workshops, classes, and conferences • Increase family engagement through workshops, outreach, and materials in different languages	Family Education and Leadership Development staff responsibilities that align with the District Strategic Plan and 8-Point Commitment to Educational Justice: • Develop family education workshops, classes, and programs • Collaborate with district departments and community-based organizations to offer programs that support parent leadership and learning about the school system • Support community outreach to increase family engagement and partnership	Parent and Family Engagement

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
	• Support parent voice, advocacy, and leadership development through programs and classes to learn about the school system • Provide targeted outreach strategies to connect families to resources and access to programs to learn how to support learning at home • Increase accessibility and participation in school and district events, programs, and advisory committees **Scope:** LEA-wide	• Work with school site teams to offer training, assistance, or guidance on family engagement best practices and initiatives • Help with the creation and coordination of workshops in different languages • Create opportunities to build the capacity of families' knowledge and confidence to encourage diverse representation from families in school and district • Provide programs that inform families about ways to engage in education through parent voice, volunteering, advocacy, etc. Student Group Focus: EL, FY, LI, HM	
3.47	**Action:** Safety Support, Planning & Training **Need:** • Improve safety and security of student groups • Reduce incidents of violence and improve sense of safety and well-being on campus • Prepare and train student population to respond in event of campus safety incidents or disaster **Scope:** LEA-wide	Safety positions to: • Provide resources and guidance to assist and investigate school and online incidents involving threats of harm • Provide conflict resolution, de-escalation, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and relationship-building • Provide instruction and monitor safety drills • Conduct site vulnerability and safety studies Student Group Focus: EL, LI	Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.48	**Action:** School Community and Family Partnerships **Need:** • Increased knowledge for staff and families of district and community partnerships -Expanded site partnerships to help students academically and social-emotionally -Expanded district partnerships to help fill gaps and reduce barriers for students, families, and staff -Opportunities to connect partners together to provide a shared learning space and better align with district/community needs **Scope:** LEA-wide	Full-time coordinator to: • Explore and vet partnerships and connect them with site and district opportunities • Purchase resources and materials to help promote partnership initiatives • Provide professional learning for staff, families, and community members around the power of partnerships • Pilot partnership programs at sites based on targeted needs • Create partnership events to help increase knowledge, access, and opportunities for sites, departments, and partners • Oversee time cards for site and district staff who participate in partnership outreaches after contracted hours Student Group Focus: EL, FY, LI, HM	Connectedness, Parent and Family Engagement
3.49	**Action:** San Juan Teacher Residency at Alder Graduate School of Education **Need:** • Students need to see themselves in the professionals that serve them • Need for multilingual students to be supported by multilingual educators **Scope:**	Hire educators that look like the students we support. Provide support for residents and mentors such as professional learning, supplemental salary and benefits for residency facilitators, and supplies for mentor and resident seminars Student Group Focus: EL, LI	Credentialed Staffing

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		
3.50	**Action:** New Teacher Induction and Peer Assistance and Review (PAR) **Need:** English learners and low-income students in classrooms with new or struggling teachers require: tailored language support, differentiated instruction, culturally responsive pedagogy, classroom management strategies, ongoing professional development, equitable access to resources, and collaborative support networks to meet their diverse needs effectively **Scope:** LEA-wide	Induction and PAR programs: • Provide new and struggling teachers with ongoing support and mentorship from experienced educators tailored to the needs of English Learners (ELs) and low-income students • Foster collaboration, professional growth, and instructional excellence • Provide appropriate materials, technology, and support personnel to further enhance their effectiveness in meeting the needs of ELs and low-income students Student Group Focus: EL, LI	Credentialed Staffing
3.51	**Action:** Pre-Induction Teacher On Special Assignment (TOSA) **Need:** • English learners and low-income students in classrooms with interns or untrained teachers need explicit language instruction, culturally responsive pedagogy, differentiated teaching, classroom management skills, professional development, equitable resources, and	TOSA supports include: • Intensive support to interns and untrained teachers to meet the learning needs of English learners and low-income students • Effective teaching practices to foster engagement, comprehension, and achievement • Support and mentorship with an experienced educator Student Group Focus: EL, LI	Credentialed Staffing

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
	collaborative support to address their diverse needs effectively. • Pre-induction teachers are at their most vulnerable, as they have never had specific training to become an educator, or that training has been very limited, often absent of student teaching experiences **Scope:** LEA-wide		
3.52	**Action:** Fiscal Technician **Need:** When spending public educational funds in California on English learners and low-income students, it is required to allocate resources equitably, prioritize evidence-based interventions, ensure accountability through Local Control Accountability Plans (LCAPs), provide professional development, engage parents and communities, use data for decision-making, and comply with legal mandates such as Title I and Every Student Succeeds Act (ESSA) to promote equity and improve student outcomes **Scope:** LEA-wide	Fiscal technician ensures management team (program specialists) is supported, and funds are allocated in alignment with funding guidelines to meet the specific needs of student groups generating funding Student Group Focus: EL, LI	Standards Access
3.53	**Action:**	Add peer facilitators and/or pre-induction facilitators to support veteran and brand new	Credentialed Staffing

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
	System of Professional Growth (SPG) and Pre-Induction Support **Need:** • Access to high-quality educators to address achievement gaps, equity needs, building trust, cultural responsiveness, stability, and professional development • Additional support for administrators at Title schools to support practitioners through the SPG and/or to support our practitioners who qualify for pre-induction (e.g. interns, short-term staff permits, etc.) • Higher likelihood that Title schools have more temporary and probationary practitioners **Scope:** LEA-wide	practitioners to reduce caseload of administrators, support process, and enhance the teaching and learning of students who most need high quality instruction Student Group Focus: EL, LI	
3.54	**Action:** Mentoring and Support **Need:** • Supplement the efforts of site based staff by providing additional supports to students from marginalized communities that feel unwelcome and disconnected from their social and learning environments	Mentoring and support to: • Provide targeted mentoring support to students from marginalized communities • Aid in data accrual around site based incidents of hate/discrimination/bias • Support staff and student efforts to appropriately navigate the challenges Student Group Focus: EL, LI	Connectedness, Safety

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
	• Implement stricter consequences for bullying, fighting, and other negative peer interactions, and create a safer atmosphere for students of different cultures/backgrounds who feel marginalized and unsafe **Scope:** LEA-wide		
3.55	**Action:** Building Capacity For Anti-Racist/Anti-Bias Instruction **Need:** • Access to diverse texts, educating staff on utilizing their equity lens and social justice framework • Encourage students and staff to speak out against discrimination and racism on campus, foster kindness and caring among students **Scope:** LEA-wide	Provide staff with access to educational opportunities and resources to further develop their equity lenses and expand their ability to support district learners Student Group Focus: EL, LI	Connectedness, Safety
3.56	**Action:** Equity Personnel **Need:**	Provide support to district employees with meeting the unique needs of Local Control Funding Formula (LCFF) priority students, stewarding the 8-Point Commitment, and making connections between the 8-point commitment, the state Local Control and Accountability Plan (LCAP) Metrics,	Connectedness

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
	• Support authentic stewardship of the 8 Point Commitment at all sites and in departments • Encourage and persist with initiatives rather than stopping after initial attempt **Scope:** LEA-wide	and the California Department of Education's 5 Culturally Responsive Practices Student Group Focus: EL, LI	
3.57	**Action:** Campus Climate **Need:** -Create learning environments where equitable practices and meaningful relationships with peers and staff are the foundation for exemplary learning environments -Encourage teachers to understand, be open minded, and pay attention to struggling students **Scope:** LEA-wide	Provide capacity-building opportunities for site leaders to recognize and celebrate student academic progress for all students, especially English learners, receive data collection resources, and support identity focused events such as Black Renaissance, Black Student Union (BSU) Kickoff, Pride Celebrations, Dia De Los Muertos, Cesar Chavez Youth Leadership Conference, and Adelante Conference Student Group Focus: EL, LI	Connectedness, Safety
3.58	**Action:** Student Voice **Need:** • Increase opportunities for student voice to shape their learning	Engage in student listening sessions to amplify student concerns and needs. Hold summits for students to discuss the equity work they have engaged in, identity clubs that support their efforts in creating spaces of belonging, and share their truth with adults in our system	Connectedness, Safety

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
	environment into welcoming spaces of belonging and inclusion • Increase student voice opportunities • Provide staff that listen and support students **Scope:** LEA-wide	Student Group Focus: EL, LI	

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
1.4	**Action:** Advance Placement/International Baccalaureate Test Fees **Need:** Financial barriers that limit equitable access to post secondary education, educational opportunities that support academic achievement, college readiness, and overall student success. **Scope:** Limited to Unduplicated Student Group(s)	Pay for test fees for low-income students. Student Group Focus: LI	College and Career Indicator (AP or IB Exam Performance)
1.11	**Action:** Bilingual Instructional Assistants (BIAs)	BIAs provide primary language support to Emerging Bilinguals in core content classes	ELA State Assessment, Math State Assessment,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Students currently in the EL program need additional support including but not limited to interpretation and translation in primary language of key concepts outside English Language Development (ELD) **Scope:** Limited to Unduplicated Student Group(s)	outside of English Language Development classes using a variety of support models such as pull-out, push-in, and pre and post-teach. Student Group Focus: EL	Science State Assessment, English Language Learner Reclassification
1.15	**Action:** English Language Learner Remediation **Need:** Mastering English, assists newcomers in meeting academic standards in American Schools, and accessing college and career opportunities **Scope:** Limited to Unduplicated Student Group(s)	Accelerate English language acquisition for newcomers Student Group Focus: EL (Newcomer)	English Language Learner State Assessment
1.20	**Action:** Integrated and Designated English Language Development (ELD) Professional Learning **Need:** Improve and increase support for ELD **Scope:** Limited to Unduplicated Student Group(s)	Increase professional learning opportunities for teachers focused on Systematic ELD connected to the ELD standards and framework differentiated for English leaners (EL) and long term English learners (LTEL) Student Group Focus: EL, LTEL	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.21	**Action:**	Address the need for consistent, high-quality designated English Language Development (ELD)	English Language Learner State Assessment, English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Designated English Language Development (ELD) Staff and Strategic Recruitment Support **Need:** Use evidence based strategies and curriculum in English development classes **Scope:** Limited to Unduplicated Student Group(s)	instruction, including professional development to support teachers who provide daily, standards-based instruction aligned to students' language proficiency levels and targeted language development that supports access to core content Student Group Focus: EL	Language Learner Reclassification Rate
1.22	**Action:** English Language Development (ELD) Staff Coaching **Need:** • Increase group learning opportunities • Use a variety of teaching methods • Increase classroom support • Provide adequate scaffolds to improve and increase engagement in ELD • Provide more hands-on learning opportunities **Scope:** Limited to Unduplicated Student Group(s)	Staff to provide personalized support to teachers of English learner (EL) and long term English learner (LTEL) students including 1:1 coaching, mentorship, establishing cohorts, and modeling lessons Student Group Focus: EL, LTEL	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.23	**Action:** English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support **Need:** • Increase support for EL students	Oversee EL compliance (Reclassified Fluent English Proficient, follow-ups) and ELPAC training and administration district-wide Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• Support to understand the American school system • Keep parents informed **Scope:** Limited to Unduplicated Student Group(s)		
1.24	**Action:** English Language Development (ELD) Staff **Need:** • Improve communications with English Learner (EL) families • Help families understand the American school system **Scope:** Limited to Unduplicated Student Group(s)	Manage state and local student information systems, update and share English Learner (EL) data with staff, engage families, and support the enrollment and transfer process Student Group Focus: EL	English Language Learner State Assessment, English Language Learner Reclassification Rate
1.27	**Action:** Accelerating Reclassification: Long-Term English Learner (LTEL) **Need:** LTEL students need to meet English Language Proficiency Assessments for California (ELPAC) requirements to be considered fully English proficient **Scope:** Limited to Unduplicated Student Group(s)	Staff coordinates programs to engage students in reading, writing, listening, and speaking in English Student Group Focus: EL, LTEL	English Language Learner Reclassification, A-G Completion

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Tutoring for Foster Youth (FY) **Need:** Tutoring. **Scope:** Limited to Unduplicated Student Group(s)	Teachers to provide tutoring for FY students to accelerate learning in primary grades and credit recovery in grades 11 and 12 Student Group Focus: FY	Graduation Rate, Attendance
2.3	**Action:** Credit Recovery for Foster Youth (FY) **Need:** Credit recovery. **Scope:** Limited to Unduplicated Student Group(s)	Counselors to meet with FY students to assess credits earned and credits needed to meet graduation requirements Student Group Focus: FY	Graduation Rate
2.4	**Action:** Foster Youth (FY) Student Lists **Need:** Auditing FY district and out of district student lists for accuracy **Scope:** Limited to Unduplicated Student Group(s)	Staff to audit student lists of current and former FY students to ensure qualifying students receive services and accuracy of data Student Group Focus: FY	Graduation Rate
2.5	**Action:** Foster Youth (FY) Advocacy **Need:** Resources for FY students (alternative school sites support, enrollments, advocacy, and communication between home and school.	Social worker and school community worker to meet with county workers, students, and caregivers to provide resources to students entering, leaving, and attending the district Student Group Focus: FY	Graduation Rate, Attendance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Independent Living Program (ILP) case management, student school visits, social-emotional support, staffing of student caseload with other FY staff, support contact to County, Sacramento County Office of Education (SCOE), and other community partners **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** Instructional Technology **Need:** • Translated materials/translation tools and communication • Language resources • Family engagement • Differentiated teaching and learning methods • Access for students with disabilities to the same academic content **Scope:** Limited to Unduplicated Student Group(s)	Instructional technology to provide: • Translation tools and language resources for English Learner (EL) population • Translated materials and communications from teachers to families • Supports and resources for ELs and students receiving special education services to ensure inclusion and access to the same academic content • Interactive teaching methods for diverse learning styles Student Group Focus: EL, SWD	High School Dropout Rate, Middle School Dropout Rate, Graduation Rate
2.15	**Action:** McKinney-Vento (MKV) Wraparound Services **Need:** Basic needs, school supplies, attendance support for homeless San Juan families **Scope:**	Staff, basic needs, and schools supplies to: • Conduct home visits • Hold monthly food distribution • Give access to food closet for families Student Group Focus: HM	Chronic Absenteeism, Attendance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.18	**Action:** Transportation to School of Origin **Need:** Provide federally mandated transportation to attend school of origin rights for McKinney-Vento and Foster Youth. Newcomers who may need transportation because of overload situations that qualify as McKinney-Vento or Foster Youth will also be prioritized **Scope:** Limited to Unduplicated Student Group(s)	Staffing to support communication and clerical work, and provide transportation to MKV and FYS students along with qualifying English Learner (EL) newcomer students Student Group Focus: EL (Newcomer), FY, HM	Chronic Absenteeism, Attendance
3.11	**Action:** Cultural Communication Specialists **Need:** Need to increase purposeful and targeted communication with non-English speaking families **Scope:** Limited to Unduplicated Student Group(s)	Two cultural communication specialists to provide purposeful and targeted communication with families that speak the two most common languages in the district other than English (Spanish and Persian) through storytelling, and support departments and school sites with improving their communication practices Student Focus Group: EL	Connectedness, Parent and Family Engagement
3.14	**Action:** Vision to Learn **Need:** Access to basic health resources **Scope:**	Partnership with outside agency to provide vision screening, follow-up exams, glasses prescriptions, and glasses to students as needed Student Group Focus: LI	Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.36	**Action:** Translation and Interpretation **Need:** • Students and student families have a primary language other than English • Communication in home language • Enrollment of Newcomers has increased 2000 students from 2022-23 to 2023-24 • The increased cost of using outside vendors is rising • Sites are requesting faster turnaround time from date of request to fulfillment **Scope:** Limited to Unduplicated Student Group(s)	Provide information and communicate to students and families in home language Student Group Focus: EL	Connectedness, Parent and Family Engagement
3.37	**Action:** Support for Newcomers and Culturally Relevant Engagement **Need:** • Newcomers navigating the complex American school system • The financial burden of arriving in a new country without the ability to work creates a hardship **Scope:**	Assist families in understanding the American school system and engage them in activities that promote student's academic progress. Provide school supplies and Chromebooks for access to critical needs related to translation, resources, classroom, and research Student Group Focus: EL (Newcomer)	Connectedness, Parent and Family Engagement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.59	**Action:** Two Way Text Messaging and Feedback Platforms with Advanced Translation Features **Need:** Communication to be easily translated in and out of families' home languages to increase dialogue and engagement with non-English speaking families **Scope:** Limited to Unduplicated Student Group(s)	TalkingPoints provides a two-way communication platform for staff and families to connect that provides advanced auto-translation features and ThoughtExchange provides a platform for community feedback Student Group Focus: EL	Connectedness, Parent and Family Engagement

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

N/A

Additional Concentration Grant Funding

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

Actions 1.41, 2.20, 3.32, and 3.41 use concentration grant funds to improve working conditions for staff, learning conditions for students, stabilize staffing at highest-need schools to maintain continuity of learning, and promote increased opportunities for differentiated instruction. A pilot is being implemented with six of San Juan Unified’s highest-density schools in secondary and K-8. These schools include Encina High, San Juan High, Arcade Middle, Katherine Johnson Middle, Starr King K-8, and Kingswood K-8.

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	1/31	1/19
Staff-to-student ratio of certificated staff providing direct services to students	1/20	1/17

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	422,728,794	75,108,473.00	17.768%	2.898%	20.666%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$105,963,945.00	$8,972,284.00	$1,924,942.00	$5,432,232.00	$122,293,403.00	$100,028,082.00	$22,265,321.00

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	Co-Teachers at Dyer Kelly	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Dyer Kelly	On-going	$752,600.00	$0.00	$752,600.00				$752,600.00	
1	1.2	Elementary K-8 Director	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Elementary K-8	On-going	$337,382.00	$0.00	$337,382.00				$337,382.00	
1	1.3	College Career Readiness Counseling	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$260,357.00	$0.00	$260,357.00				$260,357.00	
1	1.4	Advance Placement/International Baccalaureate Test Fees	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	On-going	$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.5	College/Career Center Technicians	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$485,032.00	$0.00	$485,032.00				$485,032.00	
1	1.6	Dual Enrollment Textbooks	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$0.00	$125,000.00	$125,000.00				$125,000.00	
1	1.7	Advancement Via Individual Determination (AVID)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$1,681,298.00	$314,228.00	$1,995,526.00				$1,995,526.00	
1	1.8	Career Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$3,041,942.00	$1,186,963.00	$1,815,502.00	$1,923,854.00		$489,549.00	$4,228,905.00	
1	1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$590,232.00	$14,660.00	$604,892.00				$604,892.00	

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	1.10	Center for Teacher Support Induction	EL, LI	No			All Schools	On-going	$1,766,848.00	$0.00				$1,766,848.00	$1,766,848.00	
1	1.11	Bilingual Instructional Assistants (BIAs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$4,595,565.00	$0.00	$4,595,565.00				$4,595,565.00	
1	1.12	TK-12 Core Subject Area Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$8,066,580.00	$0.00	$8,066,580.00				$8,066,580.00	
1	1.13	Summer Math Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-9	On-going	$50,056.00	$45,944.00	$96,000.00				$96,000.00	
1	1.14	Camp Invention	LI	No			1-6	On-going	$795,883.00	$204,117.00				$1,000,000.00	$1,000,000.00	
1	1.15	English Language Learner Remediation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$60,000.00	$940,000.00	$1,000,000.00				$1,000,000.00	
1	1.16	Equal Opportunity Schools (EOS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$0.00	$212,743.00	$212,743.00				$212,743.00	
1	1.17	iReady License, Professional Development, and Implementation Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$25,000.00	$911,722.00	$936,722.00				$936,722.00	
1	1.18	Professional Learning and Implementation of Math Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$218,346.00	$383,289.00	$601,635.00				$601,635.00	
1	1.19	Math Support for Grades 6-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-9	On-going	$657,160.00	$0.00	$657,160.00				$657,160.00	
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$169,194.00	$16,716.00	$185,910.00				$185,910.00	
1	1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$14,936,690.00	$0.00	$14,936,690.00				$14,936,690.00	
1	1.22	English Language Development (ELD) Staff Coaching	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	On-going	$751,132.00	$0.00	$562,414.00			$188,718.00	$751,132.00	

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					Group(s)											
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$657,590.00	$8,335.00	$665,925.00				$665,925.00	
1	1.24	English Language Development (ELD) Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$652,581.00	$41,202.00	$693,783.00				$693,783.00	
1	1.25	English Learner (EL) Awareness and Communication	EL, LTEL	No				On-going	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.26	Instructional Assistants to Support TK-2 Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-2	On-going	$6,641,712.00	$0.00	$6,641,712.00				$6,641,712.00	
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.28	K-2 Reading Difficulties Screener	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	K-2	On-going	$19,179.00	$3,821.00	$23,000.00				$23,000.00	
1	1.29	Elementary Literacy Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-5	On-going	$106,640.00	$70,860.00	$177,500.00				$177,500.00	
1	1.30	Secondary Literacy Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$26,782.00	$61,218.00	$88,000.00				$88,000.00	
1	1.31	State Seal of Civic Engagement and Civic Education	Low Income	Yes	LEA-wide	Low Income	9-12	On-going	$1,939.00	$14,724.00	$16,663.00				$16,663.00	
1	1.32	Strategic Literacy Plans	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sierra Oaks K-8 and Coyle Elementary	On-going	$108,982.00	$70,618.00	$179,600.00				$179,600.00	
1	1.33	Director, Secondary (50%)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$127,297.00	$0.00	$127,297.00				$127,297.00	
1	1.34	World language proficiency validation	EL	No				On-going	$0.00	$5,000.00			$5,000.00		$5,000.00	

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1	1.35	High School Math Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	On-going	$1,209,083.00	$0.00	$1,209,083.00				$1,209,083.00	
1	1.36	System of Professional Growth (SPG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,018,059.00	$46,854.00	$2,064,913.00				$2,064,913.00	
1	1.37	Next Generation Science Standards (NGSS)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	TK-6	On-going	$120,708.00	$94,127.00	$214,835.00				$214,835.00	
1	1.38	Advance Placement and Counselor Summer Training	English Learners	Yes	LEA-wide	English Learners	10-12	On-going	$0.00	$15,300.00	$15,300.00				$15,300.00	
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	10-12	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.40	Naviance Support/6th Grade Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	K-6	On-going	$14,386.00	$5,614.00	$20,000.00				$20,000.00	
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,820,377.00	$2,862,901.00	$5,683,278.00				$5,683,278.00	
2	2.1	Immunization Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$45,313.00	$734.00	$46,047.00				$46,047.00	
2	2.2	Tutoring for Foster Youth (FY)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	K-12	On-going	$484,192.00	$0.00	$484,192.00				$484,192.00	
2	2.3	Credit Recovery for Foster Youth (FY)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	9-12	On-going	$1,099,540.00	$80,000.00	$730,482.00			$449,058.00	$1,179,540.00	
2	2.4	Foster Youth (FY) Student Lists	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	On-going	$10,985.00	$0.00	$10,985.00				$10,985.00	
2	2.5	Foster Youth (FY) Advocacy	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	On-going	$8,000.00	$2,000.00	$10,000.00				$10,000.00	

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					Group(s)											
2	2.6	La Entrada Alternative Continuation School	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: La Entrada Continuation High School	On-going	$1,242,709.00	$50,901.00	$1,293,610.00				$1,293,610.00	
2	2.7	Credit Recovery	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	9-12	On-going	$503,052.00	$214,192.00	$717,244.00				$717,244.00	
2	2.8	Instructional Technology	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$23,982.00	$312,165.00	$336,147.00				$336,147.00	
2	2.9	Summer School: Independent Study	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$184,580.00	$0.00	$184,580.00				$184,580.00	
2	2.10	Summer School: Seat Based	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$358,357.00	$33,000.00	$391,357.00				$391,357.00	
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	On-going	$442,642.00	$0.00	$442,642.00				$442,642.00	
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$13,352.00	$42,548.00	$55,900.00				$55,900.00	
2	2.13	Site-Based Counselor Ratio	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$2,316,780.00	$0.00	$2,316,780.00				$2,316,780.00	
2	2.14	Integrated Math 1 Teachers High School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$637,940.00	$0.00	$637,940.00				$637,940.00	
2	2.15	McKinney-Vento (MKV) Wraparound Services	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	$104,337.00	$0.00	$104,337.00				$104,337.00	
2	2.16	Student Support Services Mobile	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$20,000.00	$20,000.00				$20,000.00	

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2	2.17	Attendance Improvement Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$415,057.00	$46,417.00	$461,474.00				$461,474.00	
2	2.18	Transportation to School of Origin	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$1,450,000.00	$1,450,000.00				$1,450,000.00	
2	2.19	Physical Education Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$46,030.00	$0.00	$46,030.00				$46,030.00	
2	2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,820,377.00	$2,862,901.00	$5,683,278.00				$5,683,278.00	
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	6-12	On-going	$94,166.00	$0.00	$94,166.00				$94,166.00	
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	TK-5	On-going	$160,815.00	$0.00	$160,815.00				$160,815.00	
2	2.23	Science Program Specialist	All	No			All Schools	On-going	$225,668.00	$0.00	$225,668.00				$225,668.00	
2	2.24	Elementary Teachers on Special Assignment (TOSA): English Language Arts (ELA) and Secondary TOSA: Math	EL, LI	No				On-going	$254,981.00	$0.00				$254,981.00	$254,981.00	
2	2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	EL, LI	No				On-going	$330,600.00	$0.00		$330,600.00			$330,600.00	
2	2.26	English Language Arts (ELA) and Math Program Specialists	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$400,539.00	$0.00	$400,539.00				$400,539.00	
3	3.1	Foster Youth Advocacy	FY	No			All Schools	On-going	$94,491.00	$5,509.00			$100,000.00		$100,000.00	
3	3.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,095,400.00	$107,330.00	$1,202,730.00				$1,202,730.00	
3	3.3	Campus Supervision	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Woodside K-8, Kingswood	On-going	$423,612.00	$0.00	$423,612.00				$423,612.00	

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							K-8, Lichen K-8, Starr King K-8, and Orangevale Open K-8									
3	3.4	Title 1 Vice Principals (Preschool through 8th grade)	Low Income	Yes	LEA-wide	Low Income	Preschool-8	On-going	$1,844,689.00	$0.00	$1,844,689.00				$1,844,689.00	
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$25,788.00	$0.00	$25,788.00				$25,788.00	
3	3.6	Equitable Access and Outcomes	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$2,048.00	$23,998.00	$26,046.00				$26,046.00	
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$11,650.00	$28,348.00	$39,998.00				$39,998.00	
3	3.8	FACE Mobile and Family Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$128,549.00	$171,451.00	$300,000.00				$300,000.00	
3	3.9	Summer Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$9,990.00	$40,010.00	$50,000.00				$50,000.00	
3	3.10	Adult Education: English as a Second Language (ESL)	EL	No			English learner adult education	On-going	$106,778.00	$0.00		$106,778.00			$106,778.00	
3	3.11	Cultural Communication Specialists	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$286,114.00	$0.00	$286,114.00				$286,114.00	
3	3.12	Workforce Diversity, Recruitment, Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$29,433.00	$70,567.00	$100,000.00				$100,000.00	
3	3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	EL, FY, LI, HM	No			All Schools	On-going	$146,321.00	$0.00				$146,321.00	$146,321.00	
3	3.14	Vision to Learn	Low Income	Yes	Limited to Unduplicated Student	Low Income	All Schools	On-going	$0.00	$250,000.00	$250,000.00				$250,000.00	

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					Group(s)											
3	3.15	Additional Staffing for Safe Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$3,343,214.00	$0.00	$3,343,214.00				$3,343,214.00	
3	3.16	Support Center Leadership Team Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$10,589.00	$0.00	$10,589.00				$10,589.00	
3	3.17	Behavior and Systems Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,262,182.00	$61,214.00	$1,124,426.00			$198,970.00	$1,323,396.00	
3	3.18	Student Support Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,317,589.00	$331,738.00	$5,532,642.00			$116,685.00	$5,649,327.00	
3	3.19	Credentialing Oversight	EL, FY, LI	No				On-going	$0.00	$0.00	$0.00				$0.00	
3	3.20	Navigate 360	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$0.00	$140,001.00	$140,001.00				$140,001.00	
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Low Income	Yes	LEA-wide	Low Income	Grade 8	On-going	$22,499.00	$17,501.00	$40,000.00				$40,000.00	
3	3.22	San Juan Youth Voice Advocates (SJYVA)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	9-12	On-going	$9,051.00	$5,949.00	$15,000.00				$15,000.00	
3	3.23	Black Student Unions (BSUs)	Low Income	Yes	LEA-wide	Low Income	6-12	On-going	$0.00	$40,211.00	$40,211.00				$40,211.00	
3	3.24	School/Community Prevention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	6-12	On-going	$103,378.00	$0.00	$103,378.00				$103,378.00	
3	3.25	Leadership Workshop Series	Low Income	Yes	LEA-wide	Low Income	6-12	On-going	$0.00	$8,000.00	$8,000.00				$8,000.00	
3	3.26	Student School Climate Teams	Low Income	Yes	LEA-wide	Low Income	9-12	On-going	$0.00	$5,750.00	$5,750.00				$5,750.00	
3	3.27	Camp Kinder	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Pre-K	On-going	$302,378.00	$29,398.00	$150,000.00			$181,776.00	$331,776.00	

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3	3.28	Substance Abuse Prevention Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$147,031.00	$12,482.00	$159,513.00				$159,513.00	
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$120,443.00	$118,269.00	$238,712.00				$238,712.00	
3	3.30	Cultivating Leaders	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$250,892.00	$111,347.00	$362,239.00				$362,239.00	
3	3.31	Inclusive Practices	Students with Disabilities	No			All Schools	On-going	$97,124.00	$18,281.00		$115,405.00			$115,405.00	
3	3.32	District Supports for Continuous Improvement: Suspension Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,820,376.00	$2,862,903.00	$5,683,279.00				$5,683,279.00	
3	3.33	Behavior Support Assistants	Students with Disabilities	No			All Schools	On-going	$544,708.00	$0.00	$544,708.00				$544,708.00	
3	3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	Students with Disabilities	No			All Schools	On-going	$303,014.00	$0.00	$303,014.00				$303,014.00	
3	3.35	Multicultural Counselor	EL (Newcomer)	No			All Schools	On-going	$121,459.00	$0.00		$48,583.00	$72,876.00		$121,459.00	
3	3.36	Translation and Interpretation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$1,036,091.00	$144,818.00	$582,112.00			$598,797.00	$1,180,909.00	
3	3.37	Support for Newcomers and Culturally Relevant Engagement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$157,707.00	$148,849.00	$45,000.00	$261,556.00			$306,556.00	
3	3.38	Ongoing Support for Newcomers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$2,133,524.00	$1,020,476.00	$1,406,934.00		$1,747,066.00		$3,154,000.00	
3	3.39	American Indian Education Program Grant Management	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$49,942.00	$10,587.00	$20,000.00			$40,529.00	$60,529.00	
3	3.40	Safety Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$478,264.00	$0.00	$478,264.00				$478,264.00	
3	3.41	Vice Principals and Guest Teachers	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Katherine Johnson	On-going	$1,301,114.00	$0.00	$1,301,114.00				$1,301,114.00	

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
							Middle School									
3	3.42	Enhance School Culture and Climate - Encina	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Encina High School	On-going	$0.00	$65,340.00	$65,340.00				$65,340.00	
3	3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$884,340.00	$0.00	$884,340.00				$884,340.00	
3	3.44	Student Identity	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$8,768.00	$31,232.00	$40,000.00				$40,000.00	
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$559,094.00	$25,571.00	$584,665.00				$584,665.00	
3	3.46	Family Education and Leadership Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$18,401.00	$43,339.00	$61,740.00				$61,740.00	
3	3.47	Safety Support, Planning & Training	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$1,654,729.00	$157,192.00	$1,811,921.00				$1,811,921.00	
3	3.48	School Community and Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$110,643.00	$25,123.00	$135,766.00				$135,766.00	
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$209,782.00	$25,654.00	$235,436.00				$235,436.00	
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$41,249.00	$18,902.00	$60,151.00				$60,151.00	
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	English Learners X Low Income X	Yes X	LEA-wide X	English Learners X Low Income X	All Schools X	On-going	$162,020.00	$0.00	$162,020.00				$162,020.00	
3	3.52	Fiscal Technician	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$61,730.00	$0.00	$61,730.00				$61,730.00	
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	English Learners X	Yes X	LEA-wide X	English Learners X	All Schools X	On-going	$253,219.00	$0.00	$136,804.00	$116,415.00			$253,219.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.54	Mentoring and Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$0.00	$1,910,000.00	$1,910,000.00				$1,910,000.00	
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$60,160.00	$85,900.00	$146,060.00				$146,060.00	
3	3.56	Equity Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$753,249.00	$0.00	$753,249.00				$753,249.00	
3	3.57	Campus Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$2,561.00	$97,439.00	$100,000.00				$100,000.00	
3	3.58	Student Voice	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$2,138.00	$20,862.00	$23,000.00				$23,000.00	
3	3.59	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$71,834.00	$71,834.00				$71,834.00	
4	4.1	Positive Behavioral Interventions and Supports	AA, AS, HIS, SED, TOM, WH	No			Specific Schools: Starr King K-8	One Year	$160,631.00	$611.00		$161,242.00			$161,242.00	
4	4.2	Math Support	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Starr King K-8	One Year	$130,650.00	$0.00		$130,650.00			$130,650.00	
4	4.3	English Language Arts Intervention	AA, AS, SED, WH	No			Specific Schools: Starr King K-8	One Year	$189,701.00	$0.00		$189,701.00			$189,701.00	
4	4.4	Behavior Support	AA, AS, HIS, SED, TOM, WH	No			Specific Schools: Starr King K-8	One Year	$162,790.00	$0.00		$162,790.00			$162,790.00	
4	4.5	Social Emotional Support	AA, AS, HIS, SED, TOM, WH	No			Specific Schools: Starr King K-8	One Year	$66,252.00	$0.00		$66,252.00			$66,252.00	
4	4.6	Refugee Specialist	AA, AS, EL, HIS, SED, SWD, TOM,	No			Specific Schools: Starr King	One Year	$106,723.00	$643.00		$107,366.00			$107,366.00	

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
			WH				K-8									
4	4.7	English Language Arts Enrichment	AA, AS, SED, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$30,000.00		$30,000.00			$30,000.00	
4	4.8	Math Enrichment	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	4.9	Social Emotional Licenses	AA, AS, HIS, SED, TOM, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$4,000.00		$4,000.00			$4,000.00	
4	4.10	Guided Language Acquisition Design (GLAD)	AA, AS, SED, WH	No			Specific Schools: Starr King K-8	On Year	$0.00	$9,000.00		$9,000.00			$9,000.00	
4	4.11	Math Training	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	4.12	Superior Sports	AA, AS, HIS, SED, TOM, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$80,000.00		$80,000.00			$80,000.00	
4	4.13	Behavior Incentives	AA, AS, HIS, SED, TOM, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$7,516.00		$7,516.00			$7,516.00	
4	4.14	English Language Arts Supplemental Supports	AA, AS, SED, WH	No			Specific Schools: Starr King K-8	One Year	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.1	Administrative Instructional Specialist (Vice Principal)	AS, EL, HIS, HM, SED	No			Specific Schools: Encina High	One Year	$195,025.00	$0.00		$195,025.00			$195,025.00	
5	5.2	Counselor	AS, EL, HIS, HM, SED	No			Specific Schools: Encina High	One Year	$126,974.00	$0.00		$126,974.00			$126,974.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.3	Bilingual Instructional Assistants	AS, EL, HIS, SED	No			Specific Schools: Encina High	One Year	$261,161.00	$0.00		$261,161.00			$261,161.00	
5	5.4	English Language Instructional Specialist	AS, EL, HIS, SED	No			Specific Schools: Encina High	One Year	$30,916.00	$0.00		$30,916.00			$30,916.00	
5	5.5	Advancement Via Individual Determination (AVID) Emerge	AS,EL	No			Specific Schools: Encina High	One Year	$61,731.00	$0.00		$61,731.00			$61,731.00	
5	5.6	Refugees Empowering Peers (REP)	AS	No			Specific Schools: Encina High	One Year	$0.00	$25,000.00		$25,000.00			$25,000.00	
5	5.7	After School Multilingual Tutoring	EL, HIS, SED	No			Specific Schools: Encina High	One Year	$84,666.00	$0.00		$84,666.00			$84,666.00	
5	5.8	Social Emotional Learning Resources	AS, EL, HM	No			Specific Schools: Encina High	One Year	$0.00	$10,843.00		$10,843.00			$10,843.00	
6	6.1	Math Intervention	AA, EL, SED	No			Specific Schools: Greer Elementary	One Year	$158,491.00	$0.00		$158,491.00			$158,491.00	
6	6.2	Instructional Assistants	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$57,185.00	$0.00		$57,185.00			$57,185.00	
6	6.3	Behavioral Team	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$305,661.00	$2,000.00		$307,661.00			$307,661.00	
6	6.4	Campus Monitor	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$90,508.00	$0.00		$90,508.00			$90,508.00	
6	6.5	Bilingual Instructional Assistant	AA, EL, SED	No			Specific Schools: Greer Elementary	One Year	$62,196.00	$0.00		$62,196.00			$62,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.6	Counselor	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$94,200.00	$0.00		$94,200.00			$94,200.00	
6	6.7	Attendance Clerks	AS, EL, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$14,124.00	$0.00		$14,124.00			$14,124.00	
6	6.8	Superior Sports	AS, EL, SWD, WH	No			Specific Schools: Greer Elementary	One Year	$0.00	$33,549.00		$33,549.00			$33,549.00	
7	7.1	English Language Arts Intervention	AS, EL, HIS, SED, SWD, WH	No			Specific Schools: Howe Avenue Elementary	One Year	$151,171.00	$0.00		$151,171.00			$151,171.00	
7	7.2	Behavior Support	AA, AS	No			Specific Schools: Howe Avenue Elementary	One Year	$157,671.00	$92,907.00		$250,578.00			$250,578.00	
7	7.3	Math Intervention Support	AA, AS, EL, SED, SWD, WH	No			Specific Schools: Howe Avenue Elementary	One Year	$302,342.00	$20,000.00		$322,342.00			$322,342.00	
7	7.4	Social Emotional Support	EL, HIS	No			Specific Schools: Howe Avenue Elementary	One Year	$62,555.00	$20,000.00		$82,555.00			$82,555.00	
8	8.1	Attendance Support	AA, HM, TOM	No			Specific Schools: Katherine Johnson Middle	One Year	$294,926.00	$3,500.00		$298,426.00			$298,426.00	
8	8.2	Behavior Support	AA	No			Specific Schools: Katherine Johnson Middle	One Year	$231,205.00	$24,000.00		$255,205.00			$255,205.00	
8	8.3	Additional English Language Arts Support	AA, AS, EL, HIS, SED, SWD, WH	No			Specific Schools: Katherine Johnson	One Year	$57,385.00	$10,000.00		$67,385.00			$67,385.00	

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
							Middle									
8	8.4	Additional Math Instructional Support	AA, AS, EL, HIS, LTEL, SED, WH	No			Specific Schools: Katherine Johnson Middle School	One Year	$57,385.00	$10,000.00		$67,385.00			$67,385.00	
8	8.5	English Language Development Classroom Support	EL	No			Specific Schools: Katherine Johnson Middle School	One Year	$0.00	$43,121.00		$43,121.00			$43,121.00	
9	9.1	Differentiated Instructional Support	EL, SED	No			Specific Schools: San Juan High	One Year	$150,558.00	$0.00		$150,558.00			$150,558.00	
9	9.2	Intervention Support	EL, HIS, HM, LTEL, SED, SWD, TOM, WH	No			Specific Schools: San Juan High	One Year	$97,103.00	$15,000.00		$112,103.00			$112,103.00	
9	9.3	English Language Arts Co-Teacher	HIS, SED	No			Specific Schools: San Juan High	One Year	$98,226.00	$0.00		$98,226.00			$98,226.00	
9	9.4	Math Co-Teacher	SED	No			Specific Schools: San Juan High	One Year	$80,417.00	$0.00		$80,417.00			$80,417.00	
9	9.5	Academic Assessment Coordinator	EL, HIS, HM, LTEL, SED, SWD, TOM, WH	No			Specific Schools: San Juan High	One Year	$121,434.00	$10,000.00		$131,434.00			$131,434.00	
9	9.6	Outside and Flexible Learning Environments	EL, HIS, HM, LTEL, SED, SWD, TOM, WH	No			Specific Schools: San Juan High	One Year	$0.00	$11,781.00		$11,781.00			$11,781.00	
9	9.7	Extended Learning Time	HIS,SED	No			Specific Schools: San Juan High	One Year	$70,000.00	$0.00		$70,000.00			$70,000.00	

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
10	**10.1**	Academic Intervention	EL, SED, WH	No			Specific Schools: Cameron Ranch Elementary	One Year	$199,913.00	$50,000.00		$249,913.00			$249,913.00	
10	**10.2**	School Counselor	AA, AS, EL, SED, TOM, WH	No			Specific Schools: Cameron Ranch Elementary	One Year	$50,483.00	$30,000.00		$80,483.00			$80,483.00	
10	**10.3**	Field Trips (Extended Learning Opportunities)	AA, AS, EL, SED, TOM, WH	No			Specific Schools: Cameron Ranch Elementary	One Year	$0.00	$31,922.00		$31,922.00			$31,922.00	
10	**10.4**	Academic Tutoring	EL, SED, WH	No			Specific Schools: Cameron Ranch Elementary	One Year	$0.00	$95,000.00		$95,000.00			$95,000.00	
11	**11.1**	Academic Intervention	EL, HIS, SED, WH	No			Specific Schools: Dyer-Kelly Elementary	One Year	$379,402.00	$0.00		$379,402.00			$379,402.00	
11	**11.2**	School Community Workers	HIS	No			Specific Schools: Dyer-Kelly Elementary	One Year	$111,200.00	$0.00		$111,200.00			$111,200.00	
11	**11.3**	Instructional Assistant	EL, HIS, SED, WH	No			Specific Schools: Dyer-Kelly	One Year	$75,000.00	$0.00		$75,000.00			$75,000.00	
11	**11.4**	Technology	EL, HIS, SED, WH	No			Specific Schools: Dyer-Kelly Elementary	One Year	$0.00	$100,000.00		$100,000.00			$100,000.00	
11	**11.5**	Family Literacy Night	EL, HIS, SED, WH	No			Specific Schools: Dyer-Kelly Elementary	One Year	$0.00	$45,000.00		$45,000.00			$45,000.00	
11	**11.6**	Curriculum and Supplemental Instruction	EL, HIS, SED, WH	No			Specific Schools: Dyer-Kelly Elementary	One Year	$0.00	$75,000.00		$75,000.00			$75,000.00	
11	**11.7**	Health and Safety	HIS	No			Specific Schools: Dyer-Kelly Elementary	One Year	$0.00	$25,739.00		$25,739.00			$25,739.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
422,728,794	75,108,473.00	17.768%	2.898%	20.666%	$104,880,555.00	0.000%	24.810 %	**Total:**	$104,880,555.00
								LEA-wide Total:	$72,770,964.00
								Limited Total:	$27,121,490.00
								Schoolwide Total:	$4,988,101.00

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**	Co-Teachers at Dyer Kelly	Yes	Schoolwide	English Learners	Specific Schools: Dyer Kelly	$752,600.00	
1	**1.2**	Elementary K-8 Director	Yes	LEA-wide	English Learners Low Income	Elementary K-8	$337,382.00	
1	**1.3**	College Career Readiness Counseling	Yes	LEA-wide	English Learners Low Income	9-12	$260,357.00	
1	**1.4**	Advance Placement/International Baccalaureate Test Fees	Yes	Limited to Unduplicated Student Group(s)	Low Income	9-12	$70,000.00	
1	**1.5**	College/Career Center Technicians	Yes	LEA-wide	English Learners Low Income	9-12	$485,032.00	
1	**1.6**	Dual Enrollment Textbooks	Yes	LEA-wide	English Learners Low Income	9-12	$125,000.00	
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Low Income	6-12	$1,995,526.00	
1	**1.8**	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	9-12	$1,815,502.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$604,892.00	
1	1.11	Bilingual Instructional Assistants (BIAs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,595,565.00	
1	1.12	TK-12 Core Subject Area Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,066,580.00	
1	1.13	Summer Math Learning	Yes	LEA-wide	English Learners Low Income	6-9	$96,000.00	
1	1.15	English Language Learner Remediation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000,000.00	
1	1.16	Equal Opportunity Schools (EOS)	Yes	LEA-wide	English Learners Low Income	9-12	$212,743.00	
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	LEA-wide	English Learners Low Income	All Schools	$936,722.00	
1	1.18	Professional Learning and Implementation of Math Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$601,635.00	
1	1.19	Math Support for Grades 6-8	Yes	LEA-wide	English Learners Low Income	6-9	$657,160.00	
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$185,910.00	
1	1.21	Designated English Language Development (ELD) Staff and Strategic Recruitment Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,936,690.00	
1	1.22	English Language Development (ELD) Staff Coaching	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$562,414.00	
1	1.23	English Language Proficiency Assessments for California (ELPAC) and	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$665,925.00	

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 (%)
		English Learner (EL) Services Support						
1	1.24	English Language Development (ELD) Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$693,783.00	
1	1.26	Instructional Assistants to Support TK-2 Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-2	$6,641,712.00	
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1	1.28	K-2 Reading Difficulties Screener	Yes	LEA-wide	English Learners Low Income	K-2	$23,000.00	
1	1.29	Elementary Literacy Professional Learning	Yes	LEA-wide	English Learners Low Income	TK-5	$177,500.00	
1	1.30	Secondary Literacy Professional Learning	Yes	LEA-wide	English Learners Low Income	6-12	$88,000.00	
1	1.31	State Seal of Civic Engagement and Civic Education	Yes	LEA-wide	Low Income	9-12	$16,663.00	
1	1.32	Strategic Literacy Plans	Yes	Schoolwide	English Learners Low Income	Specific Schools: Sierra Oaks K-8 and Coyle Elementary	$179,600.00	
1	1.33	Director, Secondary (50%)	Yes	LEA-wide	English Learners Low Income	6-12	$127,297.00	
1	1.35	High School Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$1,209,083.00	
1	1.36	System of Professional Growth (SPG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,064,913.00	
1	1.37	Next Generation Science Standards (NGSS)	Yes	LEA-wide	English Learners Low Income	TK-6	$214,835.00	
1	1.38	Advance Placement and Counselor Summer Training	Yes	LEA-wide	English Learners	10-12	$15,300.00	
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying	Yes	LEA-wide	English Learners Low Income	10-12	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Test (PSAT/NMSQT), Cash for College Events						
1	1.40	Naviance Support/6th Grade Program	Yes	LEA-wide	English Learners Low Income	K-6	$20,000.00	
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,683,278.00	
2	2.1	Immunization Clinic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,047.00	
2	2.2	Tutoring for Foster Youth (FY)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	K-12	$484,192.00	
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	9-12	$730,482.00	
2	2.4	Foster Youth (FY) Student Lists	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,985.00	
2	2.5	Foster Youth (FY) Advocacy	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
2	2.6	La Entrada Alternative Continuation School	Yes	Schoolwide	English Learners Low Income	Specific Schools: La Entrada Continuation High School	$1,293,610.00	
2	2.7	Credit Recovery	Yes	Schoolwide	English Learners Low Income	9-12	$717,244.00	
2	2.8	Instructional Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$336,147.00	
2	2.9	Summer School: Independent Study	Yes	LEA-wide	English Learners Low Income	9-12	$184,580.00	
2	2.10	Summer School: Seat Based	Yes	LEA-wide	English Learners Low Income	9-12	$391,357.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$442,642.00	
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,900.00	
2	2.13	Site-Based Counselor Ratio	Yes	LEA-wide	English Learners Low Income	6-12	$2,316,780.00	
2	2.14	Integrated Math 1 Teachers High School	Yes	LEA-wide	English Learners Low Income	9-12	$637,940.00	
2	2.15	McKinney-Vento (MKV) Wraparound Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$104,337.00	
2	2.16	Student Support Services Mobile	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.17	Attendance Improvement Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$461,474.00	
2	2.18	Transportation to School of Origin	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,450,000.00	
2	2.19	Physical Education Professional Learning	Yes	LEA-wide	English Learners Low Income	6-12	$46,030.00	
2	2.20	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,683,278.00	
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	Schoolwide	English Learners Low Income	6-12	$94,166.00	
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Yes	Schoolwide	English Learners Low Income	TK-5	$160,815.00	
2	2.26	English Language Arts (ELA) and Math Program Specialists	Yes	LEA-wide	English Learners Low Income	All Schools	$400,539.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,202,730.00	
3	3.3	Campus Supervision	Yes	Schoolwide	English Learners Low Income	Specific Schools: Woodside K-8, Kingswood K-8, Lichen K-8, Starr King K-8, and Orangevale Open K-8	$423,612.00	
3	3.4	Title 1 Vice Principals (Preschool through 8th grade)	Yes	LEA-wide	Low Income	Preschool-8	$1,844,689.00	
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	Yes	LEA-wide	English Learners Low Income	All Schools	$25,788.00	
3	3.6	Equitable Access and Outcomes	Yes	LEA-wide	English Learners Low Income	9-12	$26,046.00	
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,998.00	
3	3.8	FACE Mobile and Family Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
3	3.9	Summer Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.11	Cultural Communication Specialists	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$286,114.00	
3	3.12	Workforce Diversity, Recruitment, Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	
3	3.14	Vision to Learn	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$250,000.00	
3	3.15	Additional Staffing for Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,343,214.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.16	Support Center Leadership Team Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,589.00	
3	3.17	Behavior and Systems Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,124,426.00	
3	3.18	Student Support Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,532,642.00	
3	3.20	Navigate 360	Yes	LEA-wide	Foster Youth Low Income	All Schools	$140,001.00	
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	LEA-wide	Low Income	Grade 8	$40,000.00	
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	LEA-wide	English Learners Low Income	9-12	$15,000.00	
3	3.23	Black Student Unions (BSUs)	Yes	LEA-wide	Low Income	6-12	$40,211.00	
3	3.24	School/Community Prevention Specialist	Yes	LEA-wide	English Learners Low Income	6-12	$103,378.00	
3	3.25	Leadership Workshop Series	Yes	LEA-wide	Low Income	6-12	$8,000.00	
3	3.26	Student School Climate Teams	Yes	LEA-wide	Low Income	9-12	$5,750.00	
3	3.27	Camp Kinder	Yes	LEA-wide	English Learners Low Income	Pre-K	$150,000.00	
3	3.28	Substance Abuse Prevention Support	Yes	LEA-wide	Low Income	All Schools	$159,513.00	
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	LEA-wide	Low Income	All Schools	$238,712.00	
3	3.30	Cultivating Leaders	Yes	LEA-wide	English Learners Low Income	All Schools	$362,239.00	
3	3.32	District Supports for Continuous Improvement: Suspension Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,683,279.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.36	Translation and Interpretation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$582,112.00	
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	
3	3.38	Ongoing Support for Newcomers	Yes	LEA-wide	English Learners Low Income	All Schools	$1,406,934.00	
3	3.39	American Indian Education Program Grant Management	Yes	LEA-wide	Low Income	All Schools	$20,000.00	
3	3.40	Safety Positions	Yes	LEA-wide	English Learners Low Income	All Schools	$478,264.00	
3	3.41	Vice Principals and Guest Teachers	Yes	Schoolwide	English Learners Low Income	Specific Schools: Katherine Johnson Middle School	$1,301,114.00	
3	3.42	Enhance School Culture and Climate - Encina	Yes	Schoolwide	Low Income	Specific Schools: Encina High School	$65,340.00	
3	3.43	Resources and Child Care for Families - Pregnancy Through 3 Years Old	Yes	LEA-wide	English Learners Low Income	All Schools	$884,340.00	
3	3.44	Student Identity	Yes	LEA-wide	English Learners Low Income	All Schools	$40,000.00	
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$584,665.00	
3	3.46	Family Education and Leadership Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,740.00	
3	3.47	Safety Support, Planning & Training	Yes	LEA-wide	English Learners Low Income	All Schools	$1,811,921.00	
3	3.48	School Community and Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,766.00	
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	LEA-wide	English Learners Low Income	All Schools	$235,436.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	LEA-wide	English Learners Low Income	All Schools	$60,151.00	
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	LEA-wide	English Learners Low Income	All Schools	$162,020.00	
3	3.52	Fiscal Technician	Yes	LEA-wide	English Learners Low Income	All Schools	$61,730.00	
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	LEA-wide	English Learners Low Income	All Schools	$136,804.00	
3	3.54	Mentoring and Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,910,000.00	
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$146,060.00	
3	3.56	Equity Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	$753,249.00	
3	3.57	Campus Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	
3	3.58	Student Voice	Yes	LEA-wide	English Learners Low Income	All Schools	$23,000.00	
3	3.59	Two Way Text Messaging and Feedback Platforms with Advanced Translation Features	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$71,834.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$90,382,011.00	$80,571,233.37

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**	Co-Teachers at Dyer Kelly	Yes	$237,577.00	$211,899.25
1	**1.2**	Elementary K-8 Director	Yes	$300,789.00	$319,023.65
1	**1.3**	College Career Readiness Counseling	Yes	$291,887.00	$128,087.80
1	**1.4**	Advance Placement/International Baccalaureate Test Fees	Yes	$70,000.00	$52,563.00
1	**1.5**	College/Career Center Technicians	Yes	$307,297.00	$248,620.14
1	**1.6**	Dual Enrollment Textbooks	Yes	$125,000.00	$89,439.96
1	**1.7**	Advancement Via Individual Determination (AVID)	Yes	$1,983,590.00	$1,922,850.28
1	**1.8**	Career Technical Education (CTE)	Yes	$3,994,872.00	$3,992,640.88
1	**1.9**	Multi-Tiered System of Supports (MTSS): Academic Interventions	Yes	$557,310.00	$575,499.57
1	**1.10**	Center for Teacher Support Induction	No	$1,462,462.00	$1,523,898.37
1	**1.11**	Bilingual Instructional Assistants (BIAs)	Yes	$3,209,832.00	$2,827,465.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Before and Afterschool Tutoring	Yes	$378,188.00	$94,660.74
1	1.13	Online English Language Arts Intervention Program (Lexia)	Yes	$416,000.00	$412,289.50
1	1.14	Camp Invention: Title sites	Yes	$595,767.00	$793,213.19
1	1.15	Camp Invention: Local Control Funding Formula (LCFF) sites	Yes	$600,000.00	$414,624.56
1	1.16	Equal Opportunity Schools (EOS)	Yes	$257,000.00	$208,571.61
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	$563,379.00	$543,135.18
1	1.18	Professional Learning and Implementation of Math Programs	Yes	$601,635.00	$235,591.31
1	1.19	Math Support for Grades 6-8	Yes	$622,825.00	$516,428.04
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	$185,910.00	$141,179.06
1	1.21	Designated English Language Development (ELD) Staff	Yes	$12,612,455.00	$11,524,954.67
1	1.22	English Language Development (ELD) Staff Coaching	Yes	$464,256.00	$816,304.14
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Yes	$614,810.00	$595,781.75
1	1.24	English Language Development (ELD) Clerical Staff	Yes	$423,282.00	$563,020.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	English Learner (EL) Awareness and Communication	No	$0.00	$0.00
1	1.26	Multi-Lingual Learners: Language Acquisition	Yes	$75,000.00	$0.00
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	$50,000.00	$30,750.63
1	1.28	K-2 Reading Difficulty Screener	Yes	$23,000.00	$19,872.37
1	1.29	Elementary Literacy Professional Learning	Yes	$177,500.00	$136,388.35
1	1.30	Secondary Literacy Professional Learning	Yes	$104,775.00	$72,584.89
1	1.31	State Seal of Civic Engagement and Civic Education	Yes	$16,663.00	$16,619.05
1	1.32	Strategic Literacy Plans	Yes	$467,200.00	$14,245.89
1	1.33	Director, Secondary (50%)	Yes	$117,801.00	$123,511.24
1	1.34	World language proficiency validation	No	$5,000.00	$999.50
1	1.35	Equitable Access and Outcomes	Yes	$26,046.00	$20,407.10
1	1.36	System of Professional Growth (SPG) Training of Participants and New Facilitators	Yes	$1,943,416.00	$1,802,087.70
1	1.37	Next Generation Science Standards (NGSS)	Yes	$214,835.00	$138,669.91

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	1.38	Advance Placement and Counselor Summer Training	Yes	$15,300.00	$0.00
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	Yes	$92,790.00	$33,766.08
1	1.40	Naviance Support/6th Grade Program	Yes	$20,000.00	$8,558.52
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	$4,206,204.00	$3,644,607.94
2	2.1	Immunization Clinic	Yes	$40,000.00	$42,485.72
2	2.2	Tutoring for Foster Youth (FY)	Yes	$170,855.00	$180,902.77
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	$1,326,104.00	$1,152,827.53
2	2.4	Foster Youth (FY) Student Lists	Yes	$10,985.00	$627.70
2	2.5	Foster Youth (FY) Advocacy	Yes	$10,000.00	$919.35
2	2.6	La Entrada Alternative Continuation School	Yes	$1,184,171.00	$1,208,315.59
2	2.7	Credit Recovery	Yes	$502,392.00	$508,036.94
2	2.8	Summer School: Extended Year	Yes	$75,000.00	$489.56
2	2.9	Summer School: Independent Study	Yes	$100,000.00	$17,840.81

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	2.10	Summer School: Seat Based	Yes	$125,000.00	$125,540.42
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Yes	$388,583.00	$356,684.79
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	$55,900.00	$42,735.72
2	2.13	Summer Math Learning	Yes	$72,950.00	$46,369.97
2	2.14	Integrated Math 1 Teachers High School	Yes	$578,117.00	$590,114.34
2	2.15	McKinney-Vento (MKV) Wraparound Services	Yes	$97,083.00	$101,342.54
2	2.16	Student Support Services Mobile	Yes	$20,000.00	$0.00
2	2.17	Attendance Improvement Program	Yes	$466,227.00	$346,109.16
2	2.18	McKinney-Vento (MKV) Transportation	Yes	$1,000,000.00	$633,436.68
2	2.19	Arts/PE: Professional Learning	Yes	$10,000.00	$51,131.75
2	2.20	Music Instrument Repair	Yes	$51,462.00	$40,400.00
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	$80,012.00	$84,138.44
2	2.22	Elementary Teachers on Special Assignment (TOSAs): English Language Arts (ELA) and Math	Yes	$147,457.00	$152,699.90
2	2.23	Science Program Specialist	No	$208,560.00	$218,209.62

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	2.24	Elementary Teachers on Special Assignments (TOSA): English Language Arts (ELA) and Math Secondary TOSA: Math	No	$227,467.00	$236,839.77
2	2.25	Secondary Teachers on Special Assignments (TOSAs): English Language Arts (ELA) and Science	No	$300,404.00	$313,842.66
2	2.26	English Language Arts (ELA) and Math Program Specialists	Yes	$372,547.00	$386,417.34
2	2.27	Instructional Technology	Yes	$336,147.00	$317,848.37
2	2.28	Site-Based Counselor Ratio	Yes	$2,099,056.00	$2,203,468.48
2	2.29	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	$4,206,204.00	$3,644,607.94
3	3.1	Foster Youth Advocacy	No	$99,999.00	$94,654.14
3	3.2	Care Solace	Yes	$107,000.00	$107,330.00
3	3.3	Campus Supervision	Yes	$378,900.00	$322,369.47
3	3.4	Title 1 Vice Principals (K-8)	Yes	$1,677,737.00	$1,700,080.86
3	3.5	Conflict Mediation District Initiated Absences (DIAs)	Yes	$25,000.00	$0.00
3	3.6	Site Administrator Support	Yes	$60,000.00	$4,070.00
3	3.7	Neighborhood Learning Project (NLP) / Academic Parent Teacher	Yes	$39,998.00	$35,363.77

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)
		Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)			
3	3.8	FACE Mobile and Family Outreach	Yes	$300,000.00	$240,893.86
3	3.9	Summer Family Camps	Yes	$100,000.00	$39,039.59
3	3.10	Adult Education: English as a Second Language (ESL)	Yes	$107,555.00	$93,196.09
3	3.11	Multi-Tiered System of Supports (MTSS): Staffing for Low, Mid and High Density Sites	Yes	$365,695.00	$131,192.39
3	3.12	Student Support Center	No	$99,203.00	$0.00
3	3.13	Multi-Tiered System of Supports (MTSS): Program Management and Supervision	No	$350,700.00	$141,936.02
3	3.14	Vision to Learn	Yes	$250,000.00	$125,000.00
3	3.15	Additional Staffing for Safe Environments	Yes	$2,767,120.00	$2,446,965.62
3	3.16	Support Center Leadership Team Stipends	Yes	$12,499.00	$10,589.16
3	3.17	Behavior and Systems Support	Yes	$329,232.00	$339,235.45
3	3.18	Student Support Center	Yes	$5,261,279.00	$4,891,386.15
3	3.19	Positive Behavioral Interventions and Supports (PBIS)/Social-Emotional Learning (SEL)/Restorative Practices	Yes	$293,812.00	$272,401.32
3	3.20	Navigate 360	Yes	$140,000.00	$117,154.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	$40,000.00	$12,923.18
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	$15,000.00	$14,213.63
3	3.23	Black Student Unions (BSUs)	Yes	$63,000.00	$27,455.97
3	3.24	School/Community Prevention Specialist	Yes	$180,484.00	$99,802.53
3	3.25	Leadership Workshop Series	Yes	$8,000.00	$1,044.98
3	3.26	Student School Climate Teams	Yes	$5,750.00	$3,497.79
3	3.27	Camp Kinder	Yes	$364,486.00	$548,912.14
3	3.28	Substance Abuse Prevention Support	Yes	$147,532.00	$152,465.14
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	$239,006.00	$215,319.82
3	3.30	Cultivating Leaders	Yes	$336,261.00	$166,881.16
3	3.31	Inclusive Practices	No	$120,000.00	$103,641.27
3	3.32	General Education Enrollment	No	$0.00	$0.00
3	3.33	Behavior Support Assistants	No	$494,320.00	$521,182.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.34	Additional Hours for Instructional Assistants (IAs) to Support Students with Special Needs	No	$299,132.00	$249,994.18
3	3.35	Enrollment Center Counselor	Yes	$98,000.00	$0.00
3	3.36	Translation and Interpretation	Yes	$1,230,137.00	$1,092,866.42
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	$341,636.00	$174,890.69
3	3.38	Ongoing Support for Newcomers	Yes	$1,450,000.00	$2,073,007.00
3	3.39	American Indian Education Program Grant Management	No	$34,218.00	$41,763.48
3	3.40	Safety Positions	Yes	$561,939.00	$531,398.47
3	3.41	Vice Principals and Guest Teachers	Yes	$1,318,443.00	$1,379,107.67
3	3.42	Enhance School Culture and Climate - Encina	Yes	$175,276.00	$128,504.58
3	3.43	Pregnant/Parent Students	Yes	$551,117.00	$580,664.09
3	3.44	Student Identity	Yes	$40,000.00	$35,053.55
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	$546,648.00	$507,938.39
3	3.46	Family Education and Leadership Development	Yes	$61,740.00	$54,518.30
3	3.47	Safety Support, Planning & Training	Yes	$1,731,862.00	$1,552,239.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.48	School Community and Family Partnerships	Yes	$135,766.00	$129,284.94
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	$222,095.00	$189,357.94
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	$88,410.00	$58,221.27
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	$163,455.00	$185,127.41
3	3.52	Fiscal Technician	Yes	$58,891.00	$61,697.45
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	$300,000.00	$148,036.82
3	3.54	Mentoring and Support	Yes	$942,326.00	$884,559.69
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Yes	$146,060.00	$124,856.57
3	3.56	Equity personnel	Yes	$702,950.00	$726,165.48
3	3.57	Campus Climate	Yes	$150,000.00	$127,424.24
3	3.58	Student Voice	Yes	$23,000.00	$21,908.57
3	3.59	Two-Way Text Messaging Platform with Advanced Translation Features	Yes	$56,850.00	$56,850.00
3	3.60	Cultural Communication Specialists	Yes	$282,616.00	$263,320.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.61	Workforce Diversity, Recruitment, Retention	Yes	$100,000.00	$42,507.49
3	3.62	Credentialing Oversight	No	$0.00	$0.00
3	3.63	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	$4,206,205.00	$3,644,607.94
4	4.1	University of Florida Literacy Institute (UFLI) Foundations Literacy	No	$3,994.00	$2,555.06
4	4.2	English Learner Achieve Curriculum	No	$29,428.00	$27,104.43
4	4.3	Engaging School Literature	No	$21,020.00	$15,759.00
4	4.4	Bilingual Instructional Assistant Support	No	$214,677.00	$58,893.48
4	4.5	Student and Family Engagement	No	$55,241.00	$24,905.60
4	4.6	Welcoming and Belonging	No	$7,357.00	$5,340.20
4	4.7	Structured Recess Supervision	No	$68,105.00	$68,078.88
4	4.8	Positive Behavior Intervention	No	$21,230.00	$15,759.00
4	4.9	Engaging Instructional Practices	No	$5,255.00	$2,000.00
5	5.1	Bilingual Instructional Assistants (BIAs)	No	$259,410.00	$93,276.00
5	5.2	Instructional Assistant (IA)	No	$145,946.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	English Learner (EL) Instruction	No	$27,322.00	$99,269.33
5	5.4	English Language Instructional Specialist	No	$32,079.00	$27,030.00
5	5.5	English Learner (EL) Counselor	No	$167,114.00	$101,825.00
5	5.6	Technology to Support Differentiation	No	$3,153.00	$12,489.92
5	5.7	Refugee Empowering Peers: International Rescue Committee (IRC)	No	$15,765.00	$29,313.84
5	5.8	Advancement Via Individual Determination (AVID) Emerge	No	$33,655.00	$31,945.00
5	5.9	Administrative Instructional Support (VP)	No	$201,854.00	$174,161.00
6	6.1	Intervention	No	$164,488.00	$93,891.07
6	6.2	Bilingual Instructional Assistant (BIA) Support	No	$53,673.00	$23,591.22
6	6.3	Attendance Improvement	No	$30,685.00	$13,398.30
6	6.4	Administration	No	$193,029.00	$133,156.20
6	6.5	English Language Development (ELD) Teacher	No	$164,488.00	$92,640.86

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)
6	6.6	Preventive Support Staff and Social-Emotional Learning Opportunities	No	$278,761.00	$203,245.92
6	6.7	Engaging Instructional Practices	No	$21,020.00	$50,375.00
6	6.8	Welcoming and Belonging	No	$21,206.00	$50,375.00
7	7.1	Class Size Reduction	No	$493,463.00	$198,539.24
7	7.2	Social Worker	No	$167,114.00	$56,750.26
7	7.3	Intervention	No	$164,488.00	$169,754.90
7	7.4	Superior Sports	No	$83,029.00	$102,118.00
7	7.5	Professional Development and District Initiated Absence	No	$22,879.00	$63,950.00
7	7.6	Materials, Supplies, Books, Copier	No	$31,153.00	$26,951.04
7	7.7	Family Engagement and Collaboration	No	$9,459.00	$5,037.63
7	7.8	After School Tutoring	No	$16,816.00	$22,586.09
8	8.1	English Language Arts (ELA) Support	No	$73,746.00	$111,148.00

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)
8	8.2	Math Support	No	$73,746.00	$41,563.84
8	8.3	Preventive Support Staff and Social-Emotional Learning (SEL)	No	$585,125.00	$454,346.68
9	9.1	Math Intervention	No	$66,949.00	$41,136.00
9	9.2	Counselor	No	$115,998.00	$127,084.00
9	9.3	Tiered Interventions	No	$15,996.00	$15,733.00
10	10.1	Staff Training	No	$9,459.00	$3,782.16
10	10.2	Community Building	No	$10,379.00	$1,396.00
10	10.3	Supervision	No	$9,795.00	$0.00
10	10.4	Intervention	No	$7,357.00	$0.00
10	10.5	Behavior Support	No	$14,588.00	$11,819.25
11	11.1	Designated and Integrated English Language Development (ELD)	No	$164,488.00	$164,286.52
11	11.2	Bilingual Instructional Assistant Support	No	$180,919.00	$25,371.99
11	11.3	Engaging Instructional Practices	No	$7,124.00	$15,759.00
11	11.4	Engaging School Literature	No	$4,204.00	$1,841.55

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)
11	11.5	Imagine Language and Literacy	No	$15,371.00	$26,317.53
11	11.6	Guided Language Acquisition Design (GLAD)	No	$4,729.00	$5,253.00
12	12.1	Differentiated Instruction	No	$107,347.00	$42,629.15
12	12.2	Math Co-Teacher	No	$149,893.00	$75,864.88
12	12.3	English Language Arts (ELA) Co-Teacher	No	$149,893.00	$49,667.12
12	12.4	Dean of Students	No	$115,017.00	$72,589.11
12	12.5	Academic Assessment Coordinator	No	$167,114.00	$57,343.85
12	12.6	Resources	No	$28,616.00	$43,672.00
13	13.1	English Language Arts Intervention	No	$222,293.00	$186,362.17
13	13.2	Math Intervention	No	$201,273.00	$161,497.92
13	13.3	Tiered Intervention	No	$570,205.00	$481,344.17
13	13.4	Attendance Improvement	No	$94,628.00	$16,803.00
14	14.1	Behaviorist	No	$202,948.00	$156,576.00

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)
14	**14.2**	Instructional Assistants (IAs)	No	$145,945.00	$105,383.00
14	**14.3**	Instructional Assistant (IA) 2	No	$55,041.00	$45,251.00
14	**14.4**	Instructional Assistant (IA) 3	No	$57,518.00	$48,984.00
14	**14.5**	Supplemental Instructional Materials	No	$33,275.00	$19,095.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$68,317,102	$74,903,555.00	$66,698,574.16	$8,204,980.84	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	Co-Teachers at Dyer Kelly	Yes	$237,577.00	$211,899.25		
1	1.2	Elementary K-8 Director	Yes	$300,789.00	$319,023.65		
1	1.3	College Career Readiness Counseling	Yes	$291,887.00	$128,087.80		
1	1.4	Advance Placement/International Baccalaureate Test Fees	Yes	$70,000.00	$52,563.00		
1	1.5	College/Career Center Technicians	Yes	$307,297.00	$248,620.14		
1	1.6	Dual Enrollment Textbooks	Yes	$125,000.00	$89,439.96		
1	1.7	Advancement Via Individual Determination (AVID)	Yes	$1,983,590.00	$1,922,850.28		
1	1.8	Career Technical Education (CTE)	Yes	$1,621,261.00	$1,704,664.17		
1	1.9	Multi-Tiered System of Supports (MTSS): Academic Interventions	Yes	$557,310.00	$575,499.57		
1	1.11	Bilingual Instructional Assistants (BIAs)	Yes	$3,209,832.00	$2,827,465.02		
1	1.12	Before and Afterschool Tutoring	Yes	$378,188.00	$94,660.74		
1	1.13	Online English Language Arts Intervention Program (Lexia)	Yes	$416,000.00	$412,289.50		

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	1.14	Camp Invention: Title sites	Yes	$100,000.00	$245,821.71		
1	1.15	Camp Invention: Local Control Funding Formula (LCFF) sites	Yes	$600,000.00	$414,624.56		
1	1.16	Equal Opportunity Schools (EOS)	Yes	$257,000.00	$208,571.61		
1	1.17	iReady License, Professional Development, and Implementation Support	Yes	$563,379.00	$543,135.18		
1	1.18	Professional Learning and Implementation of Math Programs	Yes	$601,635.00	$235,591.31		
1	1.19	Math Support for Grades 6-8	Yes	$622,825.00	$516,428.04		
1	1.20	Integrated and Designated English Language Development (ELD) Professional Learning	Yes	$185,910.00	$141,179.06		
1	1.21	Designated English Language Development (ELD) Staff	Yes	$12,612,455.00	$11,524,954.67		
1	1.22	English Language Development (ELD) Staff Coaching	Yes	$296,374.00	$521,714.87		
1	1.23	English Language Proficiency Assessments for California (ELPAC) and English Learner (EL) Services Support	Yes	$614,810.00	$595,781.75		
1	1.24	English Language Development (ELD) Clerical Staff	Yes	$423,282.00	$595,781.75		
1	1.26	Multi-Lingual Learners: Language Acquisition	Yes	$75,000.00	$0.00		
1	1.27	Accelerating Reclassification: Long-Term English Learner (LTEL)	Yes	$50,000.00	$30,750.63		
1	1.28	K-2 Reading Difficulty Screener	Yes	$23,000.00	$19,872.37		
1	1.29	Elementary Literacy Professional Learning	Yes	$177,500.00	$136,388.35		

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	1.30	Secondary Literacy Professional Learning	Yes	$104,775.00	$72,584.89		
1	1.31	State Seal of Civic Engagement and Civic Education	Yes	$16,663.00	$16,619.05		
1	1.32	Strategic Literacy Plans	Yes	$467,200.00	$14,245.89		
1	1.33	Director, Secondary (50%)	Yes	$117,801.00	$123,511.24		
1	1.35	Equitable Access and Outcomes	Yes	$26,046.00	$20,407.10		
1	1.36	System of Professional Growth (SPG) Training of Participants and New Facilitators	Yes	$1,943,416.00	$1,802,087.70		
1	1.37	Next Generation Science Standards (NGSS)	Yes	$214,835.00	$138,669.91		
1	1.38	Advance Placement and Counselor Summer Training	Yes	$15,300.00	$0.00		
1	1.39	Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), Cash for College Events	Yes	$92,790.00	$33,766.08		
1	1.40	Naviance Support/6th Grade Program	Yes	$20,000.00	$8,558.52		
1	1.41	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	$4,206,204.00	$3,655,615.94		
2	2.1	Immunization Clinic	Yes	$40,000.00	$42,485.72		
2	2.2	Tutoring for Foster Youth (FY)	Yes	$170,855.00	$180,902.77		
2	2.3	Credit Recovery for Foster Youth (FY)	Yes	$898,644.00	$807,277.88		
2	2.4	Foster Youth (FY) Student Lists	Yes	$10,985.00	$627.70		

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2	2.5	Foster Youth (FY) Advocacy	Yes	$10,000.00	$919.35		
2	2.6	La Entrada Alternative Continuation School	Yes	$1,184,171.00	$1,208,315.59		
2	2.7	Credit Recovery	Yes	$502,392.00	$508,036.94		
2	2.8	Summer School: Extended Year	Yes	$75,000.00	$489.56		
2	2.9	Summer School: Independent Study	Yes	$100,000.00	$17,840.81		
2	2.10	Summer School: Seat Based	Yes	$125,000.00	$125,540.42		
2	2.11	Multi-Tiered System of Supports (MTSS): High School Supports	Yes	$388,583.00	$356,684.79		
2	2.12	Systematic Tiered Alignment of Interventions, Resources, and Supports (STAIRS)	Yes	$55,900.00	$42,735.72		
2	2.13	Summer Math Learning	Yes	$72,950.00	$46,369.97		
2	2.14	Integrated Math 1 Teachers High School	Yes	$578,117.00	$590,114.34		
2	2.15	McKinney-Vento (MKV) Wraparound Services	Yes	$97,083.00	$101,342.54		
2	2.16	Student Support Services Mobile	Yes	$20,000.00	$0.00		
2	2.17	Attendance Improvement Program	Yes	$466,227.00	$346,109.16		
2	2.18	McKinney-Vento (MKV) Transportation	Yes	$1,000,000.00	$633,436.68		
2	2.19	Arts/PE: Professional Learning	Yes	$10,000.00	$51,131.75		
2	2.20	Music Instrument Repair	Yes	$51,462.00	$40,400.00		
2	2.21	Secondary Teacher on Special Assignment (TOSA): Math	Yes	$80,012.00	$84,138.44		
2	2.22	Elementary Teachers on Special Assignment (TOSAs):	Yes	$147,457.00	$152,699.90		

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		English Language Arts (ELA) and Math					
2	**2.26**	English Language Arts (ELA) and Math Program Specialists	Yes	$372,547.00	$386,417.34		
2	**2.27**	Instructional Technology	Yes	$336,147.00	$317,848.37		
2	**2.28**	Site-Based Counselor Ratio	Yes	$2,099,056.00	$2,203,468.48		
2	**2.29**	District Supports for Continuous Improvement: Chronic Absenteeism, Graduation	Yes	$4,206,204.00	$3,655,615.94		
3	**3.2**	Care Solace	Yes	$107,000.00	$107,330.00		
3	**3.3**	Campus Supervision	Yes	$378,900.00	$322,369.47		
3	**3.4**	Title 1 Vice Principals (K-8)	Yes	$1,677,737.00	$1,700,080.86		
3	**3.5**	Conflict Mediation District Initiated Absences (DIAs)	Yes	$25,000.00	$0.00		
3	**3.6**	Site Administrator Support	Yes	$60,000.00	$4,070.00		
3	**3.7**	Neighborhood Learning Project (NLP) / Academic Parent Teacher Teams (APTT) / Parent Teacher Home Visit Project (PTHVP)	Yes	$39,998.00	$35,363.77		
3	**3.8**	FACE Mobile and Family Outreach	Yes	$300,000.00	$240,893.86		
3	**3.9**	Summer Family Camps	Yes	$100,000.00	$39,039.59		
3	**3.10**	Adult Education: English as a Second Language (ESL)	Yes	$107,555.00	$93,196.09		
3	**3.11**	Multi-Tiered System of Supports (MTSS): Staffing for Low, Mid and High Density Sites	Yes	$365,695.00	$131,192.39		

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3	3.14	Vision to Learn	Yes	$250,000.00	$125,000.00		
3	3.15	Additional Staffing for Safe Environments	Yes	$2,767,120.00	$2,446,965.62		
3	3.16	Support Center Leadership Team Stipends	Yes	$12,499.00	$10,589.16		
3	3.17	Behavior and Systems Support	Yes	$329,232.00	$339,235.45		
3	3.18	Student Support Center	Yes	$5,261,279.00	$4,891,386.15		
3	3.19	Positive Behavioral Interventions and Supports (PBIS)/Social-Emotional Learning (SEL)/Restorative Practices	Yes	$98,483.00	$58,820.75		
3	3.20	Navigate 360	Yes	$140,000.00	$117,154.23		
3	3.21	Where Everybody Belongs (WEB) Peer Mentor Program	Yes	$40,000.00	$12,923.18		
3	3.22	San Juan Youth Voice Advocates (SJYVA)	Yes	$15,000.00	$14,213.63		
3	3.23	Black Student Unions (BSUs)	Yes	$63,000.00	$27,455.97		
3	3.24	School/Community Prevention Specialist	Yes	$180,484.00	$99,802.53		
3	3.25	Leadership Workshop Series	Yes	$8,000.00	$1,044.98		
3	3.26	Student School Climate Teams	Yes	$5,750.00	$3,497.79		
3	3.27	Camp Kinder	Yes	$81,540.00	$108,596.00		
3	3.28	Substance Abuse Prevention Support	Yes	$147,532.00	$152,465.14		
3	3.29	Bullying Prevention Including Safe School Ambassadors and Safe School Buddies	Yes	$239,006.00	$215,319.82		
3	3.30	Cultivating Leaders	Yes	$336,261.00	$166,881.16		

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3	3.35	Enrollment Center Counselor	Yes	$98,000.00	$0.00		
3	3.36	Translation and Interpretation	Yes	$582,112.00	$611,650.38		
3	3.37	Support for Newcomers and Culturally Relevant Engagement	Yes	$45,000.00	$20,668.29		
3	3.38	Ongoing Support for Newcomers	Yes	$1,450,000.00	$1,097,994.00		
3	3.40	Safety Positions	Yes	$561,939.00	$531,398.47		
3	3.41	Vice Principals and Guest Teachers	Yes	$1,318,443.00	$1,379,107.67		
3	3.42	Enhance School Culture and Climate - Encina	Yes	$175,276.00	$95,480.59		
3	3.43	Pregnant/Parent Students	Yes	$551,117.00	$580,664.09		
3	3.44	Student Identity	Yes	$40,000.00	$35,053.55		
3	3.45	F.A.C.E. Parent/Family Support Ambassadors	Yes	$546,648.00	$507,938.39		
3	3.46	Family Education and Leadership Development	Yes	$61,740.00	$54,518.30		
3	3.47	Safety Support, Planning & Training	Yes	$1,731,862.00	$1,552,239.06		
3	3.48	School Community and Family Partnerships	Yes	$135,766.00	$129,284.94		
3	3.49	San Juan Teacher Residency at Alder Graduate School of Education	Yes	$222,095.00	$189,357.94		
3	3.50	New Teacher Induction and Peer Assistance and Review (PAR)	Yes	$88,410.00	$58,221.27		
3	3.51	Pre-Induction Teacher On Special Assignment (TOSA)	Yes	$163,455.00	$185,127.41		
3	3.52	Fiscal Technician	Yes	$58,891.00	$61,697.45		

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)
3	3.53	System of Professional Growth (SPG) and Pre-Induction Support	Yes	$300,000.00	$135,401.31		
3	3.54	Mentoring and Support	Yes	$942,326.00	$884,559.69		
3	3.55	Building Capacity For Anti-Racist/Anti-Bias Instruction	Yes	$146,060.00	$124,856.57		
3	3.56	Equity personnel	Yes	$702,950.00	$726,165.48		
3	3.57	Campus Climate	Yes	$150,000.00	$127,424.24		
3	3.58	Student Voice	Yes	$23,000.00	$21,908.57		
3	3.59	Two-Way Text Messaging Platform with Advanced Translation Features	Yes	$56,850.00	$56,850.00		
3	3.60	Cultural Communication Specialists	Yes	$282,616.00	$263,320.06		
3	3.61	Workforce Diversity, Recruitment, Retention	Yes	$100,000.00	$42,507.49		
3	3.63	District Supports for Continuous Improvement: English Language Arts, Mathematics, English Learner Progress, College/Career	Yes	$4,206,205.00	$3,655,615.94		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
410,783,400	68,317,102	2.504	19.135%	$66,698,574.16	0.000%	16.237%	$11,904,544.18	2.898%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

LCAP Addendum A:
2023 CA School Dashboard School Indicator Results

Dashboard Results	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College/ Career
San Juan Unified School District	Orange	Orange	Orange	Yellow	Yellow	Orange	Medium
Albert Schweitzer Elementary	Blue	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Andrew Carnegie Middle	No Color	Orange	Orange	Yellow	No Color	Red	No Performance Level
Arcade Fundamental Middle	Yellow	Orange	Red	Yellow	No Color	Orange	No Performance Level
Arden Middle	Red	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Arlington Heights Elementary	No Color	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Bella Vista High	Green	Green	Green	No Color	Orange	Green	Medium
Cambridge Heights Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Cameron Ranch Elementary	Blue	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Carmichael Elementary	Orange	Red	Orange	Yellow	No Color	Orange	No Performance Level
Carriage Drive Elementary	Yellow	Yellow	Orange	Yellow	No Color	Green	No Performance Level
Casa Roble Fundamental High	No Color	Yellow	Yellow	No Color	Blue	Red	Medium
Charles Peck Elementary	Blue	Orange	Orange	Yellow	No Color	Blue	No Performance Level
Cottage Elementary	Red	Red	Red	Yellow	No Color	Blue	No Performance Level
Coyle Avenue Elementary	Blue	Yellow	Yellow	Yellow	No Color	Blue	No Performance Level
Del Campo High	Yellow	Orange	Orange	No Color	Green	Orange	Medium
Del Dayo Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Del Paso Manor Elementary	Blue	Orange	Orange	Yellow	No Color	Orange	No Performance Level
Dyer-Kelly Elementary	Blue	Red	Orange	Yellow	No Color	Yellow	No Performance Level
Earl Legette Elementary	No Color	Yellow	Yellow	Yellow	No Color	Green	No Performance Level
El Camino High	Red	Yellow	Yellow	No Color	Orange	Green	Medium
El Sereno Alternative Education	No Color	No Color	No Color	No Color	Yellow	Blue	Low
Encina Prepartory High	Red	Orange	Orange	No Color	Yellow	Yellow	Low
Gold River Discovery Center K-8	Orange	Green	Yellow	Red	No Color	Orange	No Performance Level
Grand Oaks Elementary	Red	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Green Oaks Fundamental Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level

Greer Elementary	Orange	Red	Yellow	Yellow	No Color	Orange	No Performance Level
Harry Dewey Fundamental Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Howe Avenue Elementary	Blue	Orange	Red	Yellow	No Color	Yellow	No Performance Level
James R. Cowan Fundamental Elementary	No Color	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
John Barrett Middle	Orange	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Katherine Johnson Middle	Orange	Orange	Red	Yellow	No Color	Yellow	No Performance Level
Kingswood K-8	Orange	Red	Red	Yellow	No Color	Red	No Performance Level
La Entrada Continuation High	No Color	No Color	No Color	No Color	Red	Red	Very Low
La Vista Center	No Color	No Color	No Color	No Color	No Color	Red	No Performance Level
Laurel Ruff Transition	No Color	No Color	No Color	No Color	No Color	Green	No Performance Level
Lichen K-8	Orange	Yellow	Yellow	Orange	No Color	Red	No Performance Level
Louis Pasteur Middle	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Mariemont Elementary	No Color	Green	Green	Yellow	No Color	Blue	No Performance Level
Mariposa Avenue Elementary	Red	Yellow	Yellow	Yellow	No Color	Yellow	No Performance Level
Mary Deterding Elementary	Orange	Green	Green	Yellow	No Color	Orange	No Performance Level
Meraki High	No Color	No Color	No Color	Yellow	No Color	Yellow	No Performance Level
Mesa Verde High	Red	Yellow	Orange	No Color	Orange	Red	Low
Mira Loma High	Red	Blue	Green	Yellow	Orange	Orange	Medium
Mission Avenue Open Elementary	Yellow	Orange	Orange	Orange	No Color	Yellow	No Performance Level
Northridge Elementary	Green	Yellow	Yellow	Yellow	No Color	Orange	No Performance Level
Oakview Community Elementary	No Color	Green	Green	Yellow	No Color	Green	No Performance Level
Orangevale Open K-8	No Color	Green	Yellow	Yellow	No Color	Green	No Performance Level
Ottomon Way Elementary	No Color	Orange	Orange	Yellow	No Color	Green	No Performance Level
Pasadena Avenue Elementary	Red	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Pershing Elementary	No Color	Green	Green	Yellow	No Color	Orange	No Performance Level
Ralph Richardson Center	No Color	No Color	No Color	Yellow	No Color	Blue	No Performance Level
Rio Americano High	Red	Blue	Green	No Color	Yellow	Orange	Medium
San Juan High	Red	Red	Red	No Color	Yellow	Yellow	Low
Sierra Oaks K-8	Red	Orange	Orange	Yellow	No Color	Yellow	No Performance Level
Skycrest Elementary	Green	Orange	Yellow	Yellow	No Color	Blue	No Performance Level
Starr King K-8	Yellow	Orange	Red	Yellow	No Color	Yellow	No Performance Level

Sylvan Middle	Red	Orange	Red	Yellow	No Color	Red	No Performance Level
Thomas Edison Language Institute K-8	Yellow	Orange	Yellow	Yellow	No Color	Orange	No Performance Level
Thomas Kelly Elementary	No Color	Yellow	Orange	Yellow	No Color	Yellow	No Performance Level
Trajan Elementary	No Color	Yellow	Yellow	Yellow	No Color		No Performance Level
Twin Lakes Elementary	No Color	Orange	Yellow	Orange	No Color	Green	No Performance Level
Whitney Avenue Elementary	Orange	Orange	Yellow	Yellow	No Color	Green	No Performance Level
Will Rogers Middle	Green	Orange	Red	Orange	No Color	Red	No Performance Level
Winston Churchill Middle	Orange	Green	Yellow	Yellow	No Color	Orange	No Performance Level
Woodside K-8	Orange	Orange	Orange	Yellow	No Color	Orange	No Performance Level

LCAP Addendum B:
2023 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator
1	English Language Arts
2	Mathematics
3	English Learner Progress
4	Graduation
5	College/Career
6	Suspension
7	Chronic Absenteeism

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	PI	Pacific Islander or Native Hawaiian
AS	Asian American	SED	Socioeconomically Disadvantaged
EL	English Learner	SWD	Students with Disabilities
FI	Filipino	TOM	Two or More Races
FY	Foster Youth	WH	White
HIS	Hispanic		

District/School	Title I 2023-24	AA	AI	AS	EL	FI	FY	HIS	HM	PI	SED	SWD	TOM	WH
San Juan Unified School District		1, 2			1, 2				1, 2			5		
Albert Schweitzer Elementary	Yes							1, 2				1, 2		
Andrew Carnegie Middle					1, 2, 7			2			2, 6	1, 2, 6	6	6
Arcade Fundamental Middle	Yes			1, 2, 6	1			2			1	1		
Arden Middle					1, 3, 7							1, 2, 7	7	
Arlington Heights Elementary	Yes													
Bella Vista High									6					
Cambridge Heights Elementary														
Cameron Ranch Elementary	Yes							1			1	1		
Carmichael Elementary	Yes	7			1, 7			1			1, 7		6, 7	1
Carriage Drive Elementary	Yes				2									
Casa Roble Fundamental High								6					6	6
Charles Peck Elementary	Yes				1, 2							1, 2		
Cottage Elementary	Yes			1, 2	1, 2, 3			1, 2			1, 2			1
Coyle Avenue Elementary	Yes										1			
Del Campo High		6						2			2	1, 2, 5, 6		
Del Dayo Elementary														
Del Paso Manor Elementary	Yes			1	1, 2									
Dyer-Kelly Elementary	Yes			1	1			1			1			2
Earl Legette Elementary												1, 2		
El Camino Fundamental High					3					2				
El Sereno Alternative Education														
Encina Preparatory High	Yes				3, 5									
Gold River Discovery Center K-8					7			6			6, 7			7
Grand Oaks Elementary	Yes				3, 7							1		
Green Oaks Fundamental Elementary														
Greer Elementary	Yes	1		1	1			1	6		1	1	7	
Harry Dewey Fundamental Elementary								7				7		

Howe Avenue Elementary	Yes	1, 2			2			2			2		6	1, 2
James R. Cowan Fundamental Elementary												6		
John Barrett Middle		1			1, 2				6, 7		6	6		
Katherine Johnson Middle	Yes	2		1, 2	2						2	2	6	1, 2
Kingswood K-8	Yes	6			1, 2			1, 2, 6			1, 2, 6	1, 2, 6	6	2
La Entrada Continuation High		6						5			4, 5	6		
La Vista Center	Yes										6	6		
Laurel Ruff Transition														
Lichen K-8	Yes							6, 7	6		6	1, 2, 6		6
Louis Pasteur Fundamental Middle								6			6	6	6	
Mariemont Elementary													7	
Mariposa Avenue Elementary	Yes				3									
Mary Deterding Elementary													7	
Meraki High														
Mesa Verde High	Yes	6			3, 6			6	6			5		6
Mira Loma High	Yes				1, 3, 6				6			6		
Mission Avenue Open Elementary				7	1									
Northridge Elementary	Yes										6	6	6	
Oakview Community Elementary														
Orangevale Open K-8												1, 2, 7		
Ottomon Way Elementary	Yes													
Pasadena Avenue Elementary	Yes	6			3								7	
Pershing Elementary												6	7	
Ralph Richardson Center														
Rio Americano High		6			3, 5, 6			6	6		6	6		
San Juan Choices Charter											2, 5			2
San Juan High	Yes				3			1, 2			2		6	2
Sierra Oaks K-8		1, 2, 6		7	1, 3								7	
Skycrest Elementary	Yes													
Starr King K-8	Yes	1, 2, 6			1, 7				6			1, 2, 7	1, 2, 6	1
Sylvan Middle	Yes	1, 6, 7			1, 2, 3			2, 6	1, 7		1, 2, 6	1, 2, 6	1, 6	2
Thomas Edison Language Institute K-8	Yes	1, 6			1				1, 2, 6		1			
Thomas Kelly Elementary	Yes	6										6		
Trajan Elementary														
Twin Lakes Elementary												7	7	
Whitney Avenue Elementary	Yes											1, 2		
Will Rogers Middle	Yes	1, 6		6, 7	1, 2			2, 6, 7	6, 7		1, 2, 6	1, 2, 6	6	6
Winston Churchill Middle		1			1, 2, 6			6			6	2	6	
Woodside K-8												1, 6		

LCAP Addendum C:
2024 CA School Dashboard School Indicator Results

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College / Career
San Juan Unified School District	Yellow	Orange	Orange	Yellow	Orange	Orange	Green
Albert Schweitzer Elementary	Red	Orange	Yellow	Yellow	N/A	Yellow	N/A
Andrew Carnegie Middle	No Performance Color	Yellow	Yellow	Yellow	N/A	Green	N/A
Arcade Fundamental Middle	Green	Orange	Red	Yellow	N/A	Green	N/A
Arden Middle	Orange	Orange	Orange	Red	N/A	Orange	N/A
Arlington Heights Elementary	No Performance Color	Red	Orange	Yellow	N/A	Yellow	N/A
Bella Vista High	Red	Yellow	Yellow	N/A	Green	Orange	Yellow
Cambridge Heights Elementary	No Performance Color	Green	Green	Yellow	N/A	Blue	N/A
Cameron Ranch Elementary	Red	Red	Orange	Orange	N/A	Yellow	N/A
Carmichael Elementary	Blue	Orange	Yellow	Yellow	N/A	Green	N/A
Carriage Drive Elementary	Blue	Orange	Orange	Orange	N/A	Orange	N/A
Casa Roble Fundamental High	No Performance Color	Orange	Red	N/A	Yellow	Yellow	Yellow
Charles Peck Elementary	Orange	Orange	Orange	Yellow	N/A	Orange	N/A
Cottage Elementary	Blue	Red	Red	Yellow	N/A	Orange	N/A
Coyle Avenue Elementary	Red	Red	Orange	Yellow	N/A	Blue	N/A
Del Campo High	Red	Red	Red	N/A	Orange	Yellow	Orange
Del Dayo Elementary	No Performance Color	Green	Green	Green	N/A	Green	N/A
Del Paso Manor Elementary	Yellow	Yellow	Orange	Yellow	N/A	Red	N/A
Dyer-Kelly Elementary	Yellow	Red	Orange	Orange	N/A	Orange	N/A
Earl Legette Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Orange	N/A
El Camino High	Red	Orange	Orange	N/A	Green	Red	Green
El Sereno Alternative Education	No Performance Color	No Performance Color	No Performance Color	No Performance Color	Red	Blue	Orange
Encina Prepartory High	Red	Red	Red	N/A	Orange	Orange	Orange
Gold River Discovery Center K-8	Orange	Yellow	Yellow	Yellow	N/A	Red	N/A
Grand Oaks Elementary	Red	Orange	Yellow	Yellow	N/A	Orange	N/A
Green Oaks Fundamental Elementary	No Performance Color	Green	Green	Yellow	N/A	Orange	N/A

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College / Career
Greer Elementary	Orange	Orange	Orange	Yellow	N/A	Green	N/A
Harry Dewey Fundamental Elementary	No Performance Color	Orange	Orange	Yellow	N/A	Orange	N/A
Howe Avenue Elementary	Orange	Red	Red	Orange	N/A	Orange	N/A
James R. Cowan Fundamental Elementary	No Performance Color	Yellow	Yellow	Yellow	N/A	Red	N/A
John Barrett Middle	Green	Orange	Orange	Orange	N/A	Orange	N/A
Katherine Johnson Middle	Red	Red	Red	Orange	N/A	Yellow	N/A
Kingswood K-8	Orange	Orange	Red	Yellow	N/A	Red	N/A
La Entrada Continuation High	No Performance Color	No Performance Color	No Performance Color	N/A	Red	Orange	Red
La Vista Center	No Performance Color	No Performance Color	No Performance Color	No Performance Color	N/A	Orange	N/A
Laurel Ruff Transition	No Performance Color	No Performance Color	No Performance Color	No Performance Color	N/A	Orange	N/A
Lichen K-8	Yellow	Orange	Yellow	Yellow	N/A	Yellow	N/A
Louis Pasteur Middle	No Performance Color	Orange	Yellow	Yellow	N/A	Red	N/A
Mariemont Elementary	No Performance Color	Green	Green	Yellow	N/A	Orange	N/A
Mariposa Avenue Elementary	Yellow	Red	Orange	Yellow	N/A	Orange	N/A
Mary Deterding Elementary	Blue	Green	Green	Yellow	N/A	Yellow	N/A
Meraki High	No Performance Color	No Performance Color	No Performance Color	N/A	No Performance Color	Blue	N/A
Mesa Verde High	Yellow	Red	Red	N/A	Yellow	Yellow	Yellow
Mira Loma High	Red	Yellow	Yellow	N/A	Green	Orange	Yellow
Mission Avenue Open Elementary	Yellow	Orange	Orange	Yellow	N/A	Orange	N/A
Northridge Elementary	Orange	Orange	Yellow	Orange	N/A	Green	N/A
Oakview Community Elementary	No Performance Color	Yellow	Green	Yellow	N/A	Orange	N/A
Orangevale Open K-8	No Performance Color	Yellow	Green	Yellow	N/A	Orange	N/A
Ottomon Way Elementary	No Performance Color	Orange	Orange	Orange	N/A	Orange	N/A
Pasadena Avenue Elementary	Green	Red	Orange	Yellow	N/A	Blue	N/A
Pershing Elementary	No Performance Color	Green	Green	Yellow	N/A	Blue	N/A
Ralph Richardson Center	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	Blue	No Performance Color
Rio Americano High	Orange	Yellow	Orange	N/A	Blue	Green	Blue
San Juan High	Yellow	Orange	Orange	N/A	Orange	Red	Red
Sierra Oaks K-8	Green	Orange	Orange	Yellow	N/A	Red	N/A

School	English Learner Progress	ELA	Math	Chronic Absenteeism	Graduation Rate	Suspension Rate	College / Career
Skycrest Elementary	Yellow	Orange	Orange	Yellow	N/A	Orange	N/A
Starr King K-8	Green	Red	Red	Yellow	N/A	Red	N/A
Sylvan Middle	Blue	Orange	Red	Red	N/A	Orange	N/A
Thomas Edison Language Institute K-8	Yellow	Yellow	Yellow	Yellow	N/A	Red	N/A
Thomas Kelly Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Orange	N/A
Trajan Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Green	N/A
Twin Lakes Elementary	No Performance Color	Orange	Yellow	Yellow	N/A	Blue	N/A
Whitney Avenue Elementary	Blue	Red	Yellow	Yellow	N/A	Yellow	N/A
Will Rogers Middle	Green	Yellow	Yellow	Yellow	N/A	Yellow	N/A
Winston Churchill Middle	Red	Green	Green	Orange	N/A	Orange	N/A
Woodside K-8	Blue	Orange	Orange	Yellow	N/A	Red	N/A

LCAP Addendum D:
2024 California School Dashboard: Lowest Performing Student Groups

Key:

Abbreviation	CA School Dashboard Indicator
1	English Language Arts
2	Mathematics
3	English Learner Progress
4	Graduation
5	College/Career
6	Suspension
7	Chronic Absenteeism

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	HM	Homeless
AI	American Indian or Alaska Native American	LTEL	Long-Term English Learner
AS	Asian American	PI	Pacific Islander or Native Hawaiian
EL	English Learner	SED	Socioeconomically Disadvantaged
FI	Filipino	SWD	Students with Disabilities
FY	Foster Youth	TOM	Two or More Races
HIS	Hispanic	WH	White

School/District	Title I 2023-24	AA	AI	AS	EL	FI	FY	HIS	HM	LTEL	PI	SED	SWD	TOM	WH
San Juan Unified School District		1, 2, 6	2, 6		1, 2		4, 7		1, 4, 6	1, 2, 6			1, 2, 4, 5		
Albert Schweitzer Elementary	Yes				1, 3, 7							1			
Andrew Carnegie Middle															
Arcade Fundamental Middle	Yes			1, 2	2			1, 2				2	1, 2		7
Arden Middle		1, 2, 6, 7		2, 7	1, 2, 7			7		1, 2, 7		7	1, 2, 7		
Arlington Heights Elementary	Yes							1				1, 2			1
Bella Vista High		6			3					3, 6			1, 2, 5, 6		
Cambridge Heights Elementary															
Cameron Ranch Elementary	Yes	7		7	1, 2, 3, 7							1		7	1
Carmichael Elementary	Yes			7	1			7							
Carriage Drive Elementary	Yes				1								1, 2, 7		
Casa Roble Fundamental High								2				1, 2			2
Charles Peck Elementary	Yes				1, 2			1, 2							
Cottage Elementary	Yes			1, 2	1, 2							1, 2	1, 2, 7		1, 2
Coyle Avenue Elementary	Yes				3			1				1			1
Del Campo High		6			1, 2, 3			1, 2	6	3		1, 2	1, 2, 5		1, 2
Del Dayo Elementary															
Del Paso Manor Elementary	Yes	6		6	6							6	1, 2	6, 7	6
Dyer-Kelly Elementary	Yes				1			1, 2, 7				1			1
Earl Legette Elementary												6			
El Camino Fundamental High		6			1, 2, 3, 6			1, 2, 6	6	3, 6		1, 6	6		
El Sereno Alternative Education												4, 5			4
Encina High	Yes			4, 6	1, 2, 3, 6			1, 2	6			1, 2			
Gold River Discovery Center K-8								6				6			6
Grand Oaks Elementary	Yes				1, 2, 3			1							
Green Oaks Fundamental Elementary													7		

School/District	Title I 2023-24	AA	AI	AS	EL	FI	FY	HIS	HM	LTEL	PI	SED	SWD	TOM	WH
Greer Elementary	Yes	2		7	2, 7							2	7		7
Harry Dewey Fundamental Elementary													1		
Howe Avenue Elementary	Yes	2, 6		1, 2, 6	1, 2, 7			1, 7				1, 2	1, 2		1, 2
James R. Cowan Fundamental Elementary		6, 7			6							6			
John Barrett Middle		6, 7		6	7			6	6				1, 2, 6		
Katherine Johnson Middle	Yes	1, 2, 6, 7		1, 2	1, 2, 3			1, 2	7	2		1, 2	1	7	1, 2
Kingswood K-8	Yes	6			2, 6			2, 6	6			6	1, 6		1, 6
La Entrada Continuation High	Yes							4				4, 5			6
La Vista Center	Yes												6		
Laurel Ruff Transition															
Lichen K-8	Yes				1, 2				6						
Louis Pasteur Fundamental Middle												6	1, 2, 6		
Mariemont Elementary								7					1		
Mariposa Avenue Elementary	Yes							1, 2				1, 6	1		6
Mary Deterding Elementary															
Meraki High															
Mesa Verde High	Yes				6			1, 2, 6		6		1, 2	4		1, 2
Mira Loma High	Yes				1, 2, 3, 6				6	3					
Mission Avenue Open Elementary								6							
Northridge Elementary	Yes				7			7					1		
Oakview Community Elementary															
Orangevale Open K-8													1		
Ottomon Way Elementary	Yes							7					7		
Pasadena Avenue Elementary	Yes				1, 2, 7			1, 2				1, 2			
Pershing Elementary															
Ralph Richardson Center															
Rio Americano High				1, 2	1, 2										
San Juan Choices Charter												1, 2, 5, 4			5, 4, 7
San Juan High	Yes				4, 6, 5			1, 6	6	6		1, 2, 5, 6	6	6	6
Sierra Oaks K-8		1, 6			1, 2							6	1, 6	6, 7	6
Skycrest Elementary	Yes												1		6
Starr King K-8	Yes	1, 2, 6		1, 2, 6	2			6				1, 2, 6	2	6	1, 2, 6
Sylvan Middle	Yes	1			1, 7			1, 2, 7	6, 7			1, 2, 7	1, 2, 6, 7	2, 7	2, 6
Thomas Edison Language Institute K-8	Yes	6		1, 2, 6	6			6	6			6	2	6	6, 7
Thomas Kelly Elementary	Yes							6							6
Trajan Elementary					7										
Twin Lakes Elementary													1		
Whitney Avenue Elementary	Yes	2		1	1			1				1	6		
Will Rogers Middle	Yes								7						
Winston Churchill Middle		2, 6			3, 6, 7			6	6	6, 7		6	1, 2, 6	7	
Woodside K-8												6	2, 6	6	6

LCAP Addendum E:
Metrics: Student Group Abbreviations and CA School Dashboard Color Key

Student Group Key:

Abbreviation	Student Group	Abbreviation	Student Group
AA	Black/African American	**HM**	Homeless
AI	American Indian or Alaska Native American	**LTEL**	Long-Term English Learner
AS	Asian American	**PI**	Pacific Islander or Native Hawaiian
EL	English Learner	**SED**	Socioeconomically Disadvantaged
FI	Filipino	**SWD**	Students with Disabilities
FY	Foster Youth	**TOM**	Two or More Races
HIS	Hispanic	**WH**	White

CA School Dashboard Color Key:

The California School Dashboard uses a color-coded system to show how well schools, districts, and student groups are performing on key state measures. Each color reflects a combination of:

- Status: The school's performance in the current year
- Change: How much that performance has improved, declined, or stayed the same compared to the previous year

Color Scale & Meaning (Highest to Lowest):

Blue	Highest performance: Very high status and/or significant improvement.
Green	High performance: Above average status and/or improvement.
Yellow	Medium performance: Average status or mixed change.
Orange	Low performance: Below average status and/or decline.
Red	Lowest performance: Very low status and/or significant decline.

