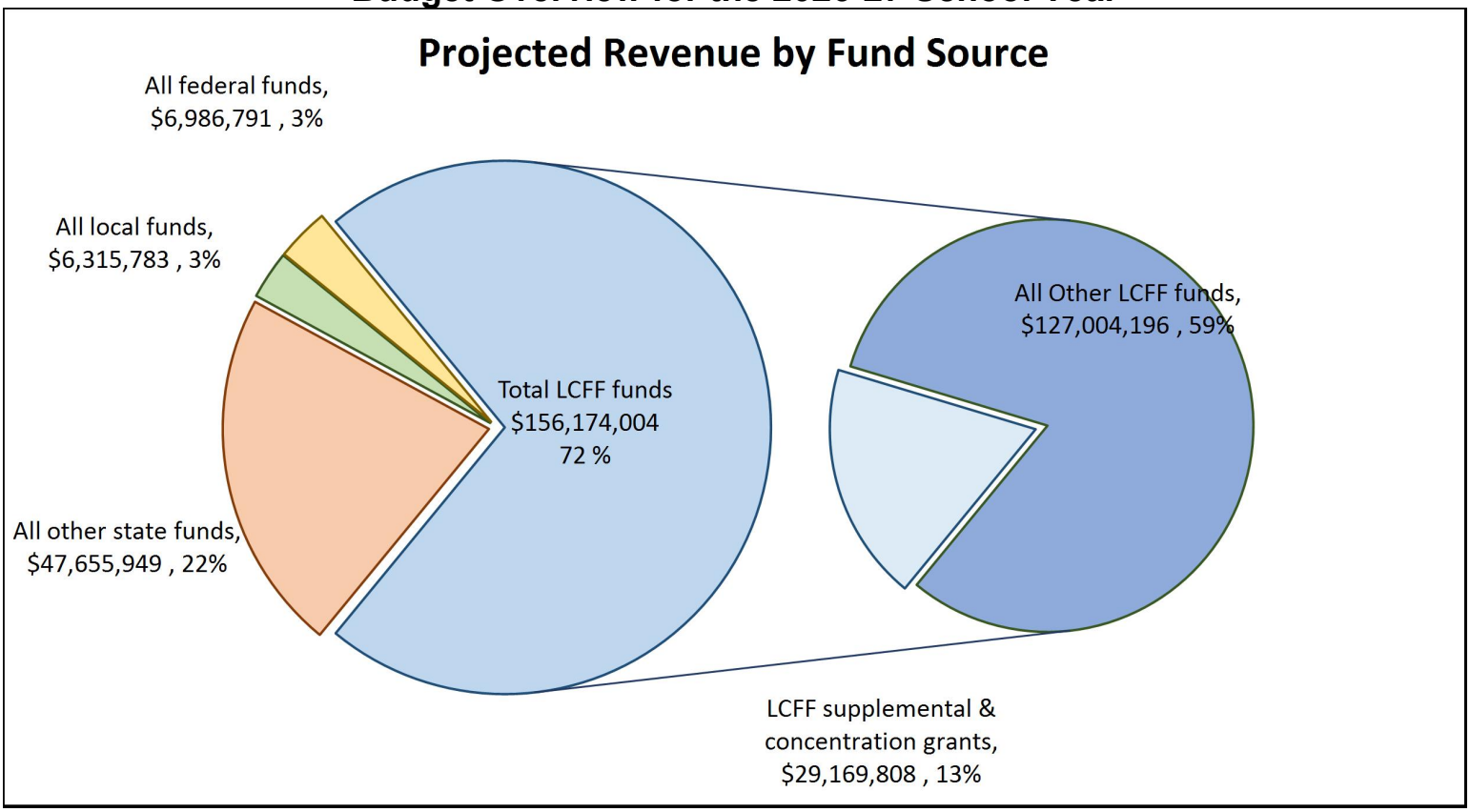
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Unified School District (NUSD)
CDS Code: 34 75283 0000000
School Year: 2026-27
LEA contact information:
Constituent and Customer Service

customerservice@natomasunified.org
(916) 561-5253

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

Budget Overview for the 2026-27 School Year

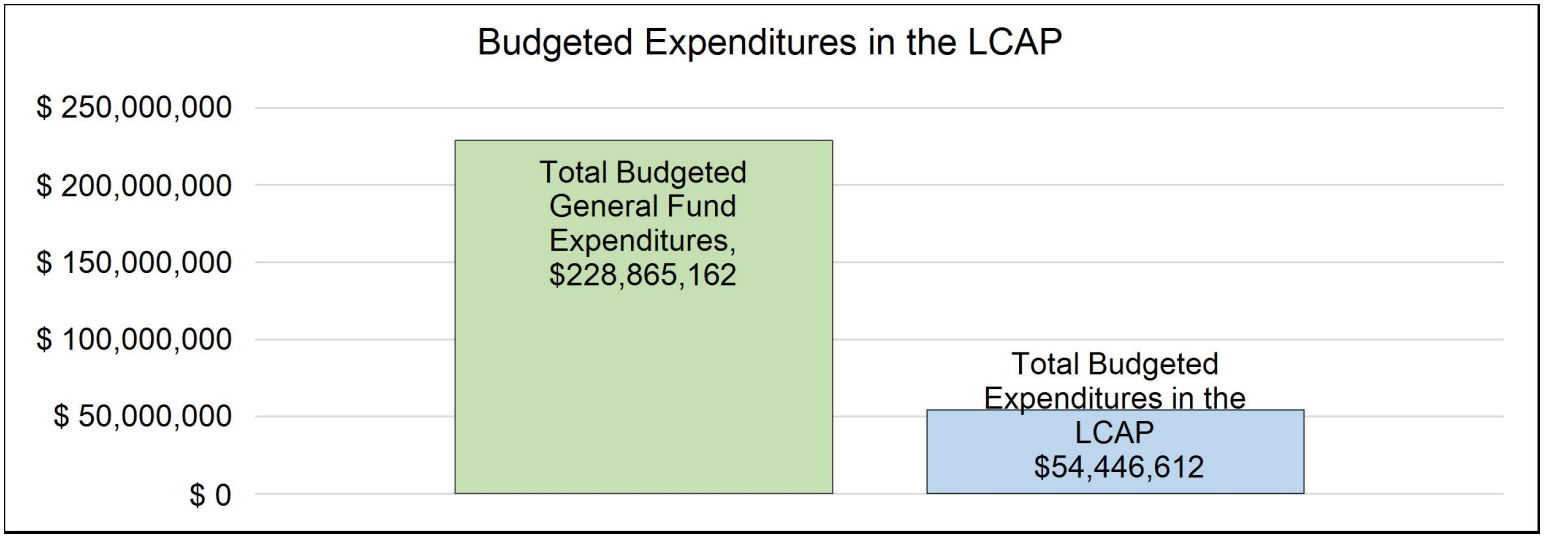


This chart shows the total general purpose revenue Natomas Unified School District (NUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Natomas Unified School District (NUSD) is $217,132,527, of which $156,174,004 is Local Control Funding Formula (LCFF), $47,655,949 is other state funds, $6,315,783 is local funds, and $6,986,791 is federal funds. Of the $156,174,004 in LCFF Funds, $29,169,808 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Natomas Unified School District (NUSD) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Natomas Unified School District (NUSD) plans to spend $228,865,162 for the 2026-27 school year. Of that amount, $54,446,612 is tied to actions/services in the LCAP and $174,418,550 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

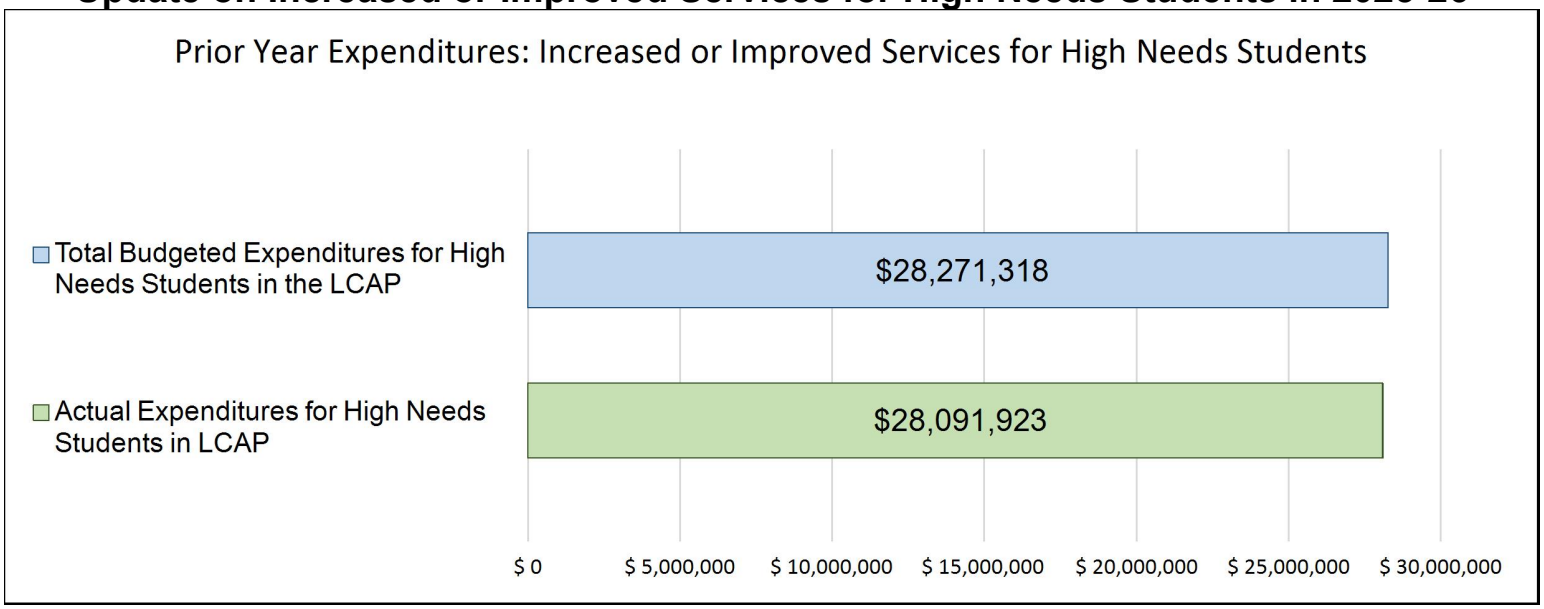
The majority of expenditures related to the district's core educational programs and district operations are among the expenditures not listed in the LCAP. These expenditures include most of the cost of salaries and benefits related to teachers, all other certificated staff, classified support staff, and administration, instructional supplies, equipment, contracted services, utilities, and insurance. Details about the entire district budget may be found on our district website.

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

In 2026-27, Natomas Unified School District (NUSD) is projecting it will receive $29,169,808 based on the enrollment of foster youth, English learner, and low-income students. Natomas Unified School District (NUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Natomas Unified School District (NUSD) plans to spend $30,292,492 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Natomas Unified School District (NUSD)'s LCAP budgeted $28,271,318 for planned actions to increase or improve services for high needs students. Natomas Unified School District (NUSD) actually spent $28,091,923 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $179,395 had the following impact on Natomas Unified School District (NUSD)’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures, overall, did not substantially impact NUSD's ability to increase or improve services for high needs students. The difference between budgeted and actual expenditures was spread across actions and reflected relatively minor differences, such as delays in hiring of positions, but did not impede overall implementation of the actions and increasing/improving services for high needs students.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Natomas Unified School District (NUSD) is a thriving educational community that prides itself on a shared vision and strong core values. Our shared vision is to provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and be prepared to make decisions about their college and career success. This vision is rooted in our core values of (a) learning and achievement for each of our students, (b) families as partners in the education of their students, (c) committed, collaborative, caring, and exemplary employees, and (d) diversity, equity, and inclusion.

NUSD enacts this vision and values through an LCAP and strategic plan that are fully aligned in their goals and key actions. Both of these foundational plans are anchored by our Theory of Action for Student Success as detailed in Board Policy and Administrative Regulation 0100. Our Theory of Action outlines the district's direction for Systematic Access, Academic Support, Social Emotional Support/Mental Health, and School Climate.

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

NUSD currently serves students from Pre-Kindergarten through age 22. The major racial/ethnic groups that make up NUSD's student population include Hispanic/Latino (34%), Black/African American (21%), Asian (18%), White (11%), and Multiracial (11%). The remaining 5% consists of Filipino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students. Approximately 13% of NUSD's students are English Learners with over 50 different home languages/dialects represented among them. Approximately 70% of all students in the district qualify for Free and Reduced Lunch. Annually NUSD serves approximately 50 Foster Youth and 400-500 youth experiencing homelessness. Overall, 72% of NUSD students are identified as Unduplicated Pupils (students identified as English Learners, Free and Reduced Lunch, Foster Youth or youth experiencing homelessness) and approximately 16% of NUSD's population is comprised of Students with Disabilities, who represent a wide range of specific learning needs.

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

Additionally, four schools (Bannon Creek School, Discovery High School, Larry G. Meeks Academy, and Natomas Middle School) have been identified by the state as LCFF Equity Multiplier Schools based on their non-stability rate and percentage of students who were socioeconomically disadvantaged during 2024-25. These schools have specific goals and actions included in the LCAP based on identified needs.

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

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

Reflections: Annual Performance

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

2025 California School Dashboard Results for Natomas Unified School District

NUSD demonstrated improvement on three of the state indicators (Suspension Rate, Chronic Absenteeism Rate, and English Learner Progress Indicator) as measured by changes from 2023-24 to 2024-25. Below is a summary of the results for each of state indicator by performance color for the 2024 and 2025 Dashboards.

- Graduation Rate: GREEN in both years (Maintained)
- College Career Indicator: Moved from GREEN to ORANGE
- Academic (Math): ORANGE in both years (Maintained)
- Academic (English Language Arts (ELA)): ORANGE in both years (Maintained)
- Suspension Rate: YELLOW in both years (Maintained)
- Chronic Absenteeism Rate: Moved from YELLOW to ORANGE
- English Learner Progress Indicator: Moved from GREEN to YELLOW

As part of the NUSD Cycle of Continuous Learning and Improvement, staff review the annual performance of student groups in each of the state indicators to assess ongoing and emerging student needs. Dashboard results are also shared with educational partners and during engagement to gather feedback that is specific to student group needs, as well as broader input to support districtwide improvement efforts. The following sections summarize key reflections, identified areas for growth, and ongoing efforts to address student needs. These efforts are addressed throughout this plan.

Graduation Rate

Overall, NUSD received a ‘Green’ rating for Graduation Rate on the 2025 Dashboard. This rating is based on a 2024-25 Graduation Rate of 93.3% (classified as ‘High’ performance) and a decrease of -0.8% from the previous year’s rate (classified as 'Maintained'). From 2024 to 2025, four student groups increased their graduation rates: Black/African American students (+2.6%), English Learners (+2.1%), Long Term English Learners (+1.9%), and Homeless Youth (+7.4%). Notable decreases in graduation rate occurred for Multiracial students (-2.8%), White students (-5.7%), and Students with Disabilities (-1.5%). For Students with Disabilities, it is important to note that some students earn a Certificate of Completion instead of a High School diploma, as determined by their Individualized Education Program (IEP).

Ongoing efforts to improve graduation rates for all students and individual student groups include our district’s layered academic and social emotional supports to provide what is necessary to meet each student’s individual needs. School counselors, social workers, and other staff provide wrap-around supports. During the summer, credit recovery opportunities enable students who are off-track return to a path toward on-time graduation. The district also continues to utilize the state’s California College Guidance Initiative (CCGI) resources to provide staff with additional tools to support college and career planning. NUSD also continues to expand and improve multiple pathways to graduation beyond the ‘traditional’ comprehensive high school model. These include Discovery High School, recognized statewide as a Model Continuation High School, and a Virtual Instruction Program (VIP) which provides flexible online learning opportunities for students.

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

Overall, NUSD received an ‘Orange’ performance rating for both English Language Arts (ELA) and Mathematics. In both areas NUSD’s status was classified as ‘Low,’ with a result of -80.8 points below standard for Math and -45.0 points below standard for ELA. Compared to 2024, Math decreased by -2.8 points and ELA by -3.3 points. Notable student group results include:

- Math: In 2025, six student groups scored more than 100 points below standard. No student groups scored at or above standard. Several student groups did improve from 2024 to 2025 in Math by more than 10 points including American Indian students, Long Term English Learners, Foster Youth, and Homeless Youth.
- English Language Arts: In 2025, six student groups were more than 70 points below standard. Filipino students scored above standard (+22.3) and White students were within 5 points of meeting standard. Several student groups improved from 2024 to 2025 including Pacific Islander students, English Learners, Long Term English Learners, Homeless Youth, and Students with Disabilities.

These results demonstrate that significant districtwide improvement is still needed in both Math and ELA. Staff have continued analyzing assessment results and implementing districtwide systems of assessments using i-Ready and IXL. Diagnostic scores from these assessments reflect trends similar to those identified in the Dashboard data. Key areas of ongoing work include:

- Continued implementation of NUSD’s Instructional Framework to strengthen coherence in instructional strategies, assessment practices, professional learning, and curriculum.
- Continued access to early literacy and intervention supports including Read 180, Math 180, Heggerty, and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).
- Partnerships with the California State University of Sacramento (CSUS) and Sacramento County Office of Education (SCOE) to provide Math professional development.
- Participation in the California Math Curriculum and Instruction Network (CMCIN), a statewide initiative led by the CORE districts to support implementation aligned with the California Mathematics framework.
- Beginning in 2026-27, participation in Year Zero. This is a one-year effort to support districts through effective Mathematics curriculum adoptions and implementation of the framework. NUSD will be supported by the High Tech High (HTH) Graduate School of Education in partnership with WestEd and the Gates Foundation.

Chronic Absenteeism

Overall, NUSD received an ‘Orange’ rating for the Chronic Absenteeism Rate Indicator on the 2025 Dashboard. This rating is based on a 2024-25 chronic absenteeism rate of 22.7% representing a decrease of -2.7% 2024. These results demonstrate continued progress in the district’s efforts to decrease chronic absenteeism. Like many districts statewide and nationwide, NUSD experienced significant increases in absenteeism during and following the pandemic. The district's decline of -2.7%, following a previous year over year decline of -7.2%, represents another important step toward improving attendance outcomes.

Bright spots include decreases from 2024 to 2025 for all but three NUSD student groups, with most most groups improving by at least 2%. Groups with decreases greater than 4% included American Indian/Alaska Native students, Hispanic/Latino students, English Learners, Long Term English Learners, and Homeless Youth. Student groups whose rates increased included Filipino students, Pacific Islander students, and Foster Youth. Despite these improvements, all student groups remained in the ‘Very High’ or ‘High’ level of Chronic Absenteeism, demonstrating continued need for improvement. Additionally, the California School Dashboard calculation for Chronic Absenteeism includes only students in grades K-8. Internally, NUSD monitors chronic absenteeism across all grade levels.

Improving overall attendance rates and reducing chronic absenteeism remains a key priority for NUSD. NUSD has continued to invest in resources for monitoring attendance rates and supporting sites in proactive approaches to improving student attendance. In 2025-26 this included the ongoing of implementation of the Attention to Attendance (A2A)/Attend platform and additional staffing to conduct outreach. Outreach efforts include support for sites to implement School Attendance Review Team (SART) meetings, develop attendance improvement plans, and implement positive incentives for good attendance.

English Learner Progress Indicator

NUSD's performance for 2025 was 'Yellow' based on 46.7% of English Learners making progress and a positive improvement of +0.6% from the 2024 Dashboard. 2025 is the second year that the Dashboard has included Long-Term English Learners (LTELs) as a student group. LTELs placed at the 'Green' performance level with 49.4% making progress. This represents an increase of 4.9% from the previous year and, along with LTEL performance across other indicators, demonstrates positive trends in growth. At the same time, results continue to demonstrate an overall need for significant improvement for this student population. Supporting English Learners continues to be a priority for NUSD, as evidenced by the full implementation of the district's dual-immersion school, Heredia-Arriaga School, and the recent update to the district's English Learner Master Plan.

Suspension Rate

Overall, NUSD received a 'Yellow' rating in the Suspension Indicator for the 2025 Dashboard. This is based on a rate of 7.2% (considered 'High' on the Dashboard) and a decrease of -0.4% from the previous year, making this the second consecutive year of declining suspension rates. Positive trends were observed across multiple student groups, with nine of fourteen student groups decreasing their suspension rate from 2024 to 2025. Five student groups decreased by more than 1.0%: Black/African American students, Pacific Islander students, Multiracial students, Long Term English Learners, and Homeless Youth. Despite these improvements, significant room for improvement remains, as most student groups continue to have suspension rates that qualify them for 'High' or 'Very High' status.

Reducing suspension rates for all students, and particularly where disproportionality exists, remains an ongoing focus for NUSD. In recent years the district has emphasized the importance of our Culture of Resilience. Ongoing efforts intended to build positive school culture and climate and decrease suspension rates include, but are not limited to:

- Implementation of a Multi-Tiered System of Supports (MTSS) to strengthen Tier 1 universal supports, while expanding Tier 2 and 3 interventions for students with more targeted needs.
- Implementation of Positive Behavioral Interventions and Support (PBIS) to reinforce and promote positive student behaviors.
- Use of Restorative Practices and Restorative Justice processes to provide additional pathways for addressing behavior resolving conflict.
- Implementation of a cohesive Social Emotional Learning (SEL) curriculum to embed SEL practices across grade levels and school sites.
- Ongoing support from the district's Safety and Safe Schools department to ensure staff are trained to respond to safety concerns and to proactively build positive culture and climate.

College/Career Indicator

Overall, NUSD received an 'Orange' raring on the 2025 Dashboard. This rating is based on an overall 45.9% of students achieving ‘prepared’ status and a -3.2% decrease from the previous year. From 2024 to 2025, nine of twelve student groups experienced declines in their rates, with several groups declining by more than -5.0%. These included Multiracial students, English Learners, Homeless Youth, and Students with Disabilities. Student groups with notable increases included Filipino students and Pacific Islander students. Ongoing district efforts to improve college and career readiness for all students include:

- Maintaining the broad range of Career Technical Education (CTE) pathways established across NUSD.
- Continuing to offer and support the Advanced Placement (AP) program at all comprehensive high schools, including the AP Capstone program at Natomas High School.
- Continuing implementation of the International Baccalaureate (IB) program, including the Middle Years Programme (MYP) and Diploma Programme (DP) at Inderkum High School.
- Continuing to expand dual enrollment opportunities, including the California Early College Academy (CECA) at Inderkum High School.

It is important to note that ALL NUSD high schools provide students access to dual enrollment opportunities.

Science Indicator

Overall, NUSD received an 'Orange' rating on the 2025 Dashboard. This rating is based on an overall performance level of 44.9 science points and a decrease of -1.2 points from the previous year. The science indicator reflects student performance on state science assessments for students in grades 5, 8, and once during high school (grade 11 or 12). The Dashboard reports performance on a 'science points' scale of 0 to 100. Science points represent the number of points a student earned beyond the lowest possible score, while a district's science points represent the average performance of all students tested. The 2025 Dashboard was the first year in which the Science Indicator received a performance color. From the 2024 to the 2025 Dashboard most student groups moved less than 2 science points up or down. Exceptions included Asian students (decreased -2.3), Pacific Islander students (increased 2.1), and Multiracial students (-4.4).

Teaching Assignment Monitoring Outcomes (TAMOs)

Another measure newly included on the California School Dashboard is Teaching Assignment Monitoring Outcomes (TAMOs). These measures report the percentage of district teachers who are appropriately assigned. In the most recent data reported (2023-24), 82.4% of NUSD teachers were classified as 'Clear,' meaning they were fully credentialed and appropriately assigned. This rate is similar to the statewide rate (82.5%) and above the Sacramento county rate (80.8%). NUSD's 2023-24 rate was a slight decrease from 2022-23 (83.9%), reflecting broader staffing and credentialing challenges facing the district, county, and state. To address these challenges, NUSD continues to recruit prospective teachers and provide support through the credentialing process, support new teachers with a robust induction program, and provide ongoing professional learning and supports to increase retention.

Additional reflections on NUSD’s recent performance as well as efforts implemented to address identified student needs, can be found in the Goal Analysis sections throughout this plan. Additionally, and as required, an appendix is included summarizing the student groups, schools, and student groups within schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard. This appendix also includes a detailed outline of the LCAP actions and metrics aligned to improvement efforts for each state indicator. As required, analysis of he 2023 Dashboard results will continue to guide improvement efforts throughout this LCAP cycle. Staff will also

consider results from the 2025 Dashboard, along with future Dashboard releases, to provide additional context for ongoing continuous improvement efforts.

LEARNING RECOVERY BLOCK GRANT (LREBG) CONTEXT

Natomas Unified School District will have unexpended LREBG funds entering the 2026-27 school year. The information below details NUSD's plan for expending these funds, including the goal and action(s) that will be funded and the rationale for selecting each action based on the district's needs assessment process.

LREBG funded actions in the 2026-27 NUSD LCAP include:

- Goal 1, Action 12: Professional Development that Supports ELA and Math Instruction
- Goal 1, Action 15: System of Assessments
- Goal 1, Action 27: Math and Literacy Interventions

Findings from the LREBG-specific needs assessment aligned with reflections from the 2024 and 2025 Dashboards across indicators, particularly within the Academic Indicators for Math and English Language Arts (ELA) and Chronic Absenteeism Rate. The analysis below reflects the initial needs assessment conducted during development of the 2025-26 LCAP, along with updates reflecting more recent data.

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

- At the district level, eleven of thirteen student groups are in the 'Low' (Hispanic/Latino students, Multiracial students, Socioeconomically Disadvantaged students, Asian students, and Native Hawaiian/Pacific Islander students) or 'Very Low' (Black/African American students, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Students with Disabilities) categories. Only Filipino students ('High') and White students ('Medium') demonstrated higher levels of performance on the 2025 Dashboard. This distribution of student group performance was unchanged from the 2024 dashboard.
- These trends are largely mirrored across school sites. At some higher performing schools, multiple student groups placed in the 'Medium' or 'High' categories. However, these are generally limited to Asian students, Filipino students, White students, or Multiracial students. Overall, nearly all other student groups remained in the 'Low' or 'Very Low' category across school sites.
- Analysis of 2024 CAASPP ELA scores for students performing at either the 'Standard Not Met' level or the lower end of the 'Standard Nearly Met' level showed similar trends overall and across student groups. Overll, 52.4% of students tested in ELA scored within this range, demonstrating a significant need for improvement districtwide. Significant disparities between student groups were also evident, with 68.6% of Black/African American students, 38.3% of White students and 42.5% of Asian students scoring in this range. Additionally, 77.8% of both English Learners and Students with Disabilities scored within this range. Disparities were also present across school sites. Several schools had rates at or above 65% (ALS, BCS, DHS, and NMS), while several schools were below 40% (HES, IHS, and PVS). 2025 CAASPP ELA proficiency results decreased by 0.9% overall from 2024, and similar performance trends continued to be observed, indicating that these needs persist.
- Internal monitoring of English Language Arts performance during 2024-25 and 2025-26 demonstrates trends similar to those identified in the Dashboard and CAASPP analysis. Achievement gaps between student groups continue to be evident in K-8 i-Ready Reading diagnostics and grades 9-12 IXL ELA diagnostics.

Overall, the trends over the past several years show that English Language Arts achievement has remained relatively flat, with persistent

gaps between student groups. This demonstrates a significant need to strengthen high-quality, first instruction districtwide, while also deepening site-based collaboration to better understand and respond to individual student needs. Current efforts aligned to these identified needs include implementation of the district's system-wide Early Literacy Initiative aligned to the TK-12 ELA Instructional Framework, continued use of an internally developed writing assessment, literacy-focused professional development, and piloting of SIPPS and Read 180 intervention support. Additionally, NUSD is participating in the Sacramento County Office of Education (SCOE) READS initiative. NUSD teachers and administrators participating in this work continue to bring implementation strategies and learning back to the district through the Instructional Framework work group.

Specific to Math, the needs assessment revealed trends similar to those identified in ELA and highlighted the following:

- At the district level, twelve of thirteen student groups are in the ‘Low’ (Two or More Races, Asian, and White) or ‘Very Low’ (Black/African American students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities) categories. Only Filipino students (‘Medium’) demonstrated higher performance on the 2025 Dashboard. This distribution was similar to the 2024 Dashboard, with some movement between the 'Very Low' and 'Low' ranges, while maintaining the same overall number of student groups within those two categories.
- These trends are largely mirrored across school sites. Some higher-performing schools had multiple student groups placing in the ‘Medium’ or ‘High’ categories, though these groups were generally limited to Asian students, Filipino students, White students, or Multiracial students. Across school sites, nearly all other student groups remained in the ‘Low’ or ‘Very Low’ categories.
- Analysis of 2024 CAASPP Math scores for students performing at either the 'Standard Not Met' level or the lower end of the 'Standard Nearly Met' level showed similar trends overall and across student groups. Overall, 63.8% of all students tested in Math scored within this range, demonstrating a significant need for districtwide improvement. Significant disparities between student groups were also evident, with 80.2% of Black/African American students, 49.1% of White students and 50.1% of Asian students scoring within this range. Additionally more than 80% of English Learners and Students with Disabilities scored within this range. Disparities were also evident across school sites. Several schools had rates at or above 75% (ALS, BCS, DHS, NHS, and NMS), while several schools were below 55% (HES, PVS, TRE, and WRE). 2025 CAASPP Math proficiency results increased by 0.6% overall from 2024. However, the same general performance trends persisted, indicating that similar needs remained.
- Internal monitoring of Math performance during 2024-25 and 2025-26 demonstrates trends similar to those identified through Dashboard and CAASPP analysis. Achievement gaps between student groups continue to be evident in K-8 i-Ready Math diagnostics and grades 9-12 IXL Math diagnostics. Across grade levels and school sites, Math achievement continues to lag behind ELA achievement.

Overall, trends over the past several years show that Math achievement has remained relatively flat, with persistent gaps between student groups. Similar to English Language Arts, this demonstrates a significant need to strengthen high-quality, first instruction districtwide, while also improving site-based collaboration to better understand and respond to individual student needs. Current efforts aligned to this need include the district’s development of a math-specific vision and professional development plan (supported by participation in a CORE-led, statewide math curriculum and instruction network), partnership with the Sacramento County Office of Education (SCOE) to deliver math professional development specifically aimed at increasing student engagement, and implementation of of Math 180 intervention supports.

Specific to Chronic Absenteeism Rate, the needs assessment identified the following:

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

2025 Dashboard results showed some progress, with most student groups placing in the 'Declined' or 'Declined Significantly' categories following decreasing rates of Chronic Absenteeism. However, even with these declines, the overall levels of all student groups remained at the 'High' or 'Very High' levels, indicating an ongoing need for improvement in this area. As noted, efforts in this area include resources for monitoring attendance rates and supporting sites in proactive approaches to improving student attendance. When considered in tandem with the analyses for ELA and Math trends, increasing the coherence and quality of Tier 1 instruction across the district in Math and ELA is a key lever for improving attendance. Key steps include ensuring that students are provided high-quality first instruction that is academically rigorous, differentiated to individual student needs, highly engaging, relevant to their life experience, and inclusive of Social Emotional Learning (SEL). Classrooms that exemplify these best practices will be places that students feel challenged, supported, and want to attend each day.

Overall, a common theme across the district's needs assessment findings is the need to strengthen NUSD's Tier 1, high-quality first instruction for all students. This work will require system-wide professional development, particularly in the early grades, to build strong foundational skills as students begin their academic journey. A key component of this work includes strengthening implementation of effective interventions and ensuring that schools have access to appropriate intervention resources. Additionally, students need increased access to instruction that is responsive to their individual skill and growth levels. Routine diagnostic assessments allow teachers and schools to efficiently identify student needs within core academic skill areas and provide targeted support. Based on these findings, the LREBG-funded actions identified in this plan will continue to support the district's ongoing literacy and math improvement efforts, including the system-wide Early Literacy Initiative launched in the 2025-26 school year. These efforts include teacher coaching focused on Early Literacy and Intervention, continued access to reading interventions such as Heggerty, ongoing progress monitoring and diagnostic assessment tools in Math and ELA through i-Ready and IXL, and professional development aligned to strengthening Tier 1 instruction and intervention systems districtwide.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard results, Natomas Unified School District is eligible for Differentiated Assistance for Foster Youth. Districts qualify for Differentiated Assistance when student groups meet criteria in two or more State Priority Areas. NUSD is specifically eligible for Foster Youth based on their performance in the Academic Indicator (Math and English Language Arts outcomes), Chronic Absenteeism Rate, and Suspension Rate. This is consistent with NUSD's Differentiated Assistance status based on the 2024 Dashboard, which also identified Foster Youth based on performance in Academics and Suspension Rate. This Foster Youth-only eligibility represents a substantial shift from NUSD's 2023 Dashboard identification, which included six student groups: Black/African American students, American Indian/Alaska Native students, Multiracial students, Homeless Youth, Socioeconomically Disadvantaged students, and

Students with Disabilities. Statewide, 418 of California's 992 LEAs (42%) qualified for Year 1 Differentiated Assistance based on the 2025 California School Dashboard results. An additional164 districts (17%) are in the second year of Differentiated Assistance based on 2024 Dashboard Results. These results are similar to the previous year, when 44% of LEA’s qualified for DA in Year 1.

Staff from the Sacramento County Office of Education (SCOE) support NUSD through monthly meetings with a cross-departmental district team focused on implementation of the Cycle of Continuous Learning and Improvement (CCLI). With 2025-26 representing the second consecutive year of Differentiated Assistance eligibility specifically for Foster Youth, this year's work has built upon the foundation established during the previous year. A key improvement this year has been the expansion of the collaborative team to include SCOE staff who work directly with Foster Youth and families. This job-alike partnership has strengthened the process by allowing NUSD and SCOE staff with specialized expertise in Foster Youth services to collaborate more deeply around identified student needs and support systems.

During the current year, the Differentiated Assistance process has focused on strengthening onboarding systems for Foster Youth newly enrolled in NUSD to improve belonging, connectedness, and access to key supports. This work builds upon lessons learned during the previous year through surveys of social workers, analysis of onboarding systems and practices, and review of student support processes. Accomplishments and ongoing work resulting from this year's technical assistance include improved Foster Youth tracking and monitoring systems, additional training for social workers, expanded Foster Youth-specific tutoring supports, and attendance incentives and recognition systems for Foster Youth. The improved tracking/monitoring system helps ensure minimal time elapses between Foster Youth enrollment, the initial caregiver call, and the first student check-in meeting. Additional training was also provided to NUSD staff with support from SCOE in areas including Foster Youth case management, Foster Focus, and available Foster Youth-specific resources and services. Social workers have also established a shared cadence ongoing check-ins with Foster Youth, supported through continued monitoring by district staff. The more detailed monitoring system has also supported an improved pass-off process when Foster Youth move out of NUSD and enroll in other districts.

While Foster Youth represent a relatively small student group within NUSD, lessons learned through these targeted supports have the potential to strengthen systems and practices beyond Foster Youth services alone. Since implementation of the revised onboarding processes during the current year, all newly enrolled Foster Youth met established timelines for the initial caregiver contact, onboarding procedures, and initial student check-ins. The Foster Youth tracking system continues to be maintained and regularly updated, and the Foster Youth liaison remains in close communication with school sites to ensure awareness of new enrollments and required onboarding steps.

Additional training has been provided to school attendance teams to reinforce expectations for notifying district staff when they become aware of newly enrolled Foster Youth. The Differentiated Assistance process has also continued to provide opportunities for district staff to strengthen continuous improvement practices and tools. During the current year, this has included implementation of Plan-Do-Study-Act (PDSA) cycles to test and refine change ideas. Use of these continuous improvement practices aligns with NUSD's broader commitment to continuous improvement as a core leadership practice.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

For the 2025-26 school year, no NUSD schools are eligible for Comprehensive Support and Improvement (CS) based on 2025 Dashboard results:

The following schools were previously eligible for CSI based on 2023 Dashboard results and have since exited CSI status based on 2024 or 2025 Dashboard results:

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

Support for Identified Schools

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

Not applicable. No NUSD schools are currently identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. No NUSD schools are currently identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General Public/All Partners	The general public and all educational partners were provided opportunities to review and submit input on the full draft of the 2026-27 LCAP. This included posting of the full draft of the 2026-27 LCAP to the district's website along with a form to provide input on identified strengths and areas for improvement. The public also had opportunities to provide input on LCAP development throughout the process at (a) the January 14, 2026 regular Board meeting at which the 2025-26 LCAP Mid-Year Update was provided to the board and available for review and comment, and (b) several of the meetings detailed below, which were open to the public. These included, but were not limited to, the LCAP Parent Advisory Committee and the District English Learner Advisory Committee (DELAC) meetings. Additionally, the general public and all educational partners had the opportunity to view and provide input on the final version of the LCAP submitted to the NUSD Board of Education at the June 10, 2026 meeting for Public Hearing and the June 24, 2026 meeting for Board Approval.
Parents/Guardians and Families	Parents/guardians and families were engaged through a series of input sessions throughout the year beginning in the early fall and continuing through the late spring. This engagement occurred in two main forms: structured input sessions within established meetings and districtwide surveys to gather input to support continuous improvement.

Educational Partner(s)	Process for Engagement
	Structured input sessions included engagement with the following groups: • LCAP Parent Advisory Committee (PAC) at all meetings throughout the year • District English Learner Advisory Committee (DELAC) at three meetings over the course of the year (November, February, and May). This group meets regularly to provide advisory support to the district specific to the needs of English Learners and their families. • Diverse Conversations meeting in January - this meeting is primarily focused on bringing together parents, guardians, and family members of underrepresented students, but is open to all. • Community Advisory Committee (CAC) meeting in February - this group meets to provide advisory support to the Special Education Local Plan Area (SELPA) leadership and district on issues specific to Special Education. • Superintendent's Parent Advisory Council (SPAC) meetings in November, February, and April - this group meets regularly and includes both representative parents/guardians from each site and their respective principals to collectively discuss and provide input on important district initiatives. • Foster Family Night in October - this event brings together Foster Youth and Families across the district to share important information about supports specific to Foster Families and Youth, including both in-district resources and information about external agencies that provide support. Throughout the spring, a similar input activity framework was used in most engagement meetings. After reviewing key information about student performance and the LCAP status, participants were invited to share their short-term and long-term priorities. This was framed in the context of the coming LCAP year (2026-27) and as preparation for the next three-year LCAP cycle. Participants were able to provide their short-term and long-term priorities, along with any questions, by LCAP goal, using activities such as gallery walks. To support their efforts, the spring began with the key themes from the fall LCAP survey as a general framework upon which to layer input and then

Educational Partner(s)	Process for Engagement
	each successive meeting included the summarized input results from all previous meetings. This process moved from Diverse Conversations with families, to the Student Voices Advisory Council, to DELAC, to the Superintendent's Parent Advisory Council, to the LCAP Parent Advisory Committee (PAC), and then back through additional meetings for some of those groups. Some of the groups not mentioned here also had opportunities to provide input and questions by LCAP goal, though in modified forms based on available agenda time and/or the needs and interests of those groups. A second method of engagement of parents/guardians and families (as well as staff and students and community members) was in the form of two LCAP-specific surveys administered in the Fall and Spring, respectively. These surveys provided respondents the opportunity to rate their level of agreement with the district's effectiveness in achieving the key goals within the LCAP and strategic plan. Based on the respondent's level of agreement, they were then prompted for each goal to share either (a) something that was working well for them or (b) something that they would like to see improve. They were asked the former if they responded 'Agree' or 'Strongly Agree' and asked the latter if they responded 'Disagree,' 'Strongly Disagree,' or 'Neutral.' Additionally, during January and February, the annual district family survey was administered to gain information about parent/guardian perspectives on Academics and College/Career Readiness, Parent Engagement, and School Climate.
Teachers	Detailed teacher input was gathered through the district's annual staff survey conducted in January-February. This survey has historically focused on staff culture and climate issues. In 2023-24, the survey was expanded to include additional questions on professional development and formative feedback, and these have continued into the current year. Additionally, the Fall and Spring LCAP surveys included staff as a key participant group.

Educational Partner(s)	Process for Engagement
	Teachers were also engaged within the Career Technical Education (CTE) Advisory Group in December and as members of the District English Learner Advisory Committee (DELAC), providing input within the input activities during meetings. Teacher voice was also solicited when seeking input on the posted draft of the LCAP.
Students	Students were engaged again this year through the established Student Voices Advisory Council (SVAC), a group that meets regularly and is facilitated by the Communications and Family Engagement (CAFE) department. Additionally, the Fall and Spring LCAP surveys included students as a key participant group. New to this year was engagement with the Youth Leadership Academy (YLA), a program that helps to develop additional leadership skills and engages students in learning about and participating in local governmental processes. A group of NUSD students participating in YLA as part of the district's overall work within the area of Civic Engagement expressed interest in learning more about the LCAP process. Following this, LCAP staff visited their meeting to hear more about the issues they were working to develop advocacy for. This meeting was a precursor to the youth speaking at various community meetings, one of which was the LCAP PAC. Seven youth then came to the March LCAP PAC meeting to speak during public comment, an experience that was valuable for their development and very well received by the LCAP PAC members. LCAP staff then attended the YLA showcase during which the youth presented their civic action projects and reflected on their 10-week leadership journey. Examples of topics selected by the Youth Leaders included expanded translation resources, more proactive screenings for foster and unhoused status, installation of solar panels on schools, expanded mental health supports, more social-emotional group events during lunch, and expanded counseling staff and access to counselors in the district.
Local Bargaining Units	Leadership of the Natomas Teachers Association (NTA) and California School Employees Association (CSEA) Chapter No. 745, respectively, were engaged within the context of their regular meeting

Educational Partner(s)	Process for Engagement
	with district leadership. Consultation included an overview of the draft 2026-27 LCAP, opportunity to review the document, and soliciting input and questions.
Principals	Principal meetings regularly include opportunities for administrators to discuss and provide input on issues spanning the district goals and all aspects of academics, safety, connectedness, family engagement, and human resources. Additionally, principals make up one-half of the Superintendent's Parent Advisory Committee (SPAC) and engaged as active and supportive participants throughout those meetings. When tasked with discussion and providing input, participants first met in school teams (parent/guardian representative and principal), but also had the opportunity for discussions with neighbors and as a whole-group. During this process principals were able to provide their school's representative(s) additional context on the implementation of LCAP goals and actions at their site as well as share ideas and questions of their own, when relevant. Principals also are included as an audience in the fall and spring LCAP surveys as well as the spring staff surveys.
Administrators and other school Personnel	Input from administrators and other school personnel was gathered through the district's annual staff survey conducted in January-February as well as the fall and spring LCAP-specific surveys discussed above. Additionally, the Community Advisory Committee (CAC) provided an opportunity to share information and seek input not only with parents/guardians specific to issues in Special Education, but also with key leaders in the Student Services and Support department, which oversees the Special Education Local Plan Area (SELPA).
Equity Multiplier Schools	The spring family and staff annual surveys gather information by site, allowing sites to utilize this information as a key base of input from which to evaluate and plan their LCFF Equity Multiplier implementation. Additionally, school sites receiving LCFF Equity Multiplier funding incorporated engagement with their communities within their School Site Council (SSC) process.

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

The feedback provided by educational partners during this year's engagement process helped NUSD better understand short- and long-term priorities across the district's goals. This understanding helped influence numerous actions and services in the LCAP, supporting decision-making related to continuing recently implemented actions, maintaining important districtwide programs and resources, and implementing new actions and services. With 2026-27 representing the third year of the current LCAP cycle and NUSD continuing implementation of its 5-year strategic plan, The district will continue to implement the aligned actions and services that:

- Provide social, emotional, and mental health/behavioral supports;
- Strengthen early literacy instruction through assessment, intervention, and professional development;
- Lay the groundwork for effective implementation of the new math framework and support a successful Mathematics instructional materials adoption process;
- Support a broad range of additional district priorities.

As noted above, the primary framework used to gather input this year focused on identifying educational partners' short-term and long-term priorities. Through recurring themes identified across surveys and successive engagement meetings, several major themes emerged within each goal area, along with specific ideas and recommendations connected to those themes. Broadly, many priorities identified by educational partners were similar across both short-term and long-term contexts.

The following sections summarize (1) key themes identified during engagement, organized by goal areas and (2) examples of how partner input influenced the development of the LCAP, including alignment to existing or revised actions. Where relevant, references to short-term or long-term priorities have been included. It is important to note that, for the 2026-27 school year, many LCAP actions experienced significant cost increases related to the spring 2026 negotiated salary and benefit increases for staff. As a result, the district had to streamline or reduce investments in some areas in order to sustain priority staffing, programs, or services. Accordingly, in many cases, maintaining actions at their current staffing or implementation levels reflects a direct response to priorities identified through educational partner engagement.

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

Key Themes:

- Additional world-language and/or dual-language options: Input emphasized interest in expanding opportunities for students to learn languages other than English, particularly in the early grades.
- Increased art and music in elementary schools: Educational partners emphasized the importance of art and music opportunities as positive and healthy outlets for student expression and engagement.
- After-school programs and tutoring: Input emphasized interest in expanding tutoring and after-school opportunities across school sites. Broadly, interest noted the importance of tutoring at the secondary level and the desire for both academic and extracurricular afterschool programs at the elementary/TK-8 level. Partners also emphasized interest in tutoring tailored to individual student needs. Input specific to the long-term noted expansion of elementary sports to earlier grades.
- Academic Programs/Curriculum: Input emphasized maintaining open access to academic programs such as AVID, GATE, and International Baccalaureate (IB). Partners also expressed interest in expanding STEM/STEAM and hands-on learning opportunities, increasing representation and cultural responsiveness within curriculum, and strengthening support in core subject areas such as math, reading, and writing.

- Individualized Supports and Math & Literacy Intervention: Input emphasized partnership with families to support students and providing supports/intervention specific to identified needs. Examples of needs highlighted included academic/general mentorship, additional Math and Literacy interventions (including at middle grades and beyond), and more opportunities to check in with counselors. Specific examples included one-on-one tutoring as a high leverage intervention, curriculum flexibility for students who learn differently, and close guidance through high school (one such example was support for English Learers to outline their pathway/plan toward graduation).
- Support for students with specific learning needs: Educational partners also emphasized the need for additional supports for students (and for parents of students) with ADHD, disabilities, anxiety, depression, 504 plans, newcomer status, or other identified learning needs. Input emphasized earlier identification and assessments, real-time classroom supports, and additional staff training related to special education and student support.

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

- Continuing to provide a range of opportunities to study languages other than English remains a district priority. A new action (Action 1.28 (Dual Language Immersion) has been added to explicitly articulate the district's ongoing commitment to Heredia-Arriaga School's Spanish Dual Language Immersion model. While the International Baccalaureate (IB) program (Action 1.22) is being streamlined in 2026-27, continued implementation of the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) levels reflects the district's continued commitment to globally-focused learning and multilingualism. NUSD also continues to invest funds in the State Seal of Biliteracy (SSB) recognition (Action 1.24) to highlight the importance of multilingualism.
- While after-school programs are not identified as a standalone action within the LCAP, NUSD continues to implement after-school programming across elementary and TK-8 schools through the district's LEAP program. These offerings include partnerships with external provides and academic tutoring and enrichment from NUSD teachers. At the secondary level, school sites may utilize site supplemental funding (Action 1.8) to provide targeted tutoring supports based on identified student needs. Additional tutoring and mentorship supports remain available for specific student groups, including Foster Youth (Action 2.5) and Youth experiencing Homelessness (Action 2.11) as well as through mentorship and enrichment programs such as Actions 3.6 and 3.7.
- NUSD remains committed to maintaining a robust range of academic opportunities districtwide. These include the Advanced Placement (AP) program across all high schools (supported by actions 1.1, 1.2), the AP Capstone Program at NHS (Action 1.19), the International Baccalaureate (IB) Program (Actions 1.1, 1.2, and 1.22), and the AVID program (1.16). GATE supports (Action 1.23) also remain a priority. During 2026-27, funds for GATE will be allocated directly to the school sites to support GATE implementation to site-specific programming. Continued implementation of action 1.11 reflects the district's commitment to culturally responsive curriculum and instruction.
- Strengthening Math and Literacy instruction and intervention remains a major district priority. The district's Early Literacy Initiative will enter its second full year of implementation in 2026-27 and includes the new early reading screener, progress monitoring, instructional coaching cycles, and science of reading-aligned materials. These efforts are reflected in Actions 1.12 and 1.27. Action 1.12, and in 2026-27 Action 1.20, include Teachers on Special Assignment focused specifically on improving Math and Literacy instruction and intervention systems. Action 1.27 also includes interventions to support accelerated growth for students that need help to get back to grade-level standard.
- Numerous LCAP actions continue to reflect the district's commitment to individualized supports for students with identified learning needs. These include actions specific to English Learners (Actions 1.5, 1.6) as well as layered academic and social-emotional supports (Action 1.9), and counseling and college/career supports (Action 1.17). For example, Inderkum High School continues to

maintain counseling supports specifically focused on English Learner needs. Additionally, although not currently a standalone LCAP action, NUSD has partnered with AmeriCorps to provide tutoring supports at elementary/TK-8 schools sites. This started with three school sites during 2026-27.

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

Key Themes:

- Mental Health Training, Staffing, and Supports: Input emphasized increasing mental health supports for students through training for staff, monitoring student status through check-ins, and strengthening systems for monitoring, reporting, and responding to student needs. Input also noted that the district should consider how to support the mental health needs of specific populations such as new students, seniors (12th graders), and Honors/AP students.
- Restorative Justice and Alternatives to Suspension: Input emphasized training for teachers, providing options other than suspension, and open communication with parents and students, including highlighting positive experiences with conflict resolution and restorative justice techniques. Input for the long-term context included additional staffing in this area and peer conflict resolution/management. Additional comments included emphasis on bullying prevention, including effective intervention when bullying occurs and creating a more proactive anti-bullying environment.
- Support and training related to neurodiversity: Input emphasized the need for more training for staff of all types to make classrooms inclusive for neurodiverse students (the term 'neurodiverse' was used throughout feedback to include, but not be limited to, students with disabilities). This specifically called out the need to provide supports for students who are undiagnosed or disadvantaged. Additional comments noted the importance of a universal learning model where there is flexibility in class rather than pulling students out of class.
- Emotional and behavioral supports: Related to the interest in mental health supports, input in this area emphasized wellness centers with access for all students, access to counseling for social emotional needs, and noted that emotional support is needed for challenges related to the current immigration policies. Specific to the long-term context, input included an interest in training for teachers (new and veteran), offering skill-building/de-stressing workshops during lunch, and additional instructional aide staffing in the classroom at the earliest grades.
- Positive and Inclusive School Culture: Input emphasized the value of extra and co-curricular options in the arts and STEAM to engage students in school, regular awards and recognition, expanded electives, and monitoring/balancing chromebook/screen time with book reading, writing by hand, and engaging group activities. Additional examples of engaging school and community events included school dances, sports, and cultural events.

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

- Increased access to mental health supports and related resources has been an ongoing piece of feedback throughout this LCAP cycle and has driven recent and continuing investments in staffing and support in this area. In the previous year this included the addition of Action 2.13 (Additional Mental Health Supports), which has increased the mental/behavioral supports for students with demonstrated high needs across the district. Ongoing commitments include Social Workers at all comprehensive schools (Action 2.9) and School Psychologists across the district (Action 2.7). These are in addition to ongoing investments in supports specific to Foster Youth and Youth Experiencing Homelessness (Action 2.1) and routine Social Emotional Health Surveys (Action 2.8).
- Restorative justice, restorative practices, and developing alternatives to suspension have remained a key focus of the district. In 2026-27 the district will continue to invest in Restorative Justice/Restorative Practices (Action 2.4), which will include the launch of a

pilot Restorative Ambassadors program to engage students in peer mentorship and counseling. This will start at Natomas Middle School. The Safety and Safe School team (Action 3.9) has partnered with staff in Student Services and Support to lead efforts to outline Other Means of Correction to suspension, a body of work that is ongoing and will continue into 2026-27.

- Within the LCAP, Action 5.10 represents an ongoing commitment to fund additional training for instructional aides specific to the needs of students with disabilities. The Special Education team provides other training as needed to their staff, with this being represented in the SELPA Plan and not currently outlined in the LCAP.
- With regard to emotional and behavioral supports, the actions noted in the first bullet of this section (Social Workers, Psychologists, and Increased Mental Health Supports) also function to provide support in these areas. Particularly with regard to Action 2.13 (Additional Mental Health Supports), the staff in question are behavior specialists. Some school sites are building out wellness centers that, while not a specific line item action in the LCAP, reflect the broad range of supports across multiple LCAP actions and, in some cases, community school models.
- A range of ongoing LCAP investments contribute to a positive school culture/climate. These include the school Safety and Climate Liaisons in Action 3.9, Chronic Absenteeism Interventions and Supports (Actions 2.2 and 2.10), and a wide range of supports funded through Action 1.8 (School site supplemental programs and supports) and informed by Action 1.9 (Layered Academic and Social Emotional Supports) which includes implementation of the Positive Behavior and Supports (PBIS) Program.

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

Key Themes:

- Safety Measures and consistent and clear discipline expectations and practices: Input emphasized the need for more transparency around issues such as campus access policies and clear/consistent expectations and enforcement for student conduct and decision-making. Additional comments included increased presence of safety officers on campus, more overall adult presence, and supervision to help manage student behavior effectively.
- Culturally Responsive Teaching and Support for Special Populations: Input related to Culturally Responsive Teaching was noted for the long-term, though ongoing input from previous cycles makes this an area for which there is existing interest. Additional comments in this area emphasized that students in Special Education often face unique challenges that must be addressed specifically and that creating supports that work for students in special education can help create a more inclusive and equitable learning environment for all students.
- Partner with families to collaboratively address concerns: Input emphasized a broad interest in more parent-staff events, parent-training specific to support/align with teaching, and encouraging parents and staff to connect more often. Input for the long-term context included finding age-appropriate ways to empower students and give them an active role/stake in the school community and climate, and also prioritizing relationship building between staff and students.
- Physical environment and Access to campus: Input emphasized the importance of effective pick-up and drop-off procedures, expanded transportation options, and taking care of facilities, including smoke detectors and general care for bathrooms.
- Training, support, and additional staffing to improve recess, play yard time, and transitions/breaks: Input emphasized more staffing, professional development opportunities specific to yard duty and support staff, and creating new activities for recess time to keep students engaged.

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

- The district's Safety and Safe Schools Team (Action 3.9) represents an ongoing commitment to school safety and connectedness. A key effort in the recent year and ongoing is the implementation of a districtwide discipline/behavior matrix that supports schools in identifying appropriate actions based on the level of behavior. As discussed above in relation to Goal 2, Action 2.4 (Restorative Justice/Restorative Practices) is also an effort to define and implement alternatives to traditional disciplinary outcomes.
- Action 1.11 (Culturally Responsive Curriculum) represents the district's commitment to furthering school and teacher expertise in this area. This action has most recently and will continue to provide professional development to support implementation of curriculum that is culturally responsive. Maintenance of Action 5.2 (PD to support diversity, equity, and inclusion) also contributes to this overall effort.
- Partnership with families and implementation of school and community events is a high priority of the district and is reflected across multiple LCAP actions. For more discussion in this area, see Goal 4 below.
- Actions 3.3 (School Facility Conditions) and 3.4 (Transportation Services) represent ongoing investments to improve the physical environment of schools and access to schools. An ongoing effort that is related to the LCAP is the district Facilities Master Planning process, which helps to guide the prioritization of activities within Action 3.3. Specific pick-up and drop-off procedures are determined by school sites, but overall support for these decisions, along with school-site safety plan revisions, is guided by the Safety and Safe Schools Department (Action 3.9).
- Safe and effective recess and play yard time remains a priority of the district and is reflected in continued investment in additional elementary campus safety/security staff (Action 3.8) and the Safety and Climate Liaisons that are part of the Safety and Safe Schools team (Action 3.9). Additionally, some school sites have utilized funding allocated in Action 1.8 to implement programs such as Little Heroes, which brings in lunchtime coaches to help implement engaging activities and build positive culture during these times of day. The district has also maintained increased playground assistant positions that were added in the recent past.

Goal 4: Engage Parents and Families to Support Student Success

Key Themes:

- Training and learning for families: Input emphasized the need for district support to teach parents/guardians about all of the programs that are available (including curriculum), training to help parents/guardians support their students at home, and increased ELAC involvement (with more communication/connections between parents outside of school). Input for the long-term context included interest in promoting a collaborative parent and student atmosphere and building robust volunteer programs at the school sites with the most needs.
- Collaborative conferencing and learning design: Input emphasized an interest for more parent/teacher conferences (e.g. 2-3 times per year or every trimester). Additional comments included revisiting student-led conference procedures to promote agency and responsibility and the importance of teacher engagement in fostering family partnerships and leading to overall better support for students. General trust and support were recurring themes, with input emphasizing the need for mutual respect and understanding between families and schools.
- Effective use of communication tools: Input emphasized a desire for increased analysis and personalization of the ParentSquare experience as well as receiving periodic updates about school/district progress. Additional comments included the priority for having interpreter services available at every school and an overall desire for more direct, clear, and timely communication from teachers and administrators.
- Community events and opportunities to engage: Input emphasized continuing the successful events and programs that bring families of NUSD together as well as expanding these to additional opportunities. Also emphasized was creating space to keep having

engaging and open discussion with families. The shift to a close campus policy was noted by some as impacting ability to engage with the school community, though other comments noted that it has had a positive impact on safety.

Aspects of the LCAP that have been influenced by educational partner input:
Across the key themes that emerged in input, there are several key actions within the LCAP that the district is continuing to prioritize in 2026-27 to support engagement of parents and families to support student success. These include:

- Parent University (Action 4.2): This action represents an ongoing investment in high-quality engagement events and learning opportunities for parents/guardians throughout the year. The slate of events has been built out over time to respond to the evolving feedback and interests of families. A small sample of the events for the most recent year includes Understanding A-G requirements, Love & Logic, Family Literacy Nights, Diverse Conversations, Empower U Summit for Wellness, and Know Your Rights. All of these sessions are designed to provide parents important information to support them in their own parenting, collaboratively support student achievement, and/or engage them in dialogue with district staff.
- Community and Family Engagement (CAFE) Department (Action 4.7): This action represents an ongoing investment in a team that works to implement the Parent University sessions described above as well as a broad range of other engagement opportunities, student mentorship, and coordinates all key communications with families and community.
- Communications through the website and social media (Action 4.8) and ParentSquare communication platform (Action 4.10): These actions facilitate the regular sharing of important information at the districtwide and school site level. ParentSquare enables families to receive communications in their preferred language and is the district's unified platform for sharing important updates, regular newsletters/announcements about district events, and other features and highlights.
- Welcome Center (Action 4.11): The district's welcome center serves as a one-stop shop for families to access and learn about important resources related to Health, Enrollment, Attendance, Transportation, Translation, Technology, and Food Services.

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

Key Themes:

- Improve staff incentives/benefits: Input emphasized long-term priorities including staff longevity incentives, higher salaries for hard-to-fill positions, and better staff incentives/benefits to promote recruitment/retention.
- Training for staff specific to special populations: Input emphasized training for teachers for special populations including neurodivergent students and English Learners. Additional comments noted that students with special needs (e.g. neurodivergent students) are present in every class, whether diagnosed or not, and the district should continue working to reduce 'silos' between general education and special education.
- Staff retention: Input emphasized that providing support for student behaviors is a factor that can promote retention.
- Support for Administrators to ensure they promote a positive staff culture: Input emphasized the critical role of site administrators in setting climate and culture and the impact this has on recruitment and ongoing teacher support. Also emphasized was the importance of administration building relationships with students and treating them with respect.

* Additional comments related to professional development noted classroom management as a specific area where staff can benefit from training on socio-emotional learning practices and strategies. Overall, comments emphasized the importance of training that is relevant and practical for all teachers, including veterans.

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

- Improving staff compensation is a shared value of the district. A key outcome of the contract negotiations process throughout 2025-26 was an increase in salary and benefits for staff. This included an increase in salary and changes to the health benefits employer contribution. Increases of these magnitudes have far reaching impacts on the LCAP, especially for actions that are comprised primarily of salary and benefits. As discussed at the outset of this section, increases in costs across actions that are primarily associated with staffing costs have required overall streamlining and reduction in other areas in order to maintain key priorities and services.
- Many of the actions in the LCAP represent an ongoing commitment to high-quality professional development. These include actions that continue to provide professional development/training that supports improved approaches for specific student groups. Examples include Action 1.5 (English Learner Supports) and Action 5.10 (Instructional Aide training for Students with Disabilities). Additionally, Action 5.2 (PD for Diversity, Equity, and Inclusion) provides training that supports an overall inclusive approach districtwide.
- The district remains committed to establishing and supporting a pipeline of administrators. Action 5.9 (Aspiring Leaders Program) provides training to cohorts of current staff who are interested in becoming administrators. Participants go through two years of the program in an effort to prepare them for success, including how to promote and maintain a positive school climate and culture. Beyond this, all principals regularly participate in professional learning throughout the school year as a team, including collaboration focused on instructional leadership, school culture, and student support systems.

Goal 6: Increase stability rate and improve student-group specific outcomes at BCS and LGMA

Key Themes:
Based on results of the Fall 2025 LCAP survey, NUSD Family Survey in January/February 2026, and Spring LCAP survey in April 2026, key input themes included:

- Learning Opportunities and Academic Support: Respondents had a generally positive perception of NUSD providing high-quality learning opportunities, with suggestions for better classroom management, increased teacher support, and fostering community connection. Also noted was a concern with the adequacy of technology and the need for more engaging activities.
- Social and Emotional Well-being: Responses varied widely in this area, with suggestions for improvement including opportunities for students to both be heard and be held accountable as key supports for their social-emotional growth.
- Safety and Engagement: Priorities shared in this area included addressing issues of bullying and providing students positive experiences to promote engagement and positive behavior.
- Parent and Family Engagement: Input in this area emphasized effective communication and responsiveness and called for more community-based events.
- Staffing and Retention: Suggestions in this area focused on offering competitive wages, better benefits, and supportive work environments to attract and retain quality staff.

Within Goal 6, the ongoing actions are closely aligned to the key themes of input from educational partners. Specific actions that closely align with the key themes include:

- Action 6.1 (Family Engagement Liaison): This staff member liaises between school, home, and community agencies to provide assistance, outreach, and promote active engagement of families in their student's success at school and beyond. This is aligned to the theme of Parent and Family Engagement.

- Action 6.2 (Activities Director) and Action 6.5 (Behavioral Support): The Activities Director helps plan and implement a wide range of engagement activities to provide students positive in-school experiences. Behavioral Support staff help to identify and address individual students' behavioral needs proactively, respond to situations as needed, and work to provide interventions and supports. These are aligned to the theme of Safety and Engagement.
- Action 6.4 (Additional Teacher on Special Assignment) and Action 6.10 (Additional PD aligned to Goal 1): These actions provide a range of training for staff to improve instruction and classroom management. These are aligned to the theme of Learning Opportunities and Academic Support.
- In addition to Action 6.5 described above, Action 6.9 (Student Leadership and Enrichment Opportunities) provides student mentorship and enrichment opportunities to help them develop leadership, academic, and social emotional skills. This aligns to the theme of Social and Emotional Well-Being.
- Lastly, and as discussed in Goal 5, the district has recently increased salary and benefits for staff. This aligns to the theme of Staffing and Retention.

Goal 7: Increase stability rate and improve student-group specific outcomes at NMS and DHS

Key Themes:
Based on results of the Fall 2025 LCAP survey, NUSD Family Survey in January/February 2026, and Spring LCAP survey in April 2026, key input themes included:

- Learning Opportunities and Academic Support: Respondents had a generally positive perception of NUSD providing high-quality learning opportunities, highlighting AVID strategies and elective courses. Suggestions for improvement included cleaner classroom environments and improved staff-student interactions. Also noted by some was a concern about the adequacy of preparation for college and career.
- Social and Emotional Well-being: Input emphasized more access to mental health support on campus and clear and consistent policies to ensure student safety.
- Safety and Engagement: Input identified these as areas needing improvement, including improved management of student behavior and addressing students who have particularly challenging behavior. Programs like leadership and mentorship opportunities for girls were noted for their positive impact. Additional input suggested a wider range of clubs and activities to cater to different interests.
- Parent and Family Engagement: Priorities shared in this area included communication and outreach to families, including more personalized communication and inclusive dialogue. ParentSquare messages were noted for being generally helpful. Some respondents indicated a concern about the timeliness of responses from staff and the need for more proactive communication.
- Diversity and Inclusion: Agreement in this area was divided with about half of respondents agreeing that their student's background is valued. Others expressed the need for a more culturally responsive approach and experience.
- Staffing and Support: Input in this area suggested listening to staff needs, conducting exit surveys, and offering better compensation.

Within Goal 7, the ongoing actions are closely aligned to the key themes of input from educational partners. Specific actions that closely align with the key themes include:

- Action 7.1 (Family Engagement Liaison): This staff member liaises between school, home, and community agencies to provide assistance, outreach, and promote active engagement of families in their student's success at school and beyond. This is aligned to the theme of Parent and Family Engagement.

- Action 7.2 (Activities Director): The Activities Director helps plan and implement a wide range of engagement activities to provide students positive in-school experiences. This is aligned to the theme of Safety and Engagement.
- Action 7.7 (Additional PD aligned to Goal 1) and 7.10 (Academic Coaching): These actions provide a range of training for staff to improve instruction and classroom management. Action 7.10 is a new action that will provide in-class and schoolwide support in the form of two full-time academic coaches. These are aligned to the theme of Learning Opportunities and Academic Support.
- Action 7.9 (Additional Social Worker) This new action will expand mental health and wellness supports for students across Tier 1, 2, and 3 needs. This aligns to the theme of Social and Emotional Well-Being.
- Action 7.6 (Diversity, Equity, and Inclusion Administrator) This action is aligned to the theme of Diversity and Inclusion as well as the district's overall priority for more intentional Diversity, Equity, and Inclusion efforts. The administrator will support the sites in their planning, monitoring, and implementation, bringing a specific DEI lens to that work.
- Lastly, and as discussed in Goal 5, the district has recently increased salary and benefits for staff. This aligns to the theme of staffing and retention.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 is fully aligned to NUSD's 2024-2029 Strategic Plan (Forward 5) and was developed to focus district efforts on improving academic achievement through the individual growth of each student. This focus reflects the district's commitment to meeting each student where they are and providing the necessary supports to help all learners maximize their academic growth potential and achievement - including students performing both above and below grade-level standards.

Goal 1 was developed based on an analysis of the following data points including, but not limited to: CAASPP Math and English Language Arts proficiency, NUSD's internal writing assessments, regular i-Ready and IXL diagnostic assessments, curriculum-embedded assessments, English Learner reclassification rates, Advanced Placement (AP) and International Baccalaureate (IB) course enrollment and exam performance. Additional sources of information contributing to goal development included feedback from student, family and staff through surveys and educational partner meetings, analysis of formative feedback from classroom walkthroughs, graduation rates, UC/CSU A-G completion rates, and our Career Technical Education (CTE) Pathway completion rates. Data was analyzed according to the NUSD Theory of Action, which applies an equity lens and includes disaggregation by site, grade level, gender, and student group. Overall, this goal reflects a strategic response to the collected evidence, aiming to implement practices that not only improve academic achievement but also ensure the holistic development of students in a supportive and responsive educational landscape.

Analysis of California School Dashboard data indicates a clear need to focus on English Language Arts (ELA) and Math instruction. In 2022-23, the baseline year, 35% of all students in grades 3-8 and 11 met or exceeded standards on the Smarter Balanced Assessments for ELA. In the same year, 23% of all students in grades 3-8 and 11 met or exceeded standards on the Math Smarter Balanced Assessments. These results have not changed significantly over two years, with 2024-25 results for ELA (34%) and Math (24%) within 1% of their respective 2022-23 rates, reinforcing the identified needs. Results from local diagnostics (i-Ready, IXL) continue to demonstrate that this area of focus should be maintained in the coming years. Continuing to provide targeted supports for English Learners also remains a priority, with 44.1% of English Learners making progress in 2022-23 and 46.7% making progress in 2024-25. Increasing the percentage of students who qualify as 'prepared' for College and Career informed the development of this goal as well, with 42.5% meeting this mark in 2022-23 and 45.9% in 2024-25.

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	High School Graduation Rate Source: DataQuest (CALPADS)	All: 92.5% AA: 89.7% A: 92.0% F: 95.8% H/L: 92.3% 2+: 94.3% W: 93.7% EL: 81.5% HY: 86.1% SED: 90.7% SWD: 82.1% (2022-23)	All: 94.0% AA: 92.4% A: 92.9% F: 97.9% H/L: 92.9% 2+: 98.8% W: 96.2% EL: 81.9% HY: 88.3% SED: 93.0% SWD: 75.9% (2023-24)	All: 93.2% AA: 95.1% A: 92.5% F: 95.8% H/L: 92.1% 2+: 95.9% W: 90.4% EL: 84.4% HY: 95.8% SED: 92.6% SWD: 74.6% (2024-25)	All: 94% AA: 92.7% A: 93.5% F: 96.8% H/L: 93.8% 2+: 95.8% W: 95.2% EL: 84.5% HY: 89.1% SED: 93.7% SWD: 85.1%	All: +0.8% AA: +5.8% A: +0.5% F: 0% H/L: -0.2% 2+: +1.6% W: -3.3% EL: +2.9% HY: +9.7% SED: +1.9% SWD: -6.5%
1.2	11th Grade A-G Completion: Percentage of 12th grade class with 11 or more A-G courses complete Source: Student Information System (Internal)	77% (Class of 2024)	76% (Class of 2025)	79% (Class of 2026)	Maintain at 75% or above	+2%
1.3	A-G Completion Rate: Percentage of 12th graders who graduate	58% (2022-23)	57.3% (2023-24)	53.5% (24-25)	65%	-4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with UC/CSU a-g requirements completed Source: DataQuest (CALPADS)					
1.4	CTE Pathway Completion Rate Source: California School Dashboard (CALPADS)	20% (2022-23)	21% (2023-24)	18% (2024-25)	25%	-2%
1.5	Dual Enrollment Rate Source: Student Information System (Internal)	25% (Class of 2023)	22% (Class of 2024)	27% (Class of 2025)	30%	+2%
1.6	ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	All: 35.1% AA: 19.9% AI: 40.0% A: 47.0% F: 61.2% H/L: 30.3% 2+: 41.5% W: 48.6% EL: 7.3% HY: 24.9% SED: 25.9% SWD: 11.4% (Spring 2023)	All: 35.3% AA: 19.0% AI: 23.3% A: 46.1% F: 66.1% H/L: 31.7% 2+: 40.0% W: 51.6% EL: 9.1% HY: 17.5% SED: 26.8% SWD: 13.6% (Spring 2024)	All: 34.2% AA: 18.3% AI: 20.0% A: 42.6% F: 61.8% H/L: 30.6% 2+: 38.0% W: 53.8% EL: 10.0% HY: 19.9% SED: 26.2% SWD: 11.5% (Spring 2025)	All: 42% AA: 28.4% AI: 47% A: 54% F: 68.2% H/L: 38.8% 2+: 48.5% W: 55.6% EL: 15.8% HY: 33.4% SED: 34.4% SWD: 19.9%	All: -0.9% AA: -1.6% AI: -20.0% A: -4.4% F: +0.6% H/L: +0.3% 2+: -3.5% W: +5.2% EL: +2.7% HY: -5.0% SED: +0.3% SWD: +0.1%
1.7	Math CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	All: 22.9% AA: 9.2% AI: 14.3% A: 36.2% F: 43.9% H/L: 18.7% 2+: 26.4% W: 34.1% EL: 7.7%	All: 23.1% AA: 9.2% AI: 6.7% A: 34.2% F: 49.4% H/L: 18.0% 2+: 29.4% W: 37.4% EL: 7.1%	All: 23.7% AA: 10.4% AI: 25.0% A: 33.9% F: 40.8% H/L: 19.8% 2+: 26.9% W: 39.8% EL: 9.2%	All: 30% AA: 17.7% AI: 22.8% A: 43.2% F: 50.9% H/L: 27.2% 2+: 33.4% W: 41.1% EL: 16.2%	All: +0.8% AA: +1.2% AI: +10.7% A: -2.3% F: -3.1% H/L: +1.1% 2+: +0.5% W: +5.7% EL: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: 14.6% SED: 15.5% SWD: 9.2% (Spring 2023)	HY: 9.1% SED: 15.7% SWD: 10.6% (Spring 2024)	HY: 11.9% SED: 16.9% SWD: 9.2% (Spring 2025)	HY: 23.1% SED: 24.0% SWD: 17.7%	HY: -2.7% SED: +1.4% SWD: 0%
1.8	ELA CAASPP Improvement: Percentage of students scoring Level 1 on the prior CAASPP that go on to score a 2 or above Source: State CAASPP Reporting (Internal calculations)	21% (Spring 2023)	22% (Spring 2024)	22% (Spring 2025)	30%	+1%
1.9	Math CAASPP Improvement: Percentage of students scoring Level 1 on the prior CAASPP that go on to score a 2 or above Source: State CAASPP Reporting (Internal calculations)	14% (Spring 2023)	16% (Spring 2024)	17% (Spring 2025)	25%	+3%
1.10	AP/IB Course Enrollment Source: Student Information System (Internal)	34% (Fall 2023)	33% (Fall 2024)	33% (Fall 2025)	Maintain at 35% or above	-1%
1.11	AP/IB Test Taking Rate Source: College Board and IBO reporting	26.5% (Spring 2023)	31% (Spring 2024)	29% (Spring 2025)	30%	+2.5%
1.12	AP/IB Test Pass Rate: Percentage of students taking an AP or IB exam who pass a least 1 exam Source: College Board and IBO reporting	48% (Spring 2023)	44% (Spring 2024)	48% (Spring 2025)	55%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	English Learner Progress: Percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)	44.1% (2022-23)	46.1% (2023-24)	46.7% (2024-25)	50%	+2.6%
1.14	English Learner Redesignation Rate Source: CALPADS	11% (2022-23)	7.9% (2023-24)	22.5% (2024-25)	15%	+11.5%
1.15	California State Seal of Biliteracy: Percentage of graduates earning the State Seal of Biliteracy Source: DataQuest (CALPADS)	14.6% (2022-23)	14.2% (2023-24)	18.8% (2024-25)	20%	+4.2%
1.16	Percentage of Students demonstrating proficiency on District Writing Assessment (Average score of 3 or more) Source: Internal results reporting from school sites	50% (Spring 2024 Post-Assessment Score)	56% (Spring 2025 Post-Assessment Score)	56% (Spring 2026 Post-Assessment Score)	55%	+6%
1.17	K-8 Reading Diagnostic (i-Ready): Percentage of students on or above grade level Source: iReady platform	41% (May 2024)	39% (March 2025)	40% (April 2026)	50%	-1%
1.18	Secondary Grade ELA Diagnostic (IXL): Percentage of students on or above grade level	25% (March 2025)	25% (March 2025)	35% (Jan 2026)	40%	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: IXL platform					
1.19	K-8 Math Diagnostic (i-Ready): Percentage of students on or above grade level Source: iReady platform	33% (May 2024)	31% (March 2025)	29% (April 2026)	38%	-4%
1.20	Secondary Grade Math Diagnostic (IXL): Percentage of students on or above grade level Source: IXL platform	10% (March 2025)	10% (March 2025)	17% (Jan 2026)	25%	+7%
1.21	Percentage of students with standards-aligned curriculum Source: Annual Board Certification	100% (2023-24)	100% (2024-25)	100% (2025-26)	Maintain 100%	Maintained at 100%
1.22	Percentage of students meeting A-G requirements AND completing a CTE pathway upon graduation Source: California School Dashboard (CALPADS)	11.3% (2022-23)	11.9% (2023-24)	9.9% (2024-25)	15%	-1.4%
1.23	Percentage of students earning the CA State Seal of Civic Engagement Source: CALPADS	0% (2023-24)	50.2% (2024-25)	41.7% (2025-26)	60%	+41.7%
1.24	Percentage of students placing in 'Prepared' level on College/Career Indicator on California School Dashboard	All: 42.5% AA: 26.2% A: 62.6% F: 68.8% H/L: 34.4% 2+: 39.8%	All: 44.8% AA: 23.3% A: 54.6% F: 70.2% H/L: 42.3% 2+: 50.0%	All: 45.9% AA: 28.0% A: 56.0% F: 83.3% H/L: 43.6% 2+: 50.0%	All: 50% AA: 35.2% A: 70.1% F: 76.3% H/L: 43.4% 2+: 48.8%	All:+3.4% AA: +1.8% A: -6.6% F: +14.5% H/L: +9.2% 2+: +10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard (CALPADS)	W: 51.6% EL: 18.5% HY: 26.9% SED: 34.0% SWD: 11.2% (2022-23)	W: 56.6% EL: 20.8% HY: 27.2% SED: 36.0% SWD: 14.3% (2023-24)	W: 60.6% EL: 18.9% HY: 25.0% SED: 38.5% SWD: 10.5% (2024-25)	W: 59.1% EL: 27.5% HY: 35.9% SED: 43.0% SWD: 20.2%	W: +9.0% EL: +0.4% HY: -1.9% SED: +4.5% SWD: -0.7%
1.25	Percentage of schools with classroom walkthroughs conducted to support state standards implementation Source: Internal formative feedback dashboard	100% (2023-24)	100% (2024-25)	100% (2025-26)	Maintain 100%	Maintained at 100%
1.26	Percentage of Ever-ELs (Includes current English Learners and Redesignated students) that have been ELs for 6+ years Source: DataQuest	16.9% (2023-24)	16.5% (2024-25)	13.8% (2025-26)	14.5% (Decrease annually by 1%)	-3.1%
1.27	California Science Test (CAST) Achievement: Percentage of students in grades 5, 8, and High School meeting or exceeding standards Source: State CAASPP Reporting	24.5% (2022-23)	22.4% (2023-24)	19.3% (2024-25)	40%	-5.2%
1.28	Number of seniors (not including DHS) accessing NUSD College Application Fee Funding (UC and CSU)	UC: 113 students, 11.9% of cohort CSU: 328 students, 34.5% of cohort 948 students in cohort	UC: 79 students, 9.4% of cohort CSU: 252 students, 30.1% of cohort	UC: 170 students 21.4% of cohort CSU: 290 students 36.5% of cohort	UC: 15% CSU: 40%	UC: +3.1% CSU: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal Tracking	(2023-24)	837 students in cohort (2024-25)	795 students in cohort (2025-26)		
1.29	Early Literacy Proficiency: Percentage of K-2 students placing At/Above Benchmark on End of Year assessment Source: DIBELS early reading assessment	58.3% (2025-26)	N/A	58.3% (2025-26) This metric is being added during Year 2	70%	2025-26 is baseline year

Goal Analysis [2025-26]

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

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

Overall implementation of the actions associated with Goal 1 (Maximize Academic Growth, Responsibility, and Achievement for Each Student) occurred substantially as planned during 2025-26. Implementation across the breadth of actions in Goal 1 furthered the district's efforts to strengthen academic programs at Tier 1, while continuing to build out supports at Tier 2 and 3. In 2025-26 this included the launch of a districtwide Early Literacy Initiative for grades K-2 that includes teacher training, regular assessment of early literacy skills, and ongoing cycles of coaching and collaboration to support implementation. During 2025-26, ongoing efforts across the actions in Goal 1 remain aligned with the district's Instructional Framework, standards, professional development for administrators and teachers to support more effective Professional Learning Communities (PLCs), a district wide System of Assessments, and a Multi-Tiered System of Supports (MTSS).

During 2025-26, the following actions were implemented as planned:
1.1 (AP/IB Supports)
1.2 (AP/IB Exam Fees)
1.3 (Increased Instructional Minutes)
1.4 (Technology Refresh)
1.5 (English Learner Supports)
1.6 (English Learner Extended Day and Summer School)
1.7 (Williams Act Compliance)
1.8 (School Site Supplemental Programs and Services)
1.9 (Layered Academic and Social Emotional Supports)
1.10 (State Seal of Civic Engagement)
1.11 (Culturally Responsive Curriculum)

1.12 (Professional Development that Supports ELA and Math Instruction)
1.13 (College Access Supports)
1.14 (Specialized Programs)
1.15 (System of Assessments with alignment to the instructional framework (i-Ready, IXL)
1.16 (Elementary AVID Support)
1.17 (College and Career Supports)
1.18 (High School Summer Credit Recovery)
1.19 (AP Capstone Program)
1.21 (High School Graduation Supports)
1.22 (PK-12 International Baccalaureate (IB) Programs)
1.24 (Seal of Biliteracy)
1.25 (Career Technical Education (CTE) Pathways)
1.26 (Adult Education Program)
1.27 (Math and Literacy Interventions)

Examples of the district's ongoing and recent successes aligned to implementation of the actions within Goal 1 include:

- Launched an Early Literacy Initiative to deliver high-quality, evidence-based literacy instruction grounded in the science of reading, along with evidence-based interventions for all TK–2 students
- Developed and implemented co-teaching coaching cycles to ensure all TK–2 teachers received instructional support from Teachers on Special Assignment (TOSAs), with a focus on the five pillars of literacy
- Implemented the Reading Difficulty Screener (DIBELS) for all students in grades K–2 to identify and monitor early literacy needs
- Remained a leader in Sacramento County for high graduation rates, low dropout rates, and the percent of graduates meeting requirements to enroll in the University of California (UC) or California State University (CSU) systems
- Development and utilization of NUSD's Instructional Framework, which establishes district coherence and continuity in instructional strategies, assessment, professional development, and curriculum
- Launched an 18-month Mathematics instructional materials adoption process, including professional development to support informed decision making.
- Participating in California Math Curriculum and Instruction Network (CMCIN), a state-wide effort led by the CORE districts to develop cohesive mathematics visions and implementation plans aligned to the state framework
- Working with the California State University of Sacramento (CSUS) and Sacramento County Office of Education (SCOE) to provide Math professional development, including training for Building Thinking Classrooms (BTC).
- Providing site's ongoing access to early reading intervention and support through resources including, but not limited to, Read 180 and Math 180 and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) materials and training
- Continued to provide access to programs that support college and career readiness including International Baccalaureate (IB) programs, Advancement Placement (AP) coursework, and AVID programs
- Two Rivers Elementary recognized nationally as an AVID Showcase School
- Continued to expand access to Advancement Placement (AP) courses including maintenance of AP Capstone Diploma program at Natomas High School
- Continued partnerships with American River College to expand Dual Enrollment opportunities for high school students

- Discovery High School recognized for the second time as a Model Continuation High School
- Continued to provide access to take the PSAT and SAT free during the school day on campus
- Continued paying the first application fee for seniors eligible to apply to UC/CSU campuses
- Ongoing DEI (Diversity, Equity, and Inclusion) work with Ethnic Studies course, AP African American Studies course, continuance of Race and Social Justice course for high school students, and increased materials and resources that represent our diverse student population.
- Expanded a Spanish language Dual Immersion program, Heredia-Arriaga School, in Fall 2023 and have added an additional grade-level each year, working towards a full TK-8 model.
- Received the California School Board Association (CSBA) Golden Bell Award for best practices in Career Technical Education Pathways
- Maintained a partnership with California College Guidance Initiative (CCGI) to provide staff additional tools for guiding students towards graduation and college entrance
- Internally developed data dashboards to support district and site-based needs assessments
- Partnership with California State University Sacramento (CSUS) to provide guaranteed admission for graduating seniors meeting eligibility requirements.

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

- NUSD remained a leader in Sacramento County for high graduation rates (93.2% overall), with the 2024-25 graduation rate the highest in Sacramento county.
- A-G outcomes, while still among the leaders in Sacramento County, decreased from 57.3% in 2023-24 to 53.5% for 2024-25. This is the second consecutive year of decline and marks an area for ongoing focus and improvement.
- Math and English Language Arts (ELA) proficiency remained relatively flat and both remain primary areas of focus moving forward. ELA proficiency for Spring 2025 was 34.2% meeting or exceeding standard, down slightly from the previous year's rate of 35.3%. Math proficiency saw a slight increase from 23.1% in 2023-24 to 23.7% in 2024-25.
- Due to earlier availability of assessment data in the spring of 2025, a much larger number of English Learners were able to be reclassified before the end of the 2024-25 school year. In any past year, a portion of these students would have reclassified in the fall. As a result, the 2024-25 English Learner Redesignation rate was 22%, significantly above the previous rate of 7.9% and all prior year rates. It is important to note that this rate of Redesignation is not expected to immediately be sustained as the 'reset' to the new data timeline will bring rates back to 'regular' levels and continuous improvement must move from there. English Learner Progress improved from 46.1% to 46.7%, making this the second year in a row that this rate has increased. This indicates that more students are making the necessary progress toward proficiency.
- The percentage of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses remained stable at 33%, while the percentage of students taking a test decreased by 2% from 31% to 29%. The overall test passing rate increased from 44% to 48%, regaining ground after a decrease the previous year. Additionally, NUSD has long pointed out the importance of participating in AP/IB and taking the AP/IB exam as a key step in college readiness, even if a passing score is not achieved in one's first AP/IB experience.

- Internal assessments including the i-Ready/IXL Math and ELA diagnostics and the district's locally-developed writing assessment demonstrated similar overall proficiency compared with the previous year, with 40% of elementary/K8 students proficient in reading and 29% proficient in Math.
- The district's new implementation of the DIBELS early reading screener has provided a new source of data to monitor early literacy progress and has been included as a new metric in this goal to align with ELA/Literacy related actions. The key metric to measure success in this area is the percentage of students who make average or better growth in their early literacy skill areas overall from the beginning of year assessment to the end of year assessment. The goal is to exceed the national norm of 60%. For 2025-26, 52.5% of NUSD students in grades K-2 made average or better growth.

Support for staff to implement instructional practices that promote higher student achievement continued in 2025-26, with a focus on professional development aligned to the district's Instructional Framework and supported by formative feedback. Staff have access to a range of Professional Development opportunities aligned to key district initiatives and efforts including, but not limited to the Early Literacy Initiative, instructional Math Practices (e.g. Building Thinking Classrooms), effective use of i-Ready/IXL/Math 180/Read 180/etc., classroom management, and more.

For 2025-26, the following actions in Goal 1 had substantive differences in implementation from what was planned:

1.20 (Secondary Math Supports)
This action provided professional development to support improvement in mathematics instructional practices as planned, though did not fully expend all funds on materials or other components as initially planned. As the Math curriculum adoption process has evolved, the staff involved in planning determined that pacing decisions for any new materials and other resources/training will be best done in concert with the decision-making process happening within the adoption. Resources unspent in this action will support ongoing districtwide supports within the math adoption process.

1.23 (Gifted and Talented Education (GATE))
In 2025-26 NUSD shifted to a base assessment timeline of third grade, rather than 1st grade, which has been the grade level of assessment for a number of years. This shift was made after reviewing best practices and researching practices across a number of districts. Due to this shift, no additional funds were needed for assessment during the current year (the few assessments that were administered based on referral were addressed through available tests unused in the prior year). Staff overseeing GATE programs reviewed options for how to use remaining dollars that have historically been challenging to spend centrally. After review, staff have determined that allocation of these dollars directly to school sites will be the most effective option to ensure that they can be used in alignment with each school's existing program. Given the timing of this decision and other events in the district, these funds were not allocated during the current year but will be allocated in 2026-27.

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

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

1.1 (AP/IB Supports)
This action was implemented as planned, with the primary expenditure being Advanced Placement (AP) teacher training during the summer. Some of the anticipated sessions are occurring in July (instead of June) and will be funded through the 2026-27 allocation, rather than the 2025-26 allocation.

1.2 (AP/IB Exam Fees)
This action was implemented as planned, with support being provided to students to participate in AP and IB examinations without financial constraints. Each year funds are allocated to ensure that all students can participate, and actual costs vary based on the total number of students and tests taken.

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

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

1.9 (Layered Academic and Social Emotional Support)
This action was implemented as planned, though activities did not require the full amount. This action supports implementation of MTSS-related activities such as supports for sites to implement Positive Behavioral Intervention Supports (PBIS), Social Emotional Learning curriculum integration, and others.

1.10 (State Seal of Civic Engagement)
This action was implemented as planned, with students who completed the requirements for the State Seal of Civic Engagement (SSCE) being awarded a medal. With the larger number of students earning the SSCE and cost of medals, the total cost was greater than initially projected for this year.

1.11 (Culturally Responsive Curriculum)
This action was implemented as planned, though activities did not require the full amount. This action supports teacher participation in a cohort supporting implementation of Culturally and Linguistically Responsive teaching and learning strategies. Costs depend on the number of teachers participating.

1.12 (Professional Development that Supports ELA and Math)

This action was implemented as planned, with Teachers on Special Assignment (TOSAs) providing a range of professional development to support the Early Literacy Initiative and districtwide professional development for all teachers on districtwide release days as well as ongoing. The difference between planned and estimated actual expenditures is a result of a change in the total number of TOSAs (one less) from what was originally planned.

1.13 (College Access Supports)
This action was implemented as planned, funding the first UC/CSU application fee for all 12th graders and providing students the opportunity to take the PSAT/SAT exams at no cost. The budget for this action is projected to ensure that all interested students can participate. This year there was a significant increase in the number of students accessing the UC/CSU fees support and staff will continue efforts in the coming years to increase the number even further to meet the aspirations of the full projected expenditure.

1.20 (Secondary Math Supports)
As discussed above, this action did provide professional development as planned to support improvement in mathematics instructional practices, though did not fully expend all funds on materials or other components as initially planned. As the Math curriculum adoption process has evolved, the staff involved in planning determined that pacing decisions for any new materials and other resources/training will be best done in concert with the decision-making process happening within the adoption. Resources unspent in this action will support ongoing districtwide supports within the math adoption process.

1.21 (High School Graduation Supports)
This action consists of an annual contract with Edmentum (APEX) to provide online/virtual credit recovery access and funding for additional support on site. Not all funding intended for site implementation of extended day credit recovery was needed by school sites to make credit recovery available. Staff will continue to evaluate this budget and determine if it needs to be reduced moving forward.

1.23 (GATE Programs)
As discussed above, In 2025-26 NUSD shifted to a base assessment timeline of third grade, rather than 1st grade, which has been the grade level of assessment for a number of years. This shift was made after reviewing best practices and researching practices across a number of districts. Due to this shift, no additional funds were needed for assessment during the current year (the few assessments that were administered based on referral were addressed through available tests unused in the prior year). Staff overseeing GATE programs reviewed options for how to use remaining dollars that have historically been challenging to spend centrally. After review, staff have determined that allocation of these dollars directly to school sites will be the most effective option to ensure that they can be used in alignment with each school’s existing program. Given the timing of this decision and other events in the district, these funds were not allocated during the current year but will be allocated in 2026-27.

1.24 (State Seal of Biliteracy)
This action was implemented as planned. The material difference is minor, and reflects a relatively small overage in costs for the annual recognition of students who earned the State Seal of Bilteracy.

1.25 (Career Technical Education (CTE) Pathways)
The CTE budget annually includes resources that can be used across years, as some are grants specific to CTE that are multi-year. Each year CTE makes budgets available to their programs that allow for maintaining and/or expanding the high-quality Career and Technical

Education programs available to students. When funds are unused within these CTE-specific resources, they can be extended to the following year.

1.26 (Adult Education Program)
The Adult Education Program budget is specific to this program only, and unspent funding rolls into the following year to be used within the Adult Education Program by the end of December. Not all of the Adult Education Program budget is represented in this action and during 2025-26 the program was operated successfully using other funding.

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

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

1.1 (AP/IB Supports) and 1.2 (AP/IB Exam Fees)
These actions were effective in making progress toward the overall goal. The overall percentage of students enrolled in an AP or IB course was maintained (33%). Results from the Spring 2025 testing cycle included significant growth in the percentage of students passing 1 or more AP/IB exams (from 44% to 48%). From Spring 2024 to Spring 2025 there was a slight decrease in the percentage of students taking 1 or more AP/IB exams (from 31% to 29%). This action continued to ensure students, in particular those who are unduplicated, do not face a financial barrier to access the exams. This action also continued to support AP professional development during the summer to ensure that staff have the appropriate training to implement AP curriculum and supports. A focus in the summer of 2026 will be to provide refresher training to teachers whose most recent training was 3 or more years past in addition to providing any necessary training to new AP teachers. These teachers will be attending the CSUS summer institute.

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

1.4 (Technology Refresh)
All staff and students were provided updated equipment needed for their job duties and/or instructional access. During 2025-26, a staff MacBook refresh cycle for staff computers continued, ensuring that staff have devices with reliable performance and instructional readiness. Nearly 3,000 student devices were refreshed and deployed. Overall, sites are reporting increased device reliability, improved battery performance, and fewer disruptions during classroom instruction. In addition, the IT team continues to collect school-level data on breakage, lost/stolen counts, and usage trends to monitor the impact of the refresh and guide future lifecycle planning.

1.5 (English Learner Supports) and 1.6 (English Learner Extended Day and Summer School)
These actions have continued to make progress towards the overall goal, and specifically the improvement of academic supports for English Learners (ELs). The EL team, including the Coordinator and Teachers on Special Assignment (TOSAs) provide ongoing professional

development and job-embedded coaching to support high-quality instruction for our English learners in designated ELD during WIN time and secondary ELD courses, a secondary cluster model for EL supports, and integrated ELD. The EL Coordinator and TOSA also support goal setting with students and have a focus on Long Term English Learners (LTELs) and students at risk of becoming LTEL students. On the most recent dashboard, LTELs increased 4.9% on the English Learner Progress Indicator and ELs increased 0.6% on the ELPI. This year, an additional 24 teachers have been QTEL trained, and implementation has been supported in their classrooms. A total of 148 NUSD teachers have been trained thus far.

1.7 (Williams Act Compliance)
This action was effective in making progress toward the overall goal. Students across schools were provided standards-aligned materials for their courses. During 2025-26 NUSD successfully passed all Williams Act inspections and certified instructional materials sufficiency in the fall. During this past year the district also launched the process for the upcoming mathematics textbook adoptions.

1.8 (School Site Supplemental Programs and Services)
This action was effective in making progress toward the overall goal. The school sites are allocated funding to support their school plans and to implement approved supplemental programs, services, related supplies, and professional development to align with the district's vision and goals. This funding continues to be critical for student learning recovery and engagement. Additional details for specific school site allocations, goals, metrics, and reflections can be found in each school's School Plan for Student Achievement (SPSA).

1.9 (Layered Academic and Social Emotional Supports)
This action was effective in making progress toward the overall goal. NUSD continued to implement an MTSS, Culture of Resilience (tiered academic and social emotional supports). This includes universal strategies (i.e. Positive Behavior Interventions and Supports (PBIS) and Trauma Informed Practices) as well as interventions and accelerations for our students and professional development for staff. Examples of supports to sites included guidance in developing schoolwide PBIS plans and applying for California's PBIS state recognition system. To date, 7 of the district's 15 schools have received recognition (2 Silver, 4 Gold, and 1 Platinum).

1.10 (State Seal of Civic Engagement)
This action was implemented as planned, with supports in place to help a broad range of students earn the State Seal of Civic Engagement. Additional activities in the most recent year included a cohort of students participating in the Youth Leadership Academy (YLA) in partnership between NUSD staff and the local Asian Pacific American Public Affairs (APAPA) chapter. Students identified compelling issues, developed a platform of advocacy, and engaged with local and state officials to learn more and share their recommendations. This included engaging with LCAP staff during a YLA meeting, following up to speak during public comment at an LCAP PAC meeting, and sharing their work at a showcase event.

1.11 (Culturally Responsive Curriculum)
This action has supported progress toward the overall goal by engaging staff in high-quality professional development opportunities that support integration of culturally and linguistically responsive teaching and learning strategies into curriculum. During the 2025-26 year, a group of NUSD teachers participated in a Culturally Responsive Learning Cohort using strategies from Dr. Sharroky Hollie's Culturally and Linguistically Responsive Teaching and Learning text. This work continues to support the integration and use of district provided texts that include themes and characters representing the diversity of NUSD's student cultural and linguistic identities.

1.12 (Professional Development that Supports ELA and Math Instruction)
This action was significant in making progress toward the overall goal and remains a central effort aligned to the district's new instructional framework, emphasis on effective Professional Learning Communities (PLCs), and the Early Literacy Initiative. During 2025-26 professional development was provided for all teachers at the August 12th and November 10th professional development days. TK-2 teachers received PD on early literacy instruction aligned to the pillars of reading from NUSD TOSAs and Sacramento County Office of Education. Grades 3-12 received PD on High Quality First Instruction. Ongoing coaching, professional development and support for all 6-12 teachers and cohorts in grades 3-6 in Building Thinking Classrooms (BTC) for math continued in during its second year of implementation. PD was also provided for K-2 teachers on the Heggerty Bridge to Reading and UFLI programs to support early literacy. Early Literacy coaches continue to provide extensive support through successive coaching cycles that include model lessons, observations, and co-planning.

1.13 (College Access Supports)
This action was effective in reducing the financial barrier for students to apply to UC/CSU campuses. This opportunity is extended to all students, including those who already qualify for some free applications based on need. In 2025-26, NUSD provided 460 application reimbursements/payments (290 CSU and 170 UC), significantly more than the 331 in the previous year. Particularly for UC applications, the number increased from 79 to 170. In addition to staff efforts to continue building awareness of this opportunity for students and families, a key shift for UC was the move by the UC system to vouchers rather than a strict reimbursement process. Now students can apply, indicate they are from Natomas Unified, and the charge comes directly to the district. This is far easier for families and students than the previous process in which they had to pay up front and then submit for a reimbursement through a form and provide documentation.

1.14 (Specialized Programs)
This action was effective in making progress toward the goal, particularly in highlighting the areas in which our district is making progress in equitable participation in academic programs as well as areas in which we are falling short. In the fall (October 2025), staff presented a report to the Board of Education in alignment with AR 0100 that analyzed enrollment demographics and outcomes for key NUSD programs. This is part of the district's annual effort to identify areas in which students are not participating in programs at an equitable rate and/or experiencing inequitable outcomes. NUSD continues to offer a wide range of rigorous and engaging programs including, but not limited to Advanced Placement (AP), International Baccalaureate (IB), Career Technical Education (CTE), Advancement Via Individual Determination (AVID), Dual Enrollment, and Dual Immersion. Our district continues to see disproportionate enrollment in programs such as AP, IB Diploma coursework, and Dual Enrollment.

1.15 (System of Assessments with alignment to the instructional framework (i-Ready, IXL))
This action continues to serve as a key lever in the district's ongoing effort to consistently monitor student progress and need over time in both math and literacy. The i-Ready and IXL diagnostics are important actions supporting the district's progress in this goal area and were effectively implemented in 2025-26 at three points during the year (fall, winter, and spring). These results are reported within this LCAP, the District Progress Report, and used with principals and staff to identify ongoing needs. All teachers new to NUSD who attended new-to-NUSD Teacher Orientation received PD for i-Ready, IXL, and DIBELS. In addition, 13 iReady PD sessions have been offered, and these sessions were differentiated by site need. These sessions focused on data analysis and using iReady data to plan next steps for instruction and intervention. 9 additional PD sessions have been provided for IXL. These sessions focused on data analysis and planning for teachers in grades 9-12. The October districtwide PD session focused on DIBELS data analysis and how to effectively utilize the reports and resources within DIBELS to plan and support students.

1.16 (Elementary AVID Support)
This action was effective in making progress toward the overall goal. The AVID Teacher on Special Assignment (TOSA) pushes into classrooms at all three AVID schools across the district to teach model lessons and supports teachers in developing new strategies in a differentiated format based on their years of AVID training. They coach our principals that are new to AVID to help them progress their schools and meet with site coordinators at least monthly. The coach also plans AVID professional learning modules for all three schools, delivers the training, and records the sessions to help teachers receive training credit. The coach also organizes and runs Two Rivers' AVID Showcases each year. Additionally, the coach creates lesson plans for teachers, has created a district website to be used in the future to store all things AVID, assists in collecting evidence and data for the certification process every year, creates posters and templates for teachers to use, remains on call to provide support for teachers, and orders and maintains inventory of AVID supplies at all sites.

1.17 (College and Career Supports)
This action was effective in making progress toward the goal, with students across NUSD high schools continuing to receive robust counseling support and college and career coordination support. NUSD has prioritized the continuation of college and career supports at Discovery, Inderkum, and Natomas High Schools to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower dropout rates with a specific focus on Hispanic and African American students. This includes College and Career Coordination Specialists at NHS and IHS. NUSD’s maintenance of high graduation rates and low drop-out rates relative to county and state rates is one indication that counseling has been effective.

1.18 (High School Summer Credit Recovery)
This action was effective in making progress toward the goal, with a significant number of students participating in High School Summer Credit Recovery during Summer 2025. NUSD continues to operate this program across its high schools, with students having access to one or more 2-week credit recovery sessions. For Summer 2025, 1,203 students participated in high school summer school. Across all students, 9,607 credits were earned, representing 1,644 courses passed. Summer School 2026 was underway at the time of this plan’s approval, with a total of 1,150 anticipated high school participants and 600 anticipated TK-8 participants throughout all Summer 2026 sessions.

1.19 (AP Capstone Program)
This action was effective in making progress toward the goal, with Natomas High School continuing to implement the AP Capstone Program and offer a range of AP course options to a prioritized group of students. The placement of this program at NHS is of particular importance given the school’s higher percentage of unduplicated students. Increasing access to rigorous coursework that prepares students for college and career is a priority of NUSD. Natomas High School continues to offer a wide variety of AP courses, as well as the AP Research and Seminar courses needed for completion of the Capstone program. In an October 2025 report to the board, NHS had a 25.0% AP Enrollment Rate for students in grades 9-12, down slightly from the prior year’s 27.4% rate. For the 2024-25 school year, NHS awarded 2 AP Capstone Diplomas. Both the enrollment rate and overall number of Capstone Diplomas are areas for improvement moving forward.

1.20 (Secondary Math Supports)
This action was effective in making progress toward the overall goal. Improvement of math instruction and student math outcomes are both recognized needs, and identifying strong professional development partners has been a critical step in addressing those needs. NUSD has continued to partner with the Sacramento State Math Project and Sacramento County Office of Education (SCOE) leader Deb Stetson to implement Building Thinking Classrooms (BTC) and other mathematics professional development to improve Math teaching and learning. 2025-26 was the second year of training and coaching for NUSD teachers and activities included trainings, planning sessions, visiting

programs in nearby districts, and applying learning in their instruction. During the current year, over 90% of secondary math teachers participated in one or more professional learning events. As discussed above, continued work in this area will be in alignment with the ongoing Math curriculum adoption process.

1.21 (High School Graduation Supports)
This action was effective in making progress toward the goal, with all high school sites offering credit recovery options through the APEX online course platform. This included options during the school year and in summer. A significant portion of NUSD students access these services. Through just December 2025 for the 2025-26 school year, 479 students had utilized APEX. This was in addition to usage over Summer 2025, in which 207 courses were completed, helping students make progress toward high school graduation. Summer 2026 will again include a significant number of students using APEX for credit recovery. NUSD is committed to providing students accessible credit recovery options to get them back on track for high school graduation when the need is identified.

1.22 (PK-12 International Baccalaureate (IB) Programs)
This action was effective in making progress toward the overall goal. In 2025-26, NUSD continued to offer IB programs at 4 schools, ranging from the Primary Years Program (PYP) at grades K-5 to Middle Years Program (MYP) at grades 6-10 to Diploma Program at grades 11-12. In all, this represents about 3,400 students participating in IB programs districtwide. The IB program, alongside Advanced Placement (AP), Career Technical Education (CTE), and dual enrollment, provides students with a rigorous academic pathway that prepares them for future success in college and career. Like AP, IB also provides students the opportunity to earn college credit during high school via successful passage of IB exams. Final 2024-25 exam results included a 67% pass rate for all exams and 71% of students passing at least one exam. Both of these rates were decreases from the prior year, though upon deeper analysis the decreases were almost entirely attributable to low pass rates in a brand-new IB course (Sports, Exercise, and Health Science). As this course moves beyond its first year and the depth of experience with the curriculum and testing increases, it is expected that pass rates will increase as well.

1.23 (GATE Programs)
This action was partially effective in making progress toward the overall goal during 2025-26, as students who requested or were referred for assessment were tested. As discussed above, in 2025-26 NUSD shifted to a base assessment timeline of third grade, rather than first grade, which has been the grade level of assessment for a number of years. This shift was made after reviewing best practices and researching practices across a number of districts. Due to this shift, no additional funds were needed for assessment during the current year (the few assessments that were administered based on referral were addressed through available tests unused in the prior year). Staff overseeing GATE programs reviewed options for how to use remaining dollars that have historically been challenging to spend centrally. After review, staff have determined that allocation of these dollars directly to school sites will be the most effective option to ensure that they can be used in alignment with each school's existing program. Given the timing of this decision and other events in the district, funds were not allocated during the current year but will be allocated in 2026-27.

1.24 (Seal of Biliteracy)
This action was effective in identifying and celebrating our biliterate students. The district continues to make progress toward the goal, even though the number of students reaching the specific biliteracy target decreased slightly this year. In 2025-26, 202 graduating seniors will earn the State Seal of Biliteracy, a 6% decrease over the previous year (215 in 2024-25). Staff continue to support students in earning the State Seal of Biliteracy (SSB). Each winter after the first semester is completed, staff analyze data to identify graduating high school seniors who meet the requirements to earn the SSB, and they offer a variety of pathways for students to earn the award.

1.25 (Career Technical Education (CTE) Pathways)
This action resulted in meaningful progress toward the stated goal, as the district successfully maintained all 10 CTE pathways. Each pathway remains fully funded and staffed by appropriately credentialed CTE teachers. Throughout the year, NUSD strengthened collaboration with high school counseling teams to better align course scheduling, supporting student success and increasing pathway completion rates.
For the 2025–26 school year, pathway enrollment reflects continued strong student interest and growth across programs: Building and Construction (64), Cosmetology (49), Public Safety (82), Music Production (70), Hospitality (30), Broadcast Media (143), Engineering (80), Healthcare (109), Automotive (98), Bike Tech (77), and Digital Media (171). Note: Bike Tech is not technically a full pathway but continues to be included in this list, reflecting a commitment to that CTE option.

1.26 (Adult Education Program)
This action was effective in serving a range of adult learners in 2025-26 (356 to date through December). The NUSD Adult Education program continues to offer courses in beginning and advanced English as a Second Language (ESL), High School Completion, General Education Diploma (GED), and Citizenship. As of April 2026, the program anticipates awarding 18 adults their high school diploma.

1.27 (Math and Literacy Interventions)
This action was effective in making progress toward the overall goal. Read 180 and Math 180 intervention materials were purchased for all TK-8, TK-5, TK-6, and Middle School campuses. These materials are being used for after school intervention programs and during WIN rotations. Read 180 is being used during the school day ELA block for all students needing literacy intervention at Bannon Creek and Natomas Middle. Inderkum High School is piloting the use of Read 180 materials in two classes. In addition to Read 180, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty, and UFLI (University of Florida Literacy Institute) materials have been purchased for all elementary school sites. These programs are all science-of-reading-aligned and are being used for intervention during the school day and in after school intervention groups.

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

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

Changes to Actions
- 1.6 (English Learner Extended Learning and Summer School Support) This action's title and description have been revised from 'extended day' to 'extended learning' to reflect the broader range of supports that may be involved, based on identified need.
- 1.9 (Layered Academic and Social Emotional Support) This action's description has been modified for clarity, removing a reference to an outdated initiative and removing parentheses to be more concise and direct.

- 1.12 (Professional Development that Supports ELA and Math Instruction) This action's description has been updated to reflect the most current projections for use of LREBG funding in the 2026-27 year.
- 1.15 (System of Assessments) This action's description has been updated to reflect the most current projections for use of LREBG funding in the 2026-27 year.
- 1.16 (Elementary AVID Support) This action's description has been updated to reflect a change in the type of support provided to Elementary AVID schools from the previous context (TOSA position) to ongoing support for professional learning and time to coordinate AVID implementation.
- 1.20 (Math Framework Implementation) This action's title and description have been revised to reflect an expanded scope from the previous focus on secondary schools to a TK-12 focus on the ongoing Mathematics curriculum adoption process and implementation of the state Mathematics framework.
- 1.22 (PK-12 International Baccalaureate (IB) Programs) While the action's title and description are not substantially changing, it is important to note that, beginning in 2026-27 the total number of schools included in this action is decreasing. The schools that are implementing IB programs in the 2026-27 school year will include Jefferson School, Paso Verde School, and Inderkum School and no longer include American Lakes School, Bannon Creek School, Natomas Middle School, and H. Allen Hight Elementary.
- 1.23 (GATE Programs) This action's description has been updated to reflect the shift of GATE testing from 1st grade to 3rd grade.
- 1.25 (Career Technical Education (CTE) Pathways) This action's description has been updated to more accurately reflect the 10 pathways present in NUSD. This update is not reflecting any pathway closure, but is a revision for accuracy given that the Bicycle Technology program is not technically a full pathway.
- 1.27 (Math and Literacy Interventions) This action's description has been updated to reflect the most current projections for use of LREBG funding in the 2026-27 year.

New Action

- 1.28 (Dual Language Immersion) This is a new action that has been added to reflect the ongoing support for Dual Language Immersion implementation at Heredia-Arriaga School.

New Metric

- 1.29 (Early Literacy Growth) This is a new metric added in alignment with the district's Early Literacy Initiative. It will report the overall percentage of students who demonstrated average or above average growth in Early Literacy as measured by the DIBELS literacy assessment. This reflects growth from the Beginning of Year (BOY) assessment to the End of Year (EOY) assessment. The target for this metric is to meet or exceed the national norm of 60%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	AP/IB Supports	NUSD will continue to provide resources to schools to support increased passage rates on AP/IB exams. Providing tutoring supports or specialized exam preparation, for example, supports for unduplicated students preparing for AP/IB exams.	$35,000.00	Yes
1.2	AP/IB Exam Fees	NUSD will continue to pay for AP/IB exam fees for all students. Prior local data indicated that our low income students, English Learners, and Foster Youth were less likely to take the AP/IB exams before NUSD implemented this action in 2016. The cost of those exams for unduplicated students and their families may have deterred students from attempting the exams.	$175,000.00	Yes
1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. Increased instructional time benefits all students and particularly our low income students, English Learner students, and Foster Youth. (This action is aligned to Action 5.4 and all associated costs are included that action)	$0.00	Yes
1.4	Technology Refresh	NUSD will implement a Technology refresh plan to include the replacement of outdated hardware for students and staff, the purchase of replacement equipment that may have been lost/stolen/broken, the purchase of new equipment when new/additional staff is hired, and the purchase of new equipment when student enrollment grows. This funding also supports Chromebook cases, associated insurance costs, NUSDConnect, and any additional IT work necessary to support this action.	$1,500,000.00	No
1.5	English Learner Supports	NUSD will continue to support English Learner (EL) students and EL teachers through two Teachers on Special Assignment (TOSA) and an EL Coordinator, all of which will support English Learner needs including redesignation, access/placement, and professional development. The	$449,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
		language acquisition model for all English Learners (including Long Term English Learners (LTELs)) is a structured English immersion model (includes both integrated and designated ELD)). Professional development opportunities for all teachers of English Learners include job-embedded coaching and targeted training sessions to implement EL-specific instructional strategies. Additionally, for teachers who teach LTELs or students at-risk of becoming LTELs, professional development specific to LTEL needs is provided through the Quality Teaching for English Learners (QTEL) pedagogy.		
1.6	English Learner Extended Learning and Summer School Supports	NUSD will continue to support extended learning opportunities for English Learners and EL teachers and extended/supplemental summer school support for English Learners.	$15,000.00	Yes
1.7	Williams Act Compliance	NUSD will continue to meet Williams Act expectations by ensuring that all students have access to standards aligned materials.	$700,000.00	No
1.8	School site supplemental programs and services	School sites will receive funding allocations annually to implement approved supplemental programs, services, related supplies, and professional development aligned to district goals.	$1,432,231.00	Yes
1.9	Layered Academic and Social Emotional Support	NUSD will continue to utilize an MTSS framework to articulate tiered academic and social emotional supports. This includes universal strategies (i.e. Positive Behavior Interventions and Supports (PBIS) and Trauma Informed Practices) as well as interventions and accelerations for our students and professional development for staff.	$100,000.00	Yes
1.10	State Seal of Civic Engagement	NUSD will implement and monitor the State Seal of Civic Engagement program.	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Culturally Responsive Curriculum	NUSD will continue to purchase and implement culturally responsive curriculum, materials, and resources that are intended to reverse the marginalization of traditionally underrepresented groups throughout history and text. This action includes integrating the curriculum into English Language Arts and History/Social Studies curriculum. Professional development to support implementation will also be provided.	$40,000.00	No
1.12	Professional Development that Supports ELA and Math Instruction	Provide ongoing professional development focused on implementing the instructional framework. LREBG Action The needs assessment identiried a significant need for improvement in high-quality, first instruction districtwide as well as effective site-based collaboration to more deeply understand individual student needs and engage in shared decision-making and action to address those needs. Studies show that providing high-quality professional development to staff is a critical component to improving the quality of first instruction, which is a necessary step towards improving students outcomes for all students as well as student groups and school sites with lower performance. Metrics 1.6-1.9 and 1.16-1.20 LREBG Funds: $579,548 for 2026-27 and $689,662 to continue this action in 2027-28.	$1,320,728.00	Yes
1.13	College Access Supports	NUSD will continue to emphasize increasing college access for all students, and especially those who are unduplicated and traditionally underrepresented, to matriculate to college. The emphasis will support students from 9th grade through college acceptance. Areas of student support include, but are not limited to, paying for UC/CSU application fees, college entrance exam fees, offering application preparation training and supports, and financial aid application training.	$65,000.00	Yes
1.14	Specialized Programs	NUSD will monitor specialized programs such as the IB Diploma Programme, AP, CTE, and CECA in relation to the demographics of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students who apply, are accepted to, who enroll, and who complete the program to make sure “gate-keeping” does not exclude students from applying and/or being admitted. (no additional cost)		
1.15	System of Assessments	Implement and monitor a district wide System of Assessments that includes regular Math and Reading diagnostics (i-Ready and IXL) as well as an Early Reading Screener. LREBG Action The needs assessment identified a significant need for improvement in high-quality, first instruction districtwide as well as effective site-based collaboration to more deeply understand individual student needs and engage in shared decision-making and action to address those needs. A key element of improving the quality of first instruction and supporting effective professional collaboration is access to meaningful, timely, and regular data on student progress and performance. Studies show that regular progress monitoring of student performance data aligned to instructional targets/standards supports more intentional and aligned instructional planning and implementation of programs. Metrics 1.16-1.20 LREBG Funds: $206,000 for 2026-27	$399,750.00	Yes
1.16	Elementary AVID Support	NUSD will continue providing instructional and assessment support aligned to the instructional framework at 3 AVID designated elementary schools. This action will support ongoing professional learning and time to coordinate AVID implementation.	$107,975.00	Yes
1.17	College and Career Supports	NUSD will continue the college and career supports at Discovery, Inderkum, and Natomas High Schools to help increase graduation rates, UC/CSU a-g rates, student access to career pathways, and lower drop-out rates with a specific focus on Hispanic/Latino and African American students. This includes College and Career Coordination Specialists at NHS and IHS.	$940,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Secondary Summer School	NUSD will continue to provide a summer school program at all high schools that addresses graduation and UC/CSU a-g original credit and credit recovery opportunities for students who have taken an a-g course but earned a D or F. Summer programs at the Middle School grades will also be offered to students in need of Math and Literacy intervention.	$745,000.00	Yes
1.19	AP Capstone Program	NUSD will continue to implement an Advanced Placement (AP) Capstone program.	$197,430.00	Yes
1.20	Math Framework Implementation	Professional development, implementation support, and ongoing monitoring of program fidelity during the ongoing Mathematics curriculum adoption and implementation in alignment with the state Mathematics framework will be provided. This will include a Teacher on Special Assignment (TOSA) and professional development opportunities across grade levels TK-12. Included within this will be continued support for implementation of "Building Thinking Classrooms" instructional practices.	$375,000.00	Yes
1.21	High School Graduation Supports (Credit Recovery)	NUSD will continue to implement a credit recovery program to increase graduation rates by school and student group and increase UC/CSU a-g rates by student group.	$109,898.00	No
1.22	PK-12 International Baccalaureate (IB) Programs	NUSD will continue to implement the PK-12 IB Programme at multiple schools across the district.	$1,629,639.00	No
1.23	GATE Programs	NUSD will continue to implement GATE testing for and continue to offer GATE program access for identified students at all elementary schools during the school day. This funding also is for parent training, GATE program supplies and supports.	$33,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.24	State Seal of Biliteracy	NUSD will continue to implement the Seal of Biliteracy medals, awards and recognition events for students and families.	$3,970.00	No
1.25	Career Technical Education (CTE) Pathways	NUSD will continue to provide ten (10) career technical education pathways for secondary students with dedicated staff to help lead program development and growth.	$1,721,183.00	No
1.26	Adult Education Program	NUSD will continue to implement an Adult Education Program as outlined in the Capital Adult Education Regional Consortium (CAERC) grant.	$468,786.00	No
1.27	Math and Literacy Interventions	Provide elementary and K-8 schools access to Math and Literacy interventions to addres identified student needs and ensure that students are staying on track to meet grade-level standards. LREBG Action The needs assessment identiried Math and ELA proficiency levels that indicate a significant needs for additional support in both areas. This need begins at the earliest grade levels based on state testing, and internal diagnostics show that these needs extend into even earlier grade levels. This action addresses that need by specifically implementing intervention resources for Math, Reading, and Literacy at the earliest grades. Studies show that providing students intervention to build their foundational academic skills at the earlier grades is critical to their immediate and long term academic success. Metrics 1.16-1.20 LREBG Funds: $72,000 for 2026-27	$102,000.00	No
1.28	Dual Language Immersion	Professional development and materials to support implementation of the Spanish Dual Language Immersion (DLI) program at Heredia-Arriaga School.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Cultivate the Social Emotional Well-Being of Each Student	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 is fully aligned to NUSD's 2024-2029 Strategic Plan (Forward 5) and was developed to focus the district efforts on cultivating the social-emotional well-being of each student. This focus reflects the district's commitment to a holistic approach to student outcomes, recognizing that students' social-emotional development is essential to their academic success and long-term growth.

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

Social-emotional well-being was one of the district's main focus areas prior to the pandemic and remains more important than ever. Providing a district program that cultivates students' well-being through intentional curriculum, utilizing restorative and trauma-informed practices, and supporting positive attendance enables students to positively and fully engage in the school community and all aspects of their academic journey. In order to address performance gaps, NUSD is committed to increasing access and support for those who are historically underserved, and increasing the inclusivity of our schools. This work is grounded in the district's commitment to Diversity, Equity, and Inclusion and is informed by educational partner voice.

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

Student Social-Emotional Resources and Supports: Promote a caring learning community that supports the development of social-emotional skills for each student.
As the district has continued to increase support and services for NUSD staff, students, and families in the form of School Psychologists,

Social Workers, and related support contractors through the county office, the need for targeted mental health and social-emotional support services continues to be evident. The twice-annual CoVitality Social-Emotional Health Survey continues to identify student needs related to emotional distress (depression, anxiety, self-harm ideation, etc.). A key districtwide effort has been the implementation of a common social-emotional learning curriculum. This has recently been launched and at present the district is building towards full implementation. Ensuring consistent implementation with fidelity across sites is a critical ongoing priority.

Behavior Intervention: Set clear expectations and provide multiple levels of support to develop student responsibility and positive behavior.
NUSD has had a higher suspension rate over the past several years and this remains an area of focus. Before the pandemic, NUSD's suspension rate was 6.1% (2019 Dashboard) and increased to 8.4% (2023 Dashboard) in the years after. NUSD has been able to lower its suspension rate to 7.2% as of the 2025 Dashboard. While this improvement is a positive sign, the rate is still above the 2019 Dashboard rate and well above the desired target of 5% or lower. Lowering the district's overall suspension rate will positively impact school climate and student outcomes. NUSD continues to operate an alternative educational option through a collaboration with SCOE to offer the Promise Program, which provides students with an added layer of support before expulsion and as a deterrent to excessive suspensions. The implementation of Restorative Practices at all sites will help to address the current district wide suspension rate and disproportionality in suspension rates for our Black/African American students (15.5% on the 2025 Dashboard) and other groups with disproportionately high rates. Restorative Practices can also impact students' well-being with specific attention to building relationships, fostering community, and repairing relationships, which is a relevant area of focus as evidenced by the safety and connectedness results of the Covitality survey.

Attendance & Wellness: Deliver support and resources for families to encourage daily school attendance and student wellness.
NUSD has experienced a significant increase in chronic absenteeism following the pandemic, consistent with statewide and national trends. On the 2023 California School Dashboard, the district's chronic absenteeism rate was 32.6%. This rate has since decreased by 9.9% to 22.7% rate on the 2025 Dashboard; however, it remains significantly higher than pre-pandemic levels (13.3% on the 2019 Dashboard). While improvement is evident, continued focus is needed to re-engage students, particularly historically underserved student groups. NUSD maintains a strong expectations for regular attendance and is working toward returning to pre-pandemic levels over time. The district's historical attendance rate of approximately 95% declined to just under 92% in 2022-23 and has since been gradually improving through through targeted attendance interventions and proactive school and district-level strategies. Improving student attendance remains a critical lever for improving academic outcomes and overall student success.

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

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

- Improve the social-emotional well-being of each student, and in particular those student groups with disproportionately low attendance and high suspension rates.
- Increase attendance rates and decrease the chronic absenteeism rate.

- Decrease suspension rates, in particular for Black/African American students and other student groups with disproportionately high rates.
- Decrease the high school drop-out rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	High School Dropout Rate Source: DataQuest (CALPADS)	2.7% (2022-23)	1.8% (2023-24)	1.9% (2024-25)	Maintain at 2.0% or below	-0.8%
2.2	Chronic Absenteeism Rate Source: DataQuest (CALPADS)	All: 30.4% AA: 37.3% AI: 36.8% A: 21.8% F: 17.5% H/L: 33.1% 2+: 31.7% W: 21.9% EL: 31.0% HY: 50.6% SED: 35.9% SWD: 39.2% (2022-23)	All: 24.2% AA: 33.9% AI: 26.2% A: 15.7% F: 8.9% H/L: 25.9% 2+: 25.1% W: 15.5% EL: 23.8% HY: 48.4% SED: 29.5% SWD: 32.8% (2023-24)	All: 22.2% AA: 31.2% AI: 22.2% A: 14.5% F: 11.7% H/L: 22.9% 2+: 23.4% W: 15.5% EL: 20.2% HY: 39.1% SED: 27.0% SWD: 30.1% (2024-25)	ALL: 18% AA: 23.8% AI: 23.3% A: 9.8% F: 5.5% H/L: 19.6% 2+: 19.7% W: 9.9% EL: 19.0% HY: 37.1% SED: 22.4% SWD: 25.7%	ALL: -10.2% AA: -6.1% AI: -14.6% A: -7.3% F: -5.8% H/L: -10.2% 2+: -8.3% W: -6.4% EL: -10.8% HY: -11.5% SED: -8.9% SWD: -9.8%
2.3	Suspension Rate Source: DataQuest (CALPADS)	All: 8.4% AA: 17.8% AI: 17.1% A: 2.5% F: 1.7% H/L: 6.8% 2+: 9.7% W: 4.1% EL: 5.2% HY: 16.2% SED: 10.6% SWD: 11.7%	All: 7.7% AA: 16.8% AI: 6.1% A: 2.4% F: 1.8% H/L: 5.7% 2+: 8.7% W: 4.0% EL: 4.4% HY: 13.2% SED: 9.6% SWD: 10.7%	All: 7.2% AA: 15.5% AI: 8.7% A: 2.2% F: 2.3% H/L: 5.7% 2+: 7.2% W: 4.8% EL: 3.5% HY: 11.2% SED: 8.8% SWD: 10.9%	ALL: 5% AA: 13.3% AI: 12.6% A: 1.5% F: 1.0% H/L: 3.8% 2+: 6.7% W: 2.5% EL: 3.1% HY: 11.7% SED: 6.1% SWD: 7.2%	ALL: -1.2% AA: -2.3% AI: -8.4% A: -0.3% F: +0.6% H/L: -1.1% 2+: -2.5% W: +0.7% EL: -1.7% HY: -5.0% SED: -1.8% SWD: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23)	(2023-24)	(2024-25)		
2.4	Expulsion Rate Source: DataQuest (CALPADS)	0.2% (2022-23)	0.1% (2023-24)	0.1% (2024-25)	Maintain at or under 0.2%	-0.1%
2.5	Middle School Dropout Rate: Number of dropouts in each grade level (7th, 8th) Source: CALPADS	Less than 5 (2022-23)	Less than 5 (2023-24)	Less than 5 (2024-25)	Maintain at less than 5 per grade level (7th, 8th)	Maintained at less than 5
2.6	Attendance Rate: Overall percentage of days attended Source: DataQuest (CALPADS)	92% (2022-23)	92% (2023-24)	93.3% (2024-25)	95%	+1.3%

Goal Analysis [2025-26]

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

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

Overall, the implementation of the actions to achieve Goal 2 (Cultivate the Social-Emotional Well-Being of Each Student) occurred as planned. This implementation furthered the district's efforts to strengthen social and emotional curriculum and programs at Tier 1, while continuing to build out supports at Tier 2 and Tier 3.

During 2025-26, the following actions were implemented as planned:
2.1 (Foster Youth Supports (Staffing))
2.2 (Chronic Absenteeism Interventions)
2.3 (Promise Program/Community Day School)
2.5 (Foster Youth Supports (Resources))
2.6 (Increased Health Assistants)
2.7 (Increased Psychologists)
2.8 (Social Emotional Assessments (Covitality))
2.9 (Social Workers for Social Emotional Support)
2.10 (Chronic Absenteeism System and Supports (A2A))
2.11 (Homelessness Tutoring and Supports)
2.12 (Continue Expanded Health and Wellness Supports)

2.13 (Additional Mental Health Supports)

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

- Maintained a psychologist and social worker at all of our comprehensive campuses to support an array of services and resources for students and families and a full-time social worker liaison to support foster/homeless youth
- Maintained full-time counselors to serve students in grades 6-12
- Maintained 10 Career Technical Education Pathways for students including Broadcast Media, Healthcare, Automotive, Public Safety, Music Production, Hospitality, Engineering, Digital Media, Building and Construction Trades, and Cosmetology.
- Continued the Natomas Mobile Health Clinic which travels to provide basic health care such as physicals and vaccinations
- Opened a permanent facility for the B. Teri Burns Health Clinic and HALO (Health and Life Organization) across the street from Natomas High School
- Implemented a cohesive Social Emotional Learning (SEL) curriculum and core SEL classroom practices

As measured by the metrics outlined in Goal 2, NUSD has continued to make progress and/or sustain desired outcomes in Goal 2 related areas. However, there are also areas in which improvement is still needed to reach desired outcomes and/or to maintain a trajectory of continuous improvement. Following are some overall results within Goal 2, with additional analysis to follow in the sections below:

- The High School Dropout Rate remained low, with NUSD continuing to be a leader in this area within Sacramento County, at 1.9% for 2024-25. This was a similar rate to 2023-24 (1.8%), maintaining the decrease achieved from the higher rate of 2.7% in 2022-23.
- NUSD's efforts to increase attendance through interventions and connectedness have continued to decrease the Chronic Absenteeism Rate (from 30.4% in 2022-23 to 24.2% in 2023-24 and again to 22.2% in 2024-25). Chronic Absenteeism rates were trending down again for 2025-26 prior to the spring 2026 work stoppage that included significant declines in student attendance. Through the end of February 2026, rates were approximately 2.0% lower than the prior year at the same point in time.
- NUSD's efforts to increase school safety and connectedness, including the implementation of Positive Behavioral Interventions and Supports (PBIS), continued a multi-year trend for decreasing the Suspension Rate (from 8.4% in 2022-23 to 7.7% in 2023-24 and again to 7.2% in 2024-25). Internal analysis for 2025-26 through April 2026 show suspension rates trending just below the 2024-25 rate at the same point in time, indicating that the improvement made in 2023-24 and 2024-25 will be maintained and potentially improved even further.
- NUSD's Expulsion Rate remained under the target of 0.2% for 2024-25 and analysis for 2025-26 through March 2026 shows a 0.1% rate.
- Overall attendance increased from 92% in 2022-23 to 93.3% in 2024-25. Prior to the aforementioned work stoppage, attendance was consistently trending up throughout 2025-26 by approximately 0.5% higher than the prior year. The work stoppage, which lasted 7 days and during which attendance ranged from 50-60% each day, significantly impacted the year's overall attendance rate and it is not anticipated that rates will be able to recover to the point where the progress made prior to the stoppage will be observed.

For 2025-26, the following actions in Goal 2 had substantive differences in implementation from what was planned:

- 2.4 (Restorative Justice/Restorative Practices) Following personnel changes and review of implementation progress, staff paused during the fall to assess appropriate next steps for this work. This resulted in the launch of a pilot for Restorative Ambassadors at Natomas Middle School, focused on implementation of peer mentoring and counseling supports. This builds upon the peer leadership and counseling work that has been occurring at other sites across the district. Additionally, the Restorative Justice and

Restorative Practice collaborative work group continued to meet throughout the year to discuss issues such as reentry procedures, Social Emotional Learning curriculum, and Restorative Circles.

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

Actions with a material difference (greater than +/- 10%) between budgeted expenditures and estimated actual expenditures for the 2025-26 school year included:

2.2 (Chronic Absenteeism Interventions)
This action was implemented as planned, with the relevant staffing involved in this action continuing to support progressive interventions for students on track to be or who are chronically absent and facilitating Student Attendance Review Board (SARB) and Truancy Court. The difference in expenditure reflects turnover in assigned to these positions, resulting in differences in salary and benefits costs from original projections.

2.4 (Restorative Justice/Restorative Practices)
As noted above, there was a pause in this action to reassess implementation status and plan for appropriate next steps. The launch of the pilot Restorative Ambassadors program will begin in the summer and continue into the next year. This launch has not required the use of all funds initially projected for this action.

2.5 (Foster Youth Supports (Resources))
This action was implemented as planned and these funds are used to provide foster students and families direct support. NUSD's Foster Youth population remains small (approximately 50 students each year) and funds are used to address the necessary programs, materials, and other supports as needed. Examples include student participation in conferences, materials for events, essential school supplies, and other direct student supports.

2.11 (Homelessness Tutoring and Supports)
This action was implemented as planned, though significantly less funding than anticipated was used. This was due in part to the later start of tutoring services. During the Fall students were identified, staff were recruited, and matches were made. Based on the targeted group of students, secondary students with identified needs based on grades and graduation progress, the overall cohort of students who both met participation criteria and were willing and able to participate was relatively small.

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

2.1 (Foster Youth Supports (Staffing)) and 2.5 (Foster Youth Supports (Resources))
This action was effective in making progress toward the overall goal. With the continued investment in a foster youth social worker liaison, NUSD has been able to provide a range of supports to our foster youth and families. This has included support for enrollment, coordination of academic and social-emotional services, facilitation of foster youth engagement, and ensuring that foster youth and families have access to district and community resources. For 2025-26, NUSD served approximately 45 Foster Youth and their families at any given time. The FY/HY Social Worker Liaison ensures that each student is connected with their school's social worker. Developed in partnership with Sacramento

County Office of Education (SCOE) colleagues in the Differentiated Assistance process, an onboarding process specific to FY has been implemented this year. This process includes standardized intake procedures such as introduction to key site staff, tour of the campus, and provision of school materials/supplies such as a backpack and essential supplies. Social workers follow this with regular monthly check-ins (more frequent if needed) to provide ongoing support and monitoring. The signature Foster Fall Family Night event has continued. During this event, families received information about NUSD and county resources that support students' academic success and overall well-being. Attendees were also able to connect with representatives from local colleges, universities, and community-based organizations. These action items also supported participation for four foster students in the Guardian Scholars Bridge Conference at Sacramento State.

2.2 (Chronic Absenteeism Interventions) and 2.10 (Chronic Absenteeism System and Supports (Attend))
These actions have been effective in making progress towards the overall goal. As stated above, NUSD has continued to decrease its Chronic Absenteeism Rate each year for the past three years. For the current year, rates were trending 2-3% below last year's rate at the same time throughout the year prior to the impact of student absences from the spring work stoppage in March 2026. While this unfortunately resulted in a significant shift in the 2025-26 Chronic Absenteeism Rate and this will be reflected in state reporting, it is important to highlight the work that was being done to that point and the improvement it was leading toward. NUSD has continued to coordinate progressive intervention for students who are on track to be or who are chronically absent. This includes the Tier 2/3 processes of a Student Attendance Review Team (SART), Student Attendance Review Board (SARB), and Truancy Court at the more intensive levels and a range of Tier 1/2 supports that take place at the site level. Many of these Tier 1/2 interventions are made possible by the program specialist position and ATTEND program features. The ATTEND program tracks student and site level attendance data, generates and sends legally required truancy letters to families, and supports the scheduling for Student Attendance Review Team (SART) meetings. A program specialist position is included in this action item. The program specialist supports ATTEND program implementation and staff training, as well as overseeing Independent Study, Home-Hospital Instruction, Student Attendance Review Board (SARB), and Truancy Court processes. This position also provides student and family engagement tied to attendance, including identifying and resolving barriers to student attendance. As of April 6th, 2026, a total of 32,765 attendance-related letters have been sent to parents through ATTEND, along with monthly digital campaign messages. Additionally, 1,267 SART meetings have been scheduled using this program.

2.3 (Promise Program/Community Day School)
This action has been effective in making progress toward the overall goal and has continued to provide an important program option for secondary students. Approximately 25 students are currently enrolled in the Promise Program, which is a Sacramento County Office of Education (SCOE) program located on the Discovery High School campus. NUSD continues to support the Promise Program, which provides a community day school option for secondary students who are in need of this different school setting.

2.4 (Restorative Justice/Restorative Practices)
The implementation of this action for 2025-26 has involved reassessment of the district's plan and building out of new implementation strategies. During 2025-26 a collaborative group was convened to work on districtwide implementation planning focused on three areas: Social Emotional Learning (SEL) curriculum, restorative circles, and re-entry procedures. This group includes classroom teachers as well as district office staff. During 2025-26, professional development will begin in the summer and continue into the following year to support the effective implementation of a pilot Restorative Ambassadors program in which students are trained in peer mentoring and counseling.

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

These actions have been effective in making progress toward the overall goal, particularly in their proactive approach to student health issues that might otherwise decrease attendance and instructional time. In 2025-26, NUSD continued to staff eleven Health Assistant II positions. These positions enable elementary and K-8 schools to maintain consistent health office coverage to support essential student health services, including medication administration, basic first aid, and compliance with required immunizations. These staff members also play an important role in attendance improvement by contacting families to verify absences, helping identify barriers to regular attendance, and supporting timely follow-up. In addition, they provide critical support for attendance systems such as the ATTEND program, SART scheduling, Independent Study, and Home-Hospital Instruction, ensuring that processes remain efficient and responsive to student needs. This action has also sustained support for the Monday/Wednesday Vaccines for Children (VFC) immunization clinic, staffed by district nurses, as well as the continued offering of weekly Sports Physical Clinics. Through April 6, 2026 the VFC clinic has served 497 individuals and administered 705 immunizations, while the Sports Physical Clinics have served 808 students.

2.7 (Increased Psychologists) and 2.9 (Social Workers for Social Emotional Support)
These actions have been effective in making progress toward the overall goal. To date through May 1, 2026, Psychologists and Social Workers have collaborated to serve over 1,600 students through individual check-ins, regular Check-In/Check-Out (CICO), 1-on-1 counseling, lunch bunch groups, and other small group supports. All students access these services, and for 2025-26 74% of the students served are not identified for a disability and 26% are identified for a disability. Psychologists and social workers continue to provide services to students with disabilities, but an Individualized Education Program (IEP) is not required to receive services. All sites are staffed with one psychologist, except for Inderkum High School, which has two. These staff continue to provide a range of mental health and social-emotional supports, as well as supporting assessments and identifications within the special education context. NUSD also has a dedicated preschool psychologist, which provides direct support to students in early childhood education. Every school has a social worker to support mental health and social emotional support. This does not include the additional staffing as part of LCFF Equity Multiplier for ALS in the current year. These staff work within the school context to respond to emerging student needs and to provide tiered support through small groups and individual counseling.

2.8 (Social Emotional Assessments (CoVitality))
This action has been effective in making progress toward the overall goal. The CoVitality survey has been fully implemented in both the fall and spring. The fall administration occurred in late August/early September 2025, with 89% of 4th-12th Grade students participating. The spring administration occurred in late January/early February 2026, with 90% of students participating. Following each administration, district staff develop site-specific lists of students whose results demonstrate an elevated risk level. These lists are shared with site wellness teams including the social workers and school psychologists to conduct outreach directly to students' families to determine if additional referral to support is needed. The results for student perceptions of safety and connectedness are included as metrics within this LCAP as well as the District Progress Report (DPR) on the district webpage.

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

2.13 (Mental Health Supports)
This action has been effective in making progress toward the overall goal. This action includes three staff members (2 Behavior Support Assistants and 1 Behavior Specialist) added in 2025-26 specifically to provide centralized support at sites for increased behavior/mental health needs. Key efforts in 2025-26 included the establishment of a referral system for students to receive behavioral support, development of a process that determines how supports are deployed across sites, and monitoring efforts through a tracking system. These staff provide support for students in general education AND special education. An IEP is not required to access this support. Staff are deployed to sites to support specific students based on emerging and ongoing needs. Some students receive ongoing support, while others may only need support once based on a specific instance.
arise.

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

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

Changes to Actions

- 2.4 (Restorative Justice/Restorative Practices) The description of this action has been revised to remove a cross-action reference that was no longer needed.
- 2.6 (Increased Health Assistants) The description of this action has been revised to remove the specific reference to a 6-hour work day, as that specific time length does not apply to all of the positions.
- 2.9 (Social Workers for SES) The description of this action has been modified to include the term 'comprehensive' to specify the types of schools that have a designated Social Worker position.
- 2.10 (Chronic Absenteeism System and Supports) The description of this action has been modified to update the actions status with regard to LREBG funding. LREBG funding will be used to continue a portion of this action into 2027-28.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Foster Youth Supports (Staffing)	A Social Worker Liaison focusing on foster youth will implement systems to measure and collect baseline data about foster youth, track foster youth accurately with Foster Focus and the student information system, ensure that each foster youth has monthly check-ins with a site-based	$84,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		practicioner, prioritize foster youth for academic and social emotional interventions, and develop practices regarding enrollment, placement, and awarding partial credit to foster youth transferring into and out of NUSD. This action also represents a focal area within the district's ongoing Differentiated Assistance process and efforts.		
2.2	Chronic Absenteeism Interventions	NUSD will continue implementing preventative measures such as attendance awareness campaigns and building positive school culture to help reduce chronic absenteeism and enhance school connectedness. For students that are on-track to becoming chronically absent, NUSD will continue implementing tiered interventions. Particular attention will be placed on Foster Youth, English Learners, Low Income, Black/African American, and Hispanic/Latino students.	$65,163.00	Yes
2.3	Promise Program/Community Day School	NUSD will continue implementation of the Promise Program/Community Day options for secondary students	$100,000.00	Yes
2.4	Restorative Justice / Restorative Practices	NUSD will continue to implement Restorative Justice / Restorative Practices at school sites based on identified needs for services.	$65,000.00	No
2.5	Foster Youth Supports (Resources)	NUSD will continue to ensure Foster Youth have access to academic support, social-emotional interventions, and opportunities for engagement through extracurricular activities. Families of Foster Youth will also be engaged through educational and empowerment activities, including the Annual Foster Family Fall Night event. This action also represents a focal area within the district's ongoing Differentiated Assistance process and efforts.	$19,500.00	Yes
2.6	Increased Health Assistants	NUSD will continue the addition of Health Assistants which includes increased student health services and attendance monitoring.	$298,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Increased Psychologists	NUSD will continue the additional psychologists added since 2014-15 to support the implementation of intentional layers of academic and social emotional supports to impact the needs of PK-12 students, with a specific focus on student groups. The full cohort of school psychologists, including this additional staffing, also targets a significant portion of their support efforts for students with disabilities.	$557,131.00	Yes
2.8	Social Emotional Assessments	NUSD will continue to implement a student social emotional screener/system to identify student support needs and gather student feedback on school climate and safety.	$0.00	No
2.9	Social Workers for SES	NUSD will allocate Social Worker positions at each comprehensive school as an additional way to support student success through social emotional supports.	$1,966,301.00	Yes
2.10	Chronic Absenteeism System and Supports	NUSD will continue to implement an attendance software and management program to increase student attendance and attendance awareness. A Program Specialist will continue to assist with the ongoing training and monitoring for this program.	$204,006.00	Yes
2.11	Homelessness Tutoring and Supports	NUSD will continue to prioritize tutoring services/options for students experiencing homelessness, increased connections to community resources, early identification, and continued operation of a resource and support hotline.	$10,000.00	Yes
2.12	Continue Expanded Health and Wellness Supports	NUSD will continue to provide health and wellness support for students and staff such as immunizations and dental, vision, and health check-ups and enhanced training to support service delivery.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Additional Mental Health Supports	Additional staff to support specific behavioral and mental health needs at the school site level. Includes two behavior support assistants and one behavior specialist.	$342,421.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Following are several focus areas that supported the development of this goal and were informed by feedback collected from staff, students, and families through surveys and educational partner meetings:

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

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

Student Voices: Utilize student voices as a primary source of information to help guide district actions.
Mentoring & Before/After School Programs: Provide targeted support through mentoring and before/after school programs.
In alignment with NUSD's Administrative Regulation 0100, student voice is intentioally used as a primary source of information to inform district decision-making. Site and district staff are expected to actively engage students to gather feedback and use that input to guide responsive and relevant actions. Student voice efforts are designed to be inclusive, age-appropriate, and representative of the district's diversity, including students from historically underserved groups such as foster youth and students experiencing homelessness.

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

Diversity, Equity, Inclusion: Support and grow diverse student participation in academic and extracurricular programs.
In alignment with the district's Theory of Action, all programs and services within Goal 3 are implemented and monitored through the lens of diversity, equity, and inclusion. This includes the approach to extra-curricular programming. After school, intersession, and summer offerings are designed to increase connectedness as well as provide academic intervention and enrichment. Efforts of Climate and Safety Liaisons are focused among those students who demonstrate the greatest need for increased connectedness. Student voice efforts strive to reflect the district's demographic diversity. Transportation and facilities supports are also aligned to this Goal, including compliance with the Williams Act. Related services and costs are included as actions to further meet this goal.

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

- Increase the participation rates of students in athletics programs and in Visual and Performing Arts.
- Increase the overall rate of positive student-reported perceptions of safety, particularly among unduplicated student groups
- Increase the overall level of positive student-reported perceptions of connectedness, particularly among unduplicated student groups

- Maintain the state of district facilities in good repair to ensure that all students have access to a safe school environment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student perception of safety as reported on the CoVitality social emotional health survey Source: CoVitality Survey	86% (Spring 2024)	87% (Spring 2025)	91% (Spring 2026)	90%	+5%
3.2	Student perception of connectedness as reported on the CoVitality social emotional health survey Source: CoVitality Survey	87% (Spring 2024)	87% (Spring 2025)	89% (Spring 2026)	90%	+2%
3.3	VAPA Participation Rate: Percentage of students in secondary schools enrolled in a VAPA course Source: Student Information System (Internal)	58% (2023-24)	51% (2024-25)	52% (2025-26)	65%	-6%
3.4	Athletics Participation Rate: Percentage of students enrolled in athletics Source: Student Information System (Internal)	Grades 4-8: 36% Grades 9-12: 26% (2023-24)	Grades 4-8: 35% Grades 9-12: 32% (2024-25)	Grades 4-8: 32% Grades 9-12: 34% (2025-26)	Grades 4-8: 40% Grades 9-12: 35%	Grades 4-8: -4% Grades 9-12: +8%
3.5	Percentage of school sites meeting or exceeding ‘Good’ rating	100% (Fall 2023)	100% (Fall 2024)	100% (Fall 2025)	100%	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the Facilities Inspection Tool (FIT) Source: Annual SARC Reporting					

Goal Analysis [2025-26]

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

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

Overall, the implementation of the actions to achieve Goal 3 (Create a Safe, Engaging Environment Where Students Connect to School) occurred as planned. Implementation across the breadth of actions in Goal 3 furthered the district's efforts to strengthen engagement opportunities and safety programs/structures at Tier 1, while continuing to build out supports at Tier 2 and Tier 3.

During 2025-26, the following actions were implemented as planned:
3.1 (Student Voices)
3.2 (Elementary and Middle School Sports)
3.3 (School Facility Conditions)
3.4 (Transportation Services)
3.5 (Senior Survey)
3.6 (Mentoring Program for Female Students)
3.7 (Implement the Improve Your Tomorrow (IYT) Program)
3.8 (Elementary Campus Safety Staff)
3.9 (Safety and Safe Schools to support Safety and Connectedness)
3.10 (Music Education Supports)

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

- Expanded arts and music opportunities at every site in the district
- Launched Middle School Band at three additional TK-8 schools
- Expanded a dedicated, stand alone Safety and Safe Schools Department with a full-time safety dispatcher and safety and climate liaisons with the addition this year of three additional Campus Safety Specialists (1 each at IHS, NHS, and NMS) and the creation and implementation of three new School Safety Officers at our secondary schools.
- Implemented a partnership with the Sandy Hook Promise See Something Say Something anonymous reporting system
- Developed and implemented an updated discipline matrix across school sites
- Continued expansion of our elementary and middle school athletics programs, including the addition of cross country
- Modernized athletic facilities, fields, and scoreboards for our student-athletes to support student well-being and connectedness
- Continue community-supported school bond projects to fund construction, renovation, security, and other projects

- NUSD continues to provide access to school vaccinations and flu shots for students and staff to help keep our school communities healthy and safe
- Maintained the Office of Equity in Excellence (E2) to continue and lead NUSD's DEI (Diversity, Equity, and Inclusion) efforts. Continued to expand a set of interventions and enrichments specifically for Black/African American students which provide culturally relevant and responsive programming for students, families, staff, and communities
- Recognized by Equality California's Safe and Supportive Schools Report Card for scoring in the 95th percentile for policies and practices that provide a safe and supportive school for LGBTQIA+ staff and students
- Continued implementation of Positive Behavior Intervention and Supports (PBIS) programs across campuses with several schools recognized by the state's California PBIS Coalition for Platinum Awards (JFS) Gold Awards (ALS, HAH, LGA, PVS) or Silver Awards (NHS, WRE).
- Full implementation of Community Schools model at Jefferson School and Natomas High School and initial implementation at Natomas Middle School.
- Expanded after school and summer school opportunities through NUSD's LEAP program
- Presented to California School Boards Association (CSBA) about our work building a Welcome Center.
- Expansion of transportation and service fleet to include hybrid and electric vehicles
- Nutrition Services nationally and locally recognized and awarded multiple grants
- Significantly reduced chronic absenteeism rates, moving from 32.6% in 2023 on the California School Dashboard to 22.7% in 2025
- Reduced suspension rates, moving from 'Red' in 2023 on the California School Dashboard to 'Yellow' in 2024 and 2025.
- Girls Flag football has been added as a CIF sport at Inderkum High School and was expanded to NHS and LGA in the fall of 2025
- Expanded Esports program through the expanded learning/LEAP Academy program for elementary school students
- Ethnic Studies course selected as the 2024 Sacramento State College of Education High School Partner of the Year
- Implemented a State a Seal of Civic Engagement program, with first cohort recognized in spring 2025

As measured by the metrics outlined in Goal 3, progress was made in most areas during Year 2. However, there are areas in which progress was not observed or as substantial as desired. Following are some overall results within Goal 3, with additional analysis to follow in the sections below:

- Students' self-reported sense of safety, as measured by the twice-annual Covitality Survey, increased relative to the previous year (87% in Spring 2025 to 91% in Spring 2026), slightly exceeding the 90% target.
- Students' self-reported sense of connectedness as measured by the twice-annual Covitality Survey, increased relative to the previous year (87% in Spring 2025 to 89% in Spring 2026), further approaching the 90% target.
- The rate of participation in Visual and Performing Arts (VAPA) courses in secondary schools increased slightly from 2024-25 to 2025-26 (from 51% to 52%), though the rate was still significantly below the baseline of 58% in 2023-24, making this an area of continued focus to ensure that these courses remain an important part of the middle and high school experience.
- The Athletics participation rates for grades 4-8 and 9-12 were 32% and 34%, respectively, as of Spring 2026. .
- School site facilities continued to demonstrate an overall 'Good' or higher rating on the Facilities Inspection Tool (FIT), an annual review required by the state and used internally to identify areas of need for updates and repairs.

For 2025-26, there were no actions with substantive differences in implementation.

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

Actions with a material difference (greater than +/- 10%) between budgeted expenditures and estimated actual expenditures for the 2025-26 school year included:

3.2 (Elementary and Middle School Sports)
This action was implemented as planned. The difference between budgeted and estimated actual expenditures reflects slightly higher expenditures than anticipated to implement the elementary and middle school sports programs during the 2025-26 school year.

3.3 (School Facilities)
This action was implemented as planned. The difference between budgeted and estimated actual expenditures reflects the use of a significant amount of carryover funds within this area. During 2025-26 carryover funds specific to facilities were used to complete additional projects, resulting in a much larger estimated actual expenditure amount than projected.

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

3.1 (Student Voices)
This action was effective in making progress toward the overall goal, specifically in obtaining input directly from students to support district decision-making and providing important educational experiences and connectedness opportunities for students. Through March 2026, 23 Student Voices activities had been held across all campuses. These include the Student Voices Advisory Council, 8th grade road shows, the College Fair, Read-alouds and other events. These activities provide input to the Superintendent and staff on the LCAP and other key district initiatives.

3.2 (Elementary and Middle School Sports)
This action was effective in making progress toward the overall goal, specifically in providing increased access to engaging athletics opportunities for elementary and middle school students. These opportunities provide powerful incentives for students to attend and do well in school, build individual and team character, improve physical fitness, and keep students connected to their school. During the first half of the year, 889 athletes participated in the fall sport programs for Elementary and Middle School students. All schools had boys' and girls' participation in each of the fall sports (Volleyball, Flag Football, and Cross Country). A highlight was the Annual NUSD Cross Country race with 311 runners. Overall for 2025-26, a total of 1,150 students in grades 4-8 participated.

3.3 (School Facility Conditions)
This action was effective in making progress toward the overall goal, specifically in maintaining school facilities that are safe and allow students and staff to focus on teaching and learning. Facility inspections conducted during 2025-26 yielded a 100% rate of school sites meeting the 'Good' rating or higher. Staff continue to maintain facilities with regular and responsive maintenance ongoing.

3.4 (Transportation Services)
This action was effective in making progress toward the overall goal, specifically in supporting students with transportation needs to get to school on time and maximize their learning opportunities. Transportation services continue to be provided to students to ensure that they can

get to their school of enrollment, with priority on providing all required transportation for students with disabilities. The transportation team serves approximately 1,000 NUSD students each day, which also includes LEAP/ELOP services where applicable.

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

3.6 (Mentoring Program for Female Students) and 3.7 (Implement the Improve Your Tomorrow (IYT) Program)
These actions were effective in making progress toward the overall goal, specifically in providing students mentoring and leadership activities that connect them to positive role models, engage them in their campus community, and support them in making positive choices. Programs implemented in 2025-26 included (a) All Things Pretty at Discovery High School, Natomas Middle School and rotating programming across all elementary and K-8 sites after school and (b) the United College Action Network (UCAN) GEMS program at Natomas High School, where approximately 60 students participated. These programs provide mentorship opportunities and for participating students ongoing, mentors engage in one-on-one check-ins focused on grades, attendance, and social-emotional learning. Programs for groups of students include interactive learning experiences during lunch. Improve Your Tomorrow (IYT) continues to serve students at DHS, NHS, IHS, NMS, and JFS. In 2025-26 the program served almost 300 students across the 5 sites, an increase of approximately 100 students over the previous year's total.

3.8 (Elementary Campus Safety Staff)
This action was effective in making progress toward the overall goal, specifically in providing additional staffing targeted at increasing the safety of campuses. From August 2025 through March 2026, Safety and Climate Liaisons submitted 5,769 entries via daily logs to document their efforts. These consisted of 90.5% preventive/proactive actions, 4.3% response, and 5.2% recovery. Preventive actions are the focus of the team and include, but are not limited to, activities such as perimeter/campus safety checks and support, classroom support, PBIS support, visitor contacts, attending student activities, and providing training and drills. Safety and Safe Schools (SASS) continues to provide four (4) Safety and Climate Liaisons to support our TK-5, TK-8, and NMS schools. The Field Operation Consultant continues to meet with site leaders and other safety staff to reinforce safety protocols and help them address issues related to safety at their sites. SASS staff continue to provide training and support to all district Campus Safety Specialists.

3.9 (Safety and Safe Schools (SASS) to support Safety and Connectedness)
This action was effective in making progress toward the overall goal, specifically in providing additional staffing targeted at increasing the safety of campuses. The SASS Director and Coordinator III continue to provide training and support to all district Campus Safety Specialists and school site safety teams. Training and professional learning opportunities have been offered to all certificated, classified, and management staff. Specific safety-related professional learning opportunities have been provided to school sites upon request which include Restorative Learning, Behavioral Threat Assessment, Understanding Escalation and Beyond De-escalation. The SASS Director and Coordinator III have attended Principal meetings monthly to inform and update admin on safety procedures and supports. Additionally, the SASS Director and Coordinator III conduct regular site visits to collaborate with site teams to increase the emotional and physical safety of the school site. The anonymous reporting system, threat assessment system and bully reporting system is monitored weekly by the SASS department and this information is used to support Principals with addressing the safety needs and wellness of their students in their CSSPs.

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

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

With the full alignment of NUSD's LCAP to the district's new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are not any major changes to the planned goal, metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect slight modifications to implementation plans, and more fully represent bodies of work supporting the overall goal. The only change of note for 2026-27 to this goal is outlined below.

Changes to Actions

- 3.6 (Mentoring Programs for Female Students) The description for this action has been updated to reflect the two primary programs that this action supports UCAN's GEMS program and All Things Pretty.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Voices	NUSD will develop and implement a systemic process to engage and obtain student voices from diverse students, including different grade levels (age appropriate) and groups that have been traditionally underrepresented, underserved, and untapped in public education. This engagement is in addition to annual student surveys and student focus groups. This is in alignment with AR 0100.	$3,000.00	Yes
3.2	Elementary and Middle School Sports	NUSD will continue to implement 3 seasons of sports in all elementary schools and provide all necessary equipment for all elementary and middle schools.	$676,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	School Facility Conditions	NUSD will continue to conduct the Facility Inspection Tool (FIT) every Fall at all district facilities. Maintenance and operations staff will conduct/coordinate all necessary maintenance and repairs at all District facilities.	$6,942,764.00	No
3.4	Transportation Services	NUSD will maintain current levels of transportation services and add LEAP/ELOP services where applicable. This action is particularly targeted to support the specific transportation needs of students with disabilities, who are prioritized in the allocation of transportation resources.	$4,637,820.00	No
3.5	Senior Survey	NUSD will continue to implement a Senior Survey for all 12th grade students to get feedback on high school experiences, how well-prepared students are, interests, and plans for post-graduation. This feedback will be used to inform ongoing staff efforts to prepare students to be college and career ready. (no additional cost)	$0.00	No
3.6	Mentoring Programs for female students	NUSD will implement expanded/supplemental mentoring programs to support female students, such as UCAN's GEMS program and All Things Pretty.	$99,000.00	No
3.7	Implement the Improve Your Tomorrow (IYT) Program	NUSD will continue the Improve Your Tomorrow (IYT) program at Inderkum High School, Natomas High School, Discovery High School, Natomas Middle School, and Jefferson School (K-8) to increase the number of young men of color that attend and graduate from colleges and universities.	$550,809.00	Yes
3.8	Elementary Campus Safety Staff	NUSD will continue the additional campus safety/security staff at elementary and K-8 schools.	$177,272.00	No
3.9	Safety and Safe Schools Department	The Safety and Safe Schools department provides additional safety resources, including safety training, to enhance and support the existing	$903,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to support Safety and Connectedness	safety protocols and procedures across the district. This budget includes three Safety and Climate Liaisons supporting TK-5, TK-8 and middle schools, a Dispatcher, and a Director. This action also supports safety, social-emotional supports and connectedness for all students at all schools.		
3.10	Music Education Supports	NUSD will continue to allocate 1.0 FTE to Natomas High School, 1.0 FTE to Natomas Middle School, and 0.6 FTE at Inderkum High School for music instruction.	$347,908.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 4 is fully aligned to NUSD's 2024-2029 Strategic Plan (Forward 5) and was developed to focus district efforts on strengthening engagement with parents and families to support student success. This focus reflects the district's commitment to increasing the connection and collaboration between school and home and recognizes that parents and families are essential partners in supporting student academic growth, achievement, and social-emotional well-being.

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

Following are several focus areas that supported the development of this goal and were informed by feedback collected from staff, students, and families through surveys and educational partner meetings:

Parent Education & Engagement: Provide meaningful parent education and engagement opportunities throughout the school year.
The district will continue to provide meaningful parent education and engagement opportunities throughout the school year. A key example of this continued effort is Parent University, a network and resource hub for families to access classes, informational workshops, and engagement opportunities through multiple formats including in-person, virtual, daytime, evening hours, and digital media. In addition to Parent University, the district's Communications and Family Engagement (CAFE) Department intentionally engages diverse families, with a focus on those who have been historically underrepresented and underserved. Signature efforts include Diverse Conversations, coffee with CAFE at all NUSD school sites, and districtwide events that integrate parent education and engagement opportunities.

Parent Advisories & Committees: Engage parent advisories and committees, recognizing families as partners in the education of their students.
The district maintains established parent advisories and committees that regularly provide input to district staff on strategic actions, including those within the LCAP. These parent groups are critical partners in providing diverse perspectives that help inform district decision-making,

including the identification of focus areas, refinement of actions, and progress monitoring toward district goals.

Communications: Utilize systems of communication throughout the district to keep families informed and engaged.
To support the effective family engagement, the district has developed a comprehensive communication system to keep families informed of important events and information. This system includes multiple communication channels designed to meet the needs of a diverse family community, including websites, ParentSquare, social media, newsletters, and podcasts.

Diversity, Equity, Inclusion: Maintain open lines of communication with all families to ensure diverse points of view are represented.
All focus areas within this goal are implemented through a Diversity, Equity, and Inclusion lens. This approach recognizes that families come from diverse backgrounds, languages, cultures, ethnicities, socio-economic levels, residential contexts, and lived experiences, including foster and unhoused status. Engagement systems are intentionally designed to ensure equitable access to information and meaningful participation from all family groups.

The following actions and metrics within Goal 4 are intended to:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of parents/guardians completing the annual Family Survey (% of all households represented) Source: Internal Survey	8% 752 total responses (Spring 2024)	9% 806 total responses (Spring 2025)	15% 1253 total responses (Spring 2026)	20%	+7%
4.2	Parent/guardian perception of student safety as reported on annual survey. Source: Internal Survey	77% of respondents indicated their student is safe on school grounds (Spring 2025)	77% (Spring 2025) Note: Beginning in Spring 2025, NUSD did not	80% (Spring 2026)	90%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NOTE: Baseline was reestablished in 2024-25 after modification of survey format.	include a 'neutral' option on the survey and asked family members to either agree or disagree with the statement.			
4.3	Parent/guardian perception of student connectedness as reported on annual survey Source: Internal Survey	83% of respondents indicated their student is connected to the school (Spring 2025) NOTE: Baseline was reestablished in 2024-25 after modification of survey format.	83% (Spring 2025) Note: Beginning in Spring 2025, NUSD did not include a 'neutral' option on the survey and asked family members to either agree or disagree with the statement.	86% (Spring 2026)	90%	+3%
4.4	Percentage of parents/guardians who reported that staff welcomed their suggestions Source: Internal Survey	61% (Spring 2025) NOTE: Baseline was reestablished in 2024-25 after modification of survey format.	61% (Spring 2025) Note: Beginning in Spring 2025, NUSD did not include a 'neutral' option on the survey and asked family members to either agree/disagree with the statement.	60% (Spring 2026)	90%	-1%
4.5	Percentage of students with 1 or more parents/guardians with a parent portal account in	All: 80.9% Low Income: 76.9% EL: 67.9% HY: 69.8%	All: 81.6% Low Income: 78.9% EL: 66.5%	All: 80.8% Low Income: 80.1% EL: 66.7%	90% for all groups	All: -0.1% Low Income: +3.2% EL: -1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Student Information System (Infinite campus) Source: Internal (Student Information System)	FY: 55.9% (2023-24)	HY: 74.1% FY: 60.4% (2024-25)	HY: 75.8% FY: 89.5% (2025-26)		HY: +6.0% FY: +33.6%
4.6	Number of parent/guardian participants in Parent University events Source: Internal (Community and Family Engagement Department)	2,567 (2023-24) Note: This metric has been revised to report the total number of participants rather than a percentage. The percentage could not be reported accurately as not all events record identities of attendees.	2,398 (2024-25 through 4.17.25)	2,304 (2025-26 through 5.13.26)	3,000	-263 as of 5.13.26
4.7	Number of Student Voices engagement activities by site Source: Internal (Community and Family Engagement Department)	1 per site (15 total) (2023-24)	1 or more per site (2024-25)	1 or more per site (2025-26)	1 or more per school site on an annual basis	Maintained baseline rate
4.8	Number of LanguageLink uses Source: Internal (Constituent and Customer Services Department)	233 uses (21 different languages) (July-December 2023)	264 uses (18 different languages) (July-December 2024)	225 uses (16 different languages) (July-December 2025)	200 or more uses per 6 month interval	-8 total uses
4.9	Number of diverse group engagement activities by site	1 per site (15 total) (2023-24)	1+per site (all sites with at least 1 activity, some with 2 or more)	1+per site (all sites with at least 1 activity, some with 2 or more)	1 or more per school site on an annual basis	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal (Community and Family Engagement Department)		(2024-25)	(2025-26)		
4.10	Percentage of parents/guardians registered for the district communication platform (Parent Square App) Source: Internal (Community and Family Engagement Department)	75% (2023-24)	61% (2024-25)	65% (2025-26)	90%	-10%
4.11	Average attendance at District English Language Advisory Committee (DELAC) meetings Source: Internal (Academic Office)	12 (2023-24)	15 (2024-25)	16 (2025-26)	16	+4
4.12	Number of individuals served and closure rate (w/in 5 days) by Constituent and Customer Services (CCS) department. Source: Internal (CCS)	1,941 contacts 94.0% closure rate within 5 calendar days (July-December 2023)	1,592 contacts 92.1% closure rate within 5 calendar days (July-December 2024)	1,747 contacts 90.6% closure rate within 5 calendar days (July-December 2025)	95% closure rate	-194 contacts -3.4% closure rate
4.13	Number of families accessing Welcome Center services Source: Internal (Student Services and Attendance	0	9,695 contacts through 3.28.25	11,724 contacts through 3.27.26	12,000 or more	+11,724 contacts

Goal Analysis [2025-26]

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

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

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

- Communications and Family Engagement (CAFE) Department continues to implement intentional efforts with parents as partners such as Coffee with CAFE, Diverse Conversations, Umoja, and a Multicultural Festival
- Increased family engagement sessions on academic opportunities, parenting, social and emotional support for students, creating intentional family time without devices and technology, and supports for Foster, Unhoused, and immigrant families
- Continued providing families our Student Success Guides (TK-12) to engage and empower them in supporting their students
- Continued operation of Joey's Food Locker to provide free food to families in need each week
- Maintained NUSD Connect, Wi-Fi towers at each school, to provide internet access at home to families who need it at no cost
- Maintained ParentSquare as the unified communication tool for families and staff
- California School Board Association (CSBA) Golden Quill awarded to Nick Lozito, who followed and wrote about the 23/24 season of the NHS Nighthawks men's basketball team, including publishing the book 'Natomas: One Season's Dream'
- Increased services for families through the NUSD Welcome Center, bringing together Health, Enrollment, Attendance, Translation/Interpretation, and other resources under one roof to provide a one-stop experience for families seeking support.
- Presented at California School Boards Association (CSBA) Annual Conference on successes of Constituent and Customer Service (CCS) department (Service Excellence Through Customer Care)
- NUSD Family Engagement Team selected to serve as facilitators and mentors to other districts across the state as part of participation with the State's Community Engagement Initiative (CEI)

During 2025-26, the following actions were implemented as planned:
4.1 (Annual Parent Survey)
4.2 (Parent University)
4.3 (Student Information System and the Parent Portal)
4.4 (DELAC Parent Supports)
4.5 (Constituent and Customer Services)
4.6 (Special Education Community Advisory Committee)
4.7 (Communications and Family Engagement Department)
4.8 (Communication through websites and social media)
4.9 (On Track to College Communications and Tools)
4.10 (Multilingual Family Engagement application)
4.11 (Welcome Center)
4.12 (English Learner Reclassification Recognition Event)

As measured by the metrics outlined in Goal 4, progress was made in most areas during Year 2. However, there are areas in which progress was not observed or as substantial as desired. Following are some overall results within Goal 4, with additional analysis to follow in the sections below:

- Engagement efforts across sites reached the desired targets, with all sites implementing at least one Student Voices activity and a diverse group engagement activity. For the latter, this included the consistent implementation of multicultural literacy nights across elementary and TK-8 school sites in the spring.
- The percentage of parents/guardians completing the annual Family Survey for 2025-26 was 15%, a significant improvement from the 9% response rate in the previous year.
- Results of the survey show 80% of parent/guardian respondents had a positive perception of student safety (+3% from the previous year) and 86% had a positive perception of student connectedness (+3% from the previous year). Aligned with efforts to make students feel safe and connected, NUSD will continue to focus on efforts to have this feeling of safety and connectedness extend to parents, guardians, and family members.
- 60% of parents/guardians reported that staff welcomed their suggestions, similar to the 61% rate from the previous year. This is an area of focus as the district looks to make ALL families feel that their voice is important, heard, and can have an impact on school improvement and decision-making.
- The percentage of parents/guardians registered (with the app) for the district's single communication platform (ParentSquare) was 63%. A total of 89% had opted in to receive emails. The latter mark is close to the district's goal of 90%, though it remains a goal to have as many parents using the app as possible.
- The district's Constituent and Customer Service (CCS) department continues to have a high rate of closure within 5 calendar days, with this rate at 91% in the most recent semi-annual report (Fall 2025)
- The new NUSD Welcome Center continues to function as a one-stop shop for many family and community needs, serving thousands of individuals over the course of the year across a range of Health, Attendance, Enrollment, Translation, and other needs.

For 2025-26, there were not any actions with substantive differences in implementation.

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

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

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

4.5 (Constituent and Customer Services (CCS))
This action was implemented as planned, with the department continuing to provide the same range of services. The increase in expenditures is a result of one additional support position being added to the team. This reflects the need to provide the CCS team with

additional support, particularly as Public Records Act (PRA) requests have increased in recent years. This need has reached a point where additional capacity was required to maintain the critical services offered to district families and community members.

4.10 (Multilingual Family Engagement application)
This action had a projected expenditure of $0 for the 2025-26 year, as the district's ParentSquare platform is on a multi-year contract. The small estimated expenditure was for the current pilot of a new platform feature that enables families to pay for school-related items such as donations affiliated with field trips and other extracurricular activities through the ParentSquare app. This pilot is being conducted by Financial Services at select schools to determine the viability of broader use.

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

4.1 (Annual Parent Survey)
This action was effective in making progress toward the overall goal, specifically in obtaining information about the experience of parents/guardians with their students' school in the areas of Academics, Culture/Climate, and Family Engagement. For a more detailed summary of the key survey trends, see the engagement section of this LCAP. For spring 2026, a total of 1,253 respondents (15%) participated in the survey. This was an increase over Spring 2025, in which 806 responses (9%) were received. While a significant improvement, the Spring 2026 total is still short of the district's goal of 20%. With regard to engagement, 60% of respondents agreed or strongly agreed that their suggestions are welcomed at their school site. This was similar to the prior year's rate and remains an area of focus. For the 40% that did not respond with agreement, most selected 'Don't Know', indicating a need to build awareness of how their suggestions can be shared.

4.2 (Parent University)
This action was effective in making progress toward the overall goal, specifically in providing meaningful parent education and engagement opportunities throughout the school year. Opportunities provided during the 2025-26 school year included the following events: Know Your Rights, Is Tik-Tok consuming your child?, Intro to Infinite Campus and ParentSquare, Family Literacy Nights, Booth at the College Fair, How to Pay for College, Put Your Device Away: Family Game Day, Love & Logic, Diverse Conversations, Understanding A-G Requirements, Homeless Youth Awareness, Private vs. Public Colleges, Drug and Alcohol Awareness, Transitioning to Community College, and many more. Through May 13, 2026, attendance at these events totaled 2,304 parents/guardians.

4.3 (Student Information System and the Parent Portal)
This action was effective in making progress toward the overall goal, specifically in maintaining an effective Student Information System (SIS). Infinite Campus continues to be the center of our district's efforts to expand tools and information for families, conduct needs assessments, and target interventions and supports. The SIS has also enabled staff to build out a suite of internal dashboards that provide staff with tools for identifying student needs and directing resources. For 2025-26, 82% of all students had a parent/guardian who had a registered parent portal account AND had accessed that account within the current year.

4.4 (DELAC Parent Supports) and 4.12 (English Learner Reclassification Recognition Event)
These actions were effective in making progress toward the overall goal, specifically in engaging parents/guardians of English Learners. The District English Learner Advisory Committee (DELAC) continued to meet regularly during 2025-26, providing parents/guardians and community members important presentations specific to English Learner students and families and seeking their input based on their specific

experience in our schools. For 2025-26, the average meeting attendance at DELAC meetings was 14, above the 2023-24 baseline of 12, but a slight decrease from 15 in 2024-25. The annual spring Reclassification Recognition Event celebrated the achievement of 223 students who have completed all reclassification requirements, along with 175 students earning the State Seal of Biliteracy.

4.5 (Constituent and Customer Services)
This action was effective in making progress toward the overall goal, specifically in providing all members of the NUSD community, and especially family members, 24/7 access and multilingual supports to share questions, input or concerns. The CCS department continues to support the community and parents with all school-related concerns and questions. From the time period of July 1 through December 31, 2025, CCS logged 1,747 contacts including phone calls, e-mails, and in-person interactions. CCS collaborates with all school sites and departments to resolve and close cases as efficiently as possible. In the July-December 2025 period, 90.6% of all cases were closed within 5 calendar days. In addition to their general support for community and parents, CCS also has recently provided internal customer service training for departments, met with site administrators to discuss customer service, and coordinated responses to Public Records Act (PRA) requests.

4.6 (Special Education Community Advisory Committee)
This action was effective in making progress toward the overall goal, specifically in providing a consistent opportunity for parents/guardians of students with disabilities to share their experiences and feedback for improvements specific to Special Education. Community Advisory Committee (CAC) meetings are regularly held at the district office. In 2025-26 an evening event to honor individuals who go above and beyond for students in special education was held for the second time, following the 2024-25 inaugural event.

4.7 (Communications and Family Engagement Department) and 4.8 (Communication through websites and social media)
These actions were effective in making progress toward the overall goal, specifically in providing meaningful parent education and engagement opportunities throughout the year and managing communications into and out of the district to ensure that families are kept informed of important opportunities and developments. The Communications and Family Engagement (CAFE) department coordinated all Parent University events (see more detailed discussion in Action 4.2 above), Diverse Conversations engagements, hosted student voice activities, regularly published important updates on Board meetings, district events, and celebrations of accomplishments. Communications channels managed by CAFE included weekly video highlights, newsletters, website postings, ParentSquare notifications, and a wide range of updates to the districtwide and individual school web pages.

4.9 ('On Track to College' communications and tools)
This action was effective in making progress toward the overall goal, specifically in providing staff, students, and families regular access to important on-track to college information. As discussed in the prior year's reflections the district transitioned from a previous static, hard copy method to use of two key real-time tools that are available 24/7 for families, students, and staff. These provide on-track to college and graduation information and include (a) the California College Guidance Initiative (CCGI) platform, a statewide tool with a wealth of on-track information, student planning tools, college exploration resources, and ability to launch college and financial aid applications and (b) the Multi-Year Academic Planner (MYAP) components of Infinite Campus. In using these two tools, families and students can view their on-track to graduation status, on-track to college status, and profiles of colleges across the state.

4.10 (Multilingual Family Engagement application)

This action was effective in making progress toward the overall goal, specifically in maintaining alignment of district and school-to-home communication within a single platform. This supports consistency for families with students in multiple schools, minimal disruption for any transfers between schools, and reduces the total ‘app load’ that individuals have to navigate when different tools are used. 2025-26 is the third year of implementation for ParentSquare, which continues to serve as the district's comprehensive communication platform. For 2025-26, 63% of parents/guardians had the ParentSquare App and 89% overall had opted in to receive emails. This tool has also widely expanded the level of access for families that speak languages other than English, as it provides automatic translation access with multiple languages. Important streams of communication such as announcements, surveys, messages from teachers/staff, and sharing important resources are all now available in multiple languages. A notable example of this is the Student Success Guide, which was previously available in Spanish and English following manual translation. Within ParentSquare, parents now receive a copy of the guide automatically translated into their selected language. In year 3 of implementation, the district explored additional uses of the tools within the platform, including parent/guardian notification and subsequent clearing of absences and the donation/pay pilot feature discussed in the previous section.

4.11 (Welcome Center)
This action was effective in making progress toward the overall goal, specifically in maintaining and expanding a ‘one-stop shop’ within the district to provide families more comprehensive and centralized access to a wide range of critical resources and support. The Welcome Center successfully launched in summer 2024, with the new HEART Team (Health, Enrollment, Attendance, Resource, and Translation) staffing a physical resource center along with representatives and resources from other departments such as Nutrition Services, Technology, and Transportation. In 2025-26 through March 27th, 2026, the Welcome Center has already served a total of 11,724 families, staff, and community members, putting them well on pace to exceed the target of 12,000+. Contact types included Health (Student Immunizations, TB Screenings, and Sports Physicals), Enrollment (Transfers, Questions, Regular Enrollment), Attendance (Training, Check-ins/Meetings, Consultation), Resources (Foster Services, Homeless Support Services, Other), Translation (Work Orders for services), and Technology (Chromebooks distribution, password reset, pick up technology, and other support).

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

With the full alignment of NUSD’s LCAP to the district’s new Strategic Plan in spring 2024 and intent for stability and consistency over the course of this LCAP cycle, there are no major changes to the planned goal, metrics, target outcomes, or actions for the coming year. Minor changes have been made based on the need to improve clarity of language, reflect slight modifications to implementation plans, and more fully represent bodies of work supporting the overall goal. These minor changes include:

Changes to Actions
- 4.11 (Welcome Center) This action’s description has been revised to clarify language regarding after-school programs (clarifies that the Welcome Center provides information about afterschool programs and does not enroll for afterschool programs).

Changes to Metrics
- 4.10 (Percentage of parents/guardians registered for the district communication platform (ParentSquare App)) This metric’s description has been revised to reflect that the metric is reporting the percentage of parents/guardians with the ParentSquare App as a measure of registration status.

- 4.13 (Welcome Center) This action's target has been revised to 12,000+ to more accurately reflect current conditions. When this metric was created, the Welcome Center was not yet operational and an initial target was set without any available baseline information. Now that the Welcome Center is completing its second full year, the revised target is more reflective of what the district hopes to achieve.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Annual Parent Survey	NUSD will distribute and implement an annual parent survey in multiple languages. (no additional cost)	$0.00	No
4.2	Parent University	NUSD will continue to provide parents educational opportunities on topics such as the UC/CSU a-g process via Parent University to support unduplicated and underrepresented students.	$150,000.00	No
4.3	Student Information System and the Parent Portal	NUSD will continue to implement the student information system for families and staff to collaborate to support academic achievement.	$240,000.00	Yes
4.4	DELAC Parent Supports	NUSD will provide DELAC meeting supports to allow for increased member participation.	$5,000.00	Yes
4.5	Constituent and Customer Services (CCS)	The Constituent and Customer Services department serves as an access point for information, support, and intervention needs for all parents, staff, and community stakeholders. This service includes multilingual engagement options for parents and a bilingual 24 hours a day, 7 days a week call support center.	$623,979.00	Yes
4.6	Special Education Community Advisory Committee	NUSD will continue on-going, regularly scheduled, Special Education Community Advisory Committee parent meetings to encourage parental	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		input and participation in programs for individuals with exceptional needs. (no additional cost)		
4.7	Communications and Family Engagement (CAFE) Department	NUSD will maintain the Communications and Family Engagement Department to increase stakeholder participation with diverse groups and families of unduplicated students.	$611,144.00	Yes
4.8	Communications through websites and social media	NUSD will provide timely and accurate website information and social media communications to parents and families implemented by a web content social media specialist	$130,563.00	No
4.9	On Track to College Communications and Tools	NUSD will provide information to families with high school students to engage and prepare parents and students with paths to college access. (No additional cost)	$0.00	No
4.10	Multilingual Family Engagement application (ParentSquare)	NUSD will implement a multilingual communications application (ParentSquare), that includes multilingual teacher communication tools, surveys, and online payment features district-wide to further promote parent and family engagement. (Contract paid through 2026-27)	$0.00	Yes
4.11	Welcome Center	NUSD will maintain a Welcome Center to provide a centralized location where families can enroll their child(ren), obtain educational program information, obtain technology equipment, obtain immunizations and general health services, learn about after-school programs and care, etc. The Welcome Center, as part of enrollment and overall connectedness promoting activities, is a key structure to organize the Foster Youth-specific supports related to the current Differentiated Assistance process.	$607,508.00	Yes
4.12	English Learner Reclassification recognition event	NUSD will host district-level reclassification recognition events for students and families.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 5 is fully aligned to NUSD's 2024-2029 Strategic Plan (Forward 5) and was developed to focus district efforts on recruiting, developing, and retaining high-quality staff while strengthening systems of professional learning and support. This focus reflects the district's recognition that high quality staff in all positions are essential to improving student academic and social-emotional outcomes.

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

Following are several focus areas that supported the development of this goal and were informed by feedback collected from staff, students, and families through surveys and educational partner meetings:

Hiring & Recruiting: Use a variety of creative methods to intentionally attract and retain high-quality, caring employees
California, along with the nation as a whole, has experienced a sustained teacher shortage in recent years. With increasing attrition from the profession and declining enrollment in credentialing programs, it has become increasingly important to focus on recruitment and retention. This challenge is especially significant for NUSD, which anticipates continued enrollment growth. While the percentage of appropriately assigned teachers in NUSD has exceeded county and state averages in recent years, the district experienced a decline from 89.5% to 82.4% between 2020-21 and 2023-24. This trend reinforces the need for sustained and strategic recruitment and retention efforts to ensure all students have access to fully qualified educators.

Diversity, Equity, Inclusion: Recruit, hire, and retain staff that reflects the diversity of our community
NUSD has an additional commitment to hiring staff that have the ability and desire to serve one of the most diverse populations in the nation, which is why the District has continued to invest in the Diverse Future Teacher and Aspiring Leaders programs, which both aim to develop the potential from within our own community. Since the inception of both programs in 2017, the percentage of teaching staff from a diverse staff has increased from 27% to 41%, and the percentage of managers from a diverse background has increased from 36% to 55%.

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

their job duties, prepare for advancement, and encourage lifelong learning. Provide appropriate resources and support for staff to be more efficient and effective in their areas of responsibility.
As evidenced by feedback from our staff through multiple surveys, training and professional development remain a top priority. In early development of the district's instructional framework specific to reading and literacy, over 75% of staff respondents indicated they needed support in teaching writing. In the recent spring 2026 staff survey, respondents were asked to share the areas in which they would like more training.

The highest priorities across all respondents included training for instructional strategies, classroom/behavioral management, student engagement, and subject-specific training in areas such as reading, math, science, and special education. Examples of recent training that were cited as being the most impactful included specific programs such as LETRS (Language Essentials for Teachers of Reading and Spelling), Quality Teaching for English Learners (QTEL), and AVID training. Other trainings that were noted as impactful included those related to social-emotional learning, restorative practices, and behavior management. Respondents also noted that collaboration with peers, both within and across schools, is beneficial for sharing strategies and aligning curriculum. Continuing to provide high quality and relevant training/professional development to staff is reflected in Goal 5's actions. As the district expands initiatives such as tiered interventions, new instructional materials adoption, and Social Emotional Learning implementation, ongoing coaching and professional learning will be essential to ensure effective implementation and continuous improvement.

Value, Recognize, & Celebrate Staff: Value, recognize, and celebrate staff in ways that lead to increased job satisfaction
NUSD remains committed to the regular celebration of staff to recognize their exemplary efforts and to demonstrate that they are valued as individuals, sites, teams, and as a whole. Led by the Human Resources team, there are a variety of recognition and celebratory events throughout the year. Board meetings regularly include opportunities to highlight individual staff members and teams for their contributions. In addition, recognition efforts include formal appreciation days and weeks, as well as acknowledgments of staff who receive awards or demonstrate exceptional service. This culture of recognition is also reflected at school sites, where staff are regularly celebrated through site-based traditions and practices that honor their contributions to students and families.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of teachers fully credentialed and appropriately assigned Source: DataQuest	85.7% (2021-22)	83.9% (2022-23) Note: This was the most recent data	82.4% (2023-24) Note: This was the most recent data	90% or above	-3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported by the state as of May 2025.	reported by the state as of May 2026.		
5.2	Percentage of teachers with a laptop to implement State Standards and prepare students for 21st century skills Source: Internal Reporting (Information Technology)	100% (2023-24)	100% (2024-25)	100% (2025-26)	Maintain 100%	Maintained at 100%
5.3	Percentage of teachers who feel safe and connected to their school Source: Annual Staff Survey	80.6% (129 teacher respondents, 225 total respondents) (Spring 2024)	75% (Safe) 82% (Connected) (310 teacher respondents, 444 total respondents) (Spring 2025)	85% (Safe) 88% (Connected) (301 teacher respondents, 475 total respondents) (Spring 2026)	90%	+4.4% (Safe) +7.4% (Connected)
5.4	Percentage of NUSD teaching staff from a diverse background Source: Internal reporting (Human Resources)	33.3% (Spring 2024)	38.5% (2024-25)	41.3% (2025-26)	36%	+8.0%
5.5	Percentage of teachers who receive professional development on state standards and effective instructional practices Source: Internal reporting (Academic Office)	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	Maintained at 100%
5.6	Aspiring Leaders Program: Number of participants	11 total (6 in first year and 5 in second year) (2023-24)	9 total (3 in first year and 6 in second year) (2024-25)	6 total (3 in first year and 3 in second year) (2025-26)	10 or more total (in first and second year combined)	-5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal (Academic Office)					

Goal Analysis [2025-26]

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

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

Overall, the implementation of the actions to achieve Goal 5 (Hire, Train, and Retain High Quality Staff) occurred as planned. Implementation across the breadth of actions in Goal 5 furthered the district's efforts to develop a district team of committed, collaborative, caring, and exemplary employees. A wide range of professional development was provided to staff across the district in support of NUSD's commitment to providing an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success. This professional development is made available and supported through a robust PD catalog providing options tailored to specific needs and professional growth interests across job categories. Human Resources staff continue to increase their presence at local and regional job fairs, universities, and online in the educational recruitment space. NUSD's Diversity Recruitment Program continues to incentivize individuals entering the education field to work within Natomas Unified and the Aspiring Leader Program continues to build the bench for future NUSD administrators. Examples of the district's ongoing and recent successes stemming from the implementation of the actions within Goal 5 include:

- English Language Development (ELD) Apprentice program providing ongoing professional development to support Quality Teaching for English Learners (Certified QTEL Teachers)
- Maintained a Diverse Teacher Recruitment Program and Aspiring Leaders Program that identifies a pipeline of new teachers and administrators who reflect Natomas' diverse student population and who have life experiences that will benefit all student groups
- With the help of our Diverse Future Teachers Program we've increased the certificated staff diversity from 29% in 2019-20 to 41% in 2024-25.
- Partnered with Sacramento County Office of Education on a Teacher Residency program
- System-wide professional development for staff in Culturally and Linguistically Relevant instruction, and additional training and coaching for administrators
- Partnership with Sacramento State (CSUS) to engage multiple cohorts of teachers in summer institutes that lead into ongoing professional development throughout the year, including design of lessons through a DEI lens
- Continued to offer staff a robust range of professional development opportunities, accessible through a central catalog

Additionally, a significant event during the 2025-26 school years was the agreement reached with the Natomas Teacher's Associations (NTA) that included a 2025-26 increase of 3.25% to salary and increases to health benefits. This agreement aligns with the goal to retain and hire quality staff. The increases also had impacts to estimated actuals across all actions that include relevant staffing.

During 2025-26, the following actions were implemented as planned:
5.1 (Instructional Technology PD)

5.2 (Professional Development to Support Diversity, Equity, and Inclusion)
5.3 (Human Resource Systems)
5.4 (Increased Salaries and Instructional Minutes)
5.5 (Beginning Teacher Induction Program)
5.6 (Peer Assistance Review (PAR) Program)
5.8 (Diversity Recruitment Program)
5.9 (Aspiring Leaders Program)
5.10 (Instructional Aide Training to Support Students with Disabilities)
5.11 (Maintain Substitute Pay Increase)

As measured by the metrics outlined in Goal 5, progress was made in most areas during Year 2. However, there are areas in which progress was not observed or not as substantial as desired. Following are some overall results within Goal 5, with additional analysis to follow in the sections below:

- NUSD continued to support all teachers by providing professional development related to state standards and effective instructional practices across all school sites and grade levels
- Intentional efforts to increase the percentage of teaching staff from a diverse background resulted in an increase from 37.4% in 2024-25 to 41.3% in 2025-26, a full 8% above the baseline of 33.3% in 2023-24.
- The percentage of teachers who feel safe (85%) and connected (88%) to their school was assessed through the annual staff survey. These were both increases over the previous year's marks of 75% for safety and 82% for connectedness.
- The number of participants in the Aspiring Leaders Program (6) was a drop from the prior year (9), though there remains a steady stream of participants into NUSD administrative roles. Maintaining a strong internal pipeline for future site and district leaders is an ongoing area of focus.

NUSD continued to provide all staff with a laptop/device to implement standards-aligned instruction.

- As reported by the state, NUSD's percentage of teachers fully credentialed and appropriately assigned decreased from 83.9% in 2022-23 to 82.4% in 2023-24 (there is a delay in reporting for this data point). Increasing this rate remains an area of focus for NUSD and efforts to improve are in progress in the recruitment of qualified teachers and support for staff who have requirements yet to fulfill to become fully credentialed.

For 2025-26, the following actions in Goal 5 had substantive differences in implementation from what was planned:

- 5.7 (Human Resources Information System) The core functions represented within this action were maintained throughout the year, though there was an unanticipated change in method which was substantially different from what was planned. NUSD previously used the Helios HR Information System but, due to vendor-related issues, separated from the partnership in February 2026. Core functions related to evaluation and performance management are planned to be transitioned to Informed K-12, while absences and substitute requests have transitioned to Frontline, a tool the district has used previously for this function.

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

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

5.1 (Instructional Technology PD)
This action was implemented as planned, with professional development to support instructional technology provided to staff. Partway through the year the asynchronous training platform being used was switched. The new platform requires a substantially higher time commitment from staff, which slowed the number of training registrations and completions in the latter half of the year. It is anticipated that next year the full budget will be utilized.

5.5 (Beginning Teacher Induction Program)
This action was implemented as planned. In budgeting for actions such as the Beginning Teacher Induction Program (BTIP) during the prior spring, the projected funds need to be sufficient to support any additional new teachers hired that require Induction. Human Resources staff annually review budgeted expenditures and adjust as needed, but must account for an unknown number of participants at the time of budgeting.

5.6 (Peer Assistance Review (PAR) Program)
This action has a relatively small budget and, similar to BTIP above, must account for an uncertain number of participants. In 2025-26 there was only 1 participant in the PAR program, resulting in a relatively small expenditure.

5.8 (Diversity Recruitment Program)
This program remains a high priority in NUSD, with the desire to attract diverse teaching staff aligned to our core values. The budgeted funds ensure that, if selected, participants will receive all of the agreed-upon benefits of participation. As is the case with other HR-related actions such as the Induction Program, the projections reflect the intent to make funding available for all future participating individuals. In this specific case, the number of participants was less than anticipated and did not fully expend the projected funds.

5.9 (Aspiring Leaders Program)
Similar to the above HR-related actions, the under-expenditure for this action reflects a budget that was planned to accommodate all potential participants. The internal training and promotion of employees to leadership remains a commitment of the district. It is important that enough funds be budgeted to ensure that the program can continue to offer access to qualified applicants.

5.10 (Instructional Aide Training to Support Students with Disabilities)
This action was implemented as planned, with Instructional Aides receiving additional training as specific needs were identified. The material difference did not reflect any change of plans, but rather reflects actual usage based on identified staff needs and interest.

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

5.1 (Instructional Technology PD)
This action was effective in making progress toward the overall goal, specifically in providing professional development to support effective use of 1-to-1 instruction in the classroom and at home as well as supporting implementation of the district’s Artificial Intelligence (AI) plan and policies.

5.2 (Professional Development to Support Diversity, Equity, and Inclusion)
This action was effective in making progress toward the overall goal, specifically in providing a range of professional development opportunities in the area of Diversity, Equity, and Inclusion. This action supported a range of professional development activities related to DEI, including the E2C2 group, Staff Voices, a partnership with CSUS, and additional professional development to support equitable implementation of Early Literacy and classroom management. The E2C2 Group (CSUS partnership) was established to advance the district's commitment to equity, access, and continuous improvement and engaged 33 educators in an ongoing cohort. The purpose of their work is to strengthen equitable outcomes for all scholars by creating a structured process for reviewing data, identifying barriers, and implementing improvement cycles that promote student success. The group ensures that site-level actions align with the district's Theory of Action for Student Success and the Office of Equity in Excellence (E^2) framework, while fostering relational trust and shared accountability for academic, behavioral, and social-emotional outcomes. The E2 Staff Voices initiative was created to provide employees across all departments and school sites with an authentic platform to share their perspectives, experiences, and ideas that inform district decision-making. The purpose of Staff Voices is to elevate employee feedback in ways that strengthen trust, belonging, and collaboration throughout the organization. By engaging certificated, classified, and management staff in meaningful dialogue, the group identifies strengths, challenges, and opportunities related to culture, communication, and professional growth.

5.3 (Human Resource Systems)
This action was effective in making progress toward the overall goal, specifically in improving and enhancing departmental practices to monitor and support teacher credentialing. The overall availability of credentialed teachers, particularly for high-demand positions, remains a challenge. 2024-25 CalSASS reporting showed that the district had 29 misassignments, representing a significant decrease from the prior year. Improving in this area remains a key focus of NUSD in the current year and moving forward.

5.4 (Increased Salaries and Instructional Minutes)
This action was effective in making progress toward the overall goal. NUSD continues to provide increased collaboration time and instructional minutes as negotiated in 2014 and 2024. Collaboration time is a focus of the district's current efforts to increase the effectiveness of Professional Learning Communities (PLCs) to improve instruction. In 2025-26, the use of PLC time was an area of ongoing focus, particularly regarding the provision of high-quality first instruction for all students and differentiated supports for students with additional learning needs.

5.5 (Beginning Teacher Induction Program)
This action was effective in making progress toward the overall goal, specifically in supporting beginning teachers through the induction process and toward clear credentials. There are currently 59 teachers enrolled in the Beginning Teacher Induction Program and matched to mentors for the 2025-26 school year. A high quality induction program is a key factor in the training and retention of high-quality staff.

5.6 (Peer Assistance Review (PAR) Program)
This action was effective in making progress toward the overall goal, specifically in providing an important improvement process for teachers. For the 2025-26 school year, 1 teacher participated in the Peer Assistance Review (PAR) process and was supported by a coach.

5.7 (Human Resources Information System)
This action was not as effective in making progress toward the overall goal as desired due to vendor-related issues (as noted above). Specifically, he separation from the vendor in February 2026 resulted in temporary fragmentation of substitute/absence tracking and

evaluation/performance management functions. The district is still working through transitions and exploring alternative options for moving forward.

5.8 (Diversity Recruitment Program)
This action was effective in making progress toward the overall goal, specifically in maintaining an important recruitment incentive and path toward hiring for a target group of teachers. For 2025-26, the program includes 4 participants who started in the current year and an anticipated additional 4 candidates to be selected. For 2025-26, 41.2% of NUSD certificated staff are from ethnically diverse backgrounds, up from 37.4% in spring 2025. To date, there have been 55 participants since the inception of the program and 30 are still working within NUSD. Of the 15 that are no longer working in NUSD, 12 completed their obligation of working for 3 years in NUSD before leaving. 10 are in progress in their credential program.

5.9 (Aspiring Leaders Program)
This action was effective in making progress toward the overall goal, specifically in the recruitment and training of current NUSD employees that are interested in the administrative path. NUSD continues to prioritize building capacity within, while also recruiting talent from outside the district. During 2025-26, 3 candidates were selected to participate in the Tier 1 program, and another 3 second-year participants that completed Tier 1 and continue to receive professional development and support in Year 2. To-date, 36 members have gone through the program and remain employed with NUSD. 49 total have gone through the program. Overall, 25 participants have assumed a leadership role, with 11 assuming a formal leadership position.

5.10 (Instructional Aide Training to Support Students with Disabilities)
This action was effective in making progress toward the overall goal, specifically in providing professional development and training for instructional aides to enhance the quality of instruction for students with disabilities. During 2025-26, Instructional Aides participated in training related to behavior and classroom management.

5.11 (Maintain Substitute Pay Increase)
This action was effective in making progress toward the overall goal, specifically in increasing the district's ability to hire and retain quality substitute teaching staff. In 2024-25 the district increased the substitute pay rates with the specific intent to increase NUSD's competitiveness in the regional classroom substitute landscape.

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

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

Changes to Actions

- 5.7 (Human Resources Information Systems) This action's description was revised to pluralize 'Systems' from the previously singular 'system.' This more accurately reflects the current context in which Human Resources uses several tools to track the wide

array of Human Resources Information that exists. These include the key tools Frontline for managing absences and attendance and KickUp for monitoring professional development. Additional information is tracked through Informed K-12, though this is not exclusive to Human Resources and supports a wide range of departments.

- 5.11 (Maintain Substitute Pay Increase) This action's description has been updated to reflect the shift in the LREBG context. For 2026-27, this action will not be associated with LREBG funding; therefore all LREBG-related language has been removed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Technology PD	NUSD will provide staff with professional development to support effective use of 1-to-1 instruction in the classroom and at home and also to support implementation of the district's Artificial Intelligence (AI) plan and policies.	$20,000.00	No
5.2	Professional Development to Support Diversity, Equity, and Inclusion	NUSD will continue to implement ongoing professional development to improve the educational experiences, achievement of all learners, and disciplinary outcomes through Anti-Racist/Anti-Bias Training, Culturally Responsive Pedagogy, and Classroom Management in alignment with AR 0100.	$200,000.00	Yes
5.3	Human Resource Systems	NUSD will continue to monitor and implement Human Resources protocols to ensure staff are appropriately assigned based on credential. (No additional cost)	$0.00	No
5.4	Increased Salaries and Instructional Minutes	NUSD will implement increased salaries to employees for increased collaboration time and instructional minutes as negotiated in 2014 and 2024. This action is directly tied to Goal 1, Action 3.	$17,791,057.00	Yes
5.5	Beginning Teacher Induction Program	NUSD will support teachers through the Beginning Teacher Induction Program.	$445,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Peer Assistance Review (PAR) Program	NUSD will support teachers through the Peer Assistance Review (PAR) Program.	$20,000.00	No
5.7	Human Resource Information System	NUSD will maintain a Human Resource Information System to track professional development delivery by staff member and other required human resources information.	$66,000.00	No
5.8	Diversity Recruitment Program	NUSD will continue to implement the Diverse Future Educator Program to increase the teacher workforce diversity to better align to the diversity of our students.	$280,000.00	Yes
5.9	Aspiring Leaders Program	NUSD will continue and implement the Aspiring Leaders Program to develop our own staff into future district administrators/managers.	$32,000.00	Yes
5.10	Instructional Aide Training to Support Students with Disabilities	NUSD will provide targeted professional development for instructional aides that support students with disabilities and collaboration time with their assigned teachers.	$10,000.00	No
5.11	Maintain Substitute Pay Increase	Maintain the approved pay increase for certificated substitutes.	$675,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This focus goal, specific to Bannon Creek School (BCS) and Larry G. Meeks Academy (LGMA) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. Bannon Creek qualified for 2025-26 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 26.4% and percentage of Socioeconomically Disadvantaged students (85.7%). Bannon Creek has since decreased its non-stability rate to 25.9% as of 2024-25. Larry G. Meeks qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 57.1% and percentage of Socioeconomically Disadvantaged students (78.9%). LGMA has decreased its non-stability rate over two years to 51.5% as of 2024-25 but is still well beyond the eligibility threshold. Improving stability rates is a shared priority across all Equity Multiplier school sites and is a key lever for improving student engagement, connectedness, and academic outcomes.

Additionally, Bannon Creek School is in need of improvement at the student group level for multiple student groups across the Dashboard Indicators. Following is a summary of student groups that received the lowest performance level rating on the 2025 California School Dashboard for one or more indicators:

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

Larry. G. Meeks has not historically had many instances of the lowest performance level rating on the dashboard. For the purposes of this summary, the following reflects student group instances of Red or Orange on the 2025 dashboard:

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

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

- Learning Opportunities and Academic Support: Respondents had a generally positive perception of NUSD providing high-quality learning opportunities, with suggestions for better classroom management, increased teacher support, fostering community connection. Also noted was a concern with the adequacy of technology and need for more engaging activities.
- Social and Emotional Well-being: Responses varied widely in this area, with suggestions for improvement including opportunities for students to both be heard and be held accountable as key supports for their social-emotional growth.
- Safety and Engagement: Priorities shared in this area included addressing any issues of bullying and providing students positive experiences to promote engagement and positive behavior.
- Parent and Family Engagement: Input in this area emphasized effective communication and responsiveness and called for more community-based events.
- Staffing and Retention: Suggestions in this area focused on offering competitive wages, better benefits, and supportive work environments to attract and retain quality staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism Rates Source: California School Dashboard	LGMA (2023 Dashboard) All: 18.5% Student group in 'Orange' B/AA: 26.9% Student group in 'Yellow'* H/L: 14.3% BCS (2023 Dashboard) **All: 40.3% **B/AA: 45.0% (Yellow) **2+: 48.9% (Red) **SED: 42.0% (Yellow)	LGMA (2024 Dashboard) All: 16.4% B/AA: 15.8% (Yellow) H/L: 21.7% (Red) BCS (2024 Dashboard) **All: 32.2% **B/AA: 37.1% (Yellow) **2+: 22.4% (Orange)	LGMA (2025 Dashboard) All: 14.4% B/AA: 26.3% (Red) H/L: 20.0% (Yellow) BCS (2025 Dashboard) All: 33.4% B/AA: 38.6% (Red) 2+: 41.4% (Red) SED: 36.6% (Red) SWD: 40.7% (Red) W: 35.3% (Red)	BCS: Move out of 'Red' Performance Level LGMA: Move out of 'Red' Performance Level	LGMA All: -4.1% B/AA: -0.6% (Moved to Red) H/L: +5.7% (Still in Yellow) BCS All: -6.9% B/AA: -6.4% (Moved to Red) 2+: -7.5% (Still in Red) SED: -5.4% (Moved to Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**SWD: 49.0% (Orange) **W: 53.8% (Red) *Student group has been added to the baseline data based on Red performance on the 2024 Dashboard. **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	**SED: 32.5% (Yellow) **SWD: 38.3% (Orange) **W: 34.7% (Orange) **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard			SWD: -8.3% (Moved to Red) W: -18.5% (Still in Red)
6.2	English Language Arts (ELA) Performance (Distance from Standard) Source: California School Dashboard	LGMA (2023 Dashboard) All: -33.4 Student groups in 'Orange' H/L: -47.9 SED: -43.1 Student groups in 'Yellow'* B/AA: -60.9 BCS (2023 Dashboard) All: -91.7 B/AA: -99.7 (Red) EL: -93.6 (Red) H/L: -100.4 (Red) 2+: -95.3 (No Performance Color) SED: -95.9 (Red) SWD: -123.4 (Orange)	LGMA (2024 Dashboard) All: -32.8 B/AA: -78.4 (Red) H/L: -35.1 (Yellow) SED: -44.8 (Orange) BCS (2024 Dashboard) All: -86.9 B/AA: -95.9 (Orange) EL: -89.6 (Orange) H/L: -91.4 (Orange) 2+: -92.4 (No Performance Color) SED: -91.7 (Orange)	LGMA (2025 Dashboard) All: -37.5 B/AA: -93.8 (No Performance Color) H/L: -38.3 (Orange) SED: -48.1 (Orange) BCS (2025 Dashboard) All: -110.8 B/AA: -101.5 (Red) EL: -103.9 (Red) H/L: -118.9 (Red) 2+: -132.3 (Red) SED: -114.4 (Red) SWD: -110.7 (Red)	BCS: Move out of 'Red' Performance Level LGMA: Move out of 'Red' Performance Level	LGMA All: -4.1 B/AA: -32.9 (No Performance Color) H/L: +9.6 (Still in Orange) SED: -5.0 (Still in Orange) BCS All: -19.1 B/AA: -1.8 (Still in Red) EL: -10.3 (Still in Red) H/L: -18.5 (Still in Red) 2+: -37.0 (Red) SED: -18.5 (Still in Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Student groups have been added to the baseline data based on Red performance on the 2024 Dashboard. **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	SWD: -107.1 (Orange) **Student group has been added based on Red performance on the 2025 Dashboard			SWD: +12.7 (Still in Red)
6.3	Math Performance (Distance from Standard) Source: California School Dashboard	LGMA (2023 Dashboard) All: -58.5 Student groups in 'Orange' B/AA: -103.5 H/L: -84.3 SED: -78.4 BCS (2023 Dashboard) All: -119 B/AA: -130.2 (Orange) SED: -122.9 (Red) **EL: -128.4 (Red) **H/L: -127.3 (Red) **2+: -113.3 (No Performance Color) **SWD: -152.6 (Red) *BCS added to baseline based on new LCFF Equity Multiplier Eligibility in 2024-25 **Student group has been added to the	LGMA (2024 Dashboard) All: -57.5 B/AA: -120.3 (Red) H/L: -67.8 (Yellow) SED: -73.6 (Yellow) BCS (2024 Dashboard) All: -119.3 B/AA: -134.3 (Red) SED: -121.5 (Red) **EL: -117.8 (Orange) **H/L: -117.8 (Orange) **2+: -118.9 (No Performance Color) **SWD: -142.5 (Orange) **Student group has been added based on Red	LGMA (2025 Dashboard) All: -52.2 B/AA: -76.9 (No Performance Color) H/L: -54.5 (Yellow) SED: -55.7 (Yellow) BCS (2024 Dashboard) All: -138.7 B/AA: -137.9 (Red) SED: -142.4 (Red) EL: -124.1 (Red) H/L: -137.6 (Red) 2+: -149.7 (Red) SWD: -147.7 (Red)	BCS: Move out of 'Red' Performance Level LGMA: Move out of 'Red' Performance Level	LGMA All: +6.3 B/AA: +26.6 H/L: +29.8 (Moved to Yellow) SED: +22.7 (Moved to Yellow) BCS All: -0.3 B/AA: -8.6 (Moved to Red) SED: -19.5 (Still in Red) EL: -4.3 (Still in Red) H/L: -10.3 (Still in Red) 2+: -36.4 (Red) SWD: +4.9 (Still in Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		baseline data based on Red performance on the 2025 Dashboard	performance on the 2025 Dashboard			
6.4	Non-Stability Rate Source: State Reporting (DataQuest)	LGMA: 57.1% BCS: 23.8% (2022-23)	LGMA: 52.9% BCS: 26.4% (2023-24)	LGMA: 51.5% BCS: 25.9% (2024-25)	Decrease Non-stability rate to below the 25% eligibility threshold	LGMA: -5.6% BCS: +2.1%
6.5	Suspension Rate Source: California School Dashboard	BCS (2023 Dashboard) All: 10.7% B/AA: 15.2% (Red) H/L: 7.7% (Yellow) HY: 14.3% (Red) 2+: 9.6% (Orange) SED: 10.7% (Red) SWD: 14.4% (Red) **W: 8.9% (Red) *BCS added to baseline based on new LCFF Equity Multiplier Eligibility in 2024-25 **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	BCS (2024 Dashboard) All: 12.5% Student groups in 'Red' B/AA: 18.8% (Red) H/L: 9.3% (Red) HY: 28% (Red) 2+: 16.4% (Red) SED: 13% (Red) SWD: 14.5% (Red) **W: 7.7% (Orange) **Student group has been added based on Red performance on the 2025 Dashboard	BCS (2025 Dashboard) All: 17.7% Student groups in 'Red' B/AA: 24.9% (Red) H/L: 12.9% (Red) HY: 20.0% (Orange) 2+: 26.8% (Red) SED: 19.4% (Red) SWD: 17.8% (Red) W: 13.2% (Red)	BCS: Move all student groups out of 'Red' Performance Level	BCS All: +7.0% Student groups in 'Red' B/AA: +9.7% (Still in Red) H/L: +5.2% (Moved to Red) HY: +5.7% (Still in Red) 2+: +17.2% (Moved to Red) SED: +8.7% (Still in Red) SWD: +3.4% (Still in Red) W: +4.2% (Still in Red)
6.6	English Learner Progress Indicator (ELPI) Source: California School Dashboard	BCS (2023 Dashboard) All ELs: 38.5%** **Student group has been added based on Red performance on 2025 Dashboard	BCS (2024 Dashboard) All ELs: 54.4%** **Student group has been added based on Red performance on 2025 Dashboard	BCS (2025 Dashboard) All ELs: 27.6%	BCS: Move out of 'Red' Performance Level	BCS: -11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.7	Science Indicator (Science Points) Source: California School Dashboard	BCS (2024 Dashboard) All: 34.2 science pts SED: 34.1 science pts** **Student group has been added based on Red performance on 2025 Dashboard	BCS (2024 Dashboard) All: 34.2 science pts SED: 34.1 science pts** **Student group has been added based on Red performance on 2025 Dashboard	BCS (2025 Dashboard) All: 35.1 science pts SED: 34.2 science pts	BCS: Move all student groups out of 'Red' Performance Level	BCS: All: +0.9 science pts SED: +0.1 science pts

Goal Analysis [2025-26]

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

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

Overall, the implementation of the actions to achieve Goal 6 (Increase stability rates to 75% or above by the end of 2026-27 and improve student-group specific outcomes) was successful in making progress toward the goal, specifically in furthering the efforts at both Bannon Creek School and Larry G. Meeks Academy to increase stability rates, decrease chronic absenteeism rates, and increase academic performance in ELA and Math. However, when digging deeper into specific outcomes there are areas in which performance did not improve. Additionally, even in areas where improvement was observed, significant improvement is still needed, particularly for Bannon Creek School.

During 2025-26, the following actions were implemented as planned:
6.1 (Family Engagement Liaison)
6.3 (Additional Social Worker)
6.5 (Behavior Specialist)
6.7 (Diversity, Equity, and Inclusion Administrator)
6.8 (Additional District Support for Equity Multiplier Schools)
6.11 (Summer Enrichment)

As measured by the metrics outlined in Goal 6, progress has been made in the area of non-stability rate and some other dashboard indicators. However, there are areas in which progress was not observed or as substantial as desired. Following are some overall results within Goal 6, with additional analysis to follow in the sections below:

- Both Bannon Creek School (BCS) and Larry G. Meeks Academy (LGMA) decreased their non-stability rates based on the results released by the California Department of Education (CDE). BCS decreased from 26.4% to 25.9% and LGMA decreased from 52.9% to 51.5%.
- LGMA decreased its overall chronic absenteeism rate and the rate for Hispanic/Latino students, though the rate for Black/African American students increased. BCS, demonstrating an area of need, saw an increase in the chronic absenteeism rate for all students (from 32.2% to 33.4%) and for most student groups.
- In the area of academics, LGMA increased its overall Distance from Standard (DFS) for Math from -57.5 to -52.2 and saw improvement for all student groups included in the goal. However, there were declines in DFS for both schools in English Language Arts and for BCS in Math.

For 2025-26, actions with substantive differences in implementation include:

- 6.2 (Activities Director) At the time of LCAP approval, no activities director was planned and the projected allocation was $0. However, a staff member who was interested and willing to step into this role was identified and has since resumed the related supports, resulting in a non-zero estimated expenditure.
- 6.4 (Additional Teacher on Special Assignment) This action was initially planned for two Teacher on Special Assignment (TOSA) positions across two sites. However, as the district's overall TOSA landscape (most TOSAs are not affiliated with the LCFF Equity Multiplier goals) came into focus, it was determined that only 1 additional TOSA would be staffed. Additionally, the TOSA based at BCS and LGMA ended up providing support services much more broadly across other schools than initially anticipated. To align implementation with funding, the majority of the TOSA's salary was moved out of LCFF Equity Multiplier funding.
- 6.9 (Student Leadership and Enrichment Opportunities) This was implemented as planned, though a substantially larger amount of leadership and enrichment opportunities were funded than originally anticipated.
- 6.10 (Additional Professional Development Aligned to Goal 1) Similar to action 6.9, this was implemented as planned, though at a higher level than originally anticipated.

An ongoing challenge for both LCFF Equity Multiplier-related goals is the uncertainty year-to-year of the funding model. With Bannon Creek School's non-stability percentage very close to the 25% threshold, it is possible that they will move in and out of funding status year-to-year in future cycles (though they will remain in for the 2026-27 LCAP cycle). This challenge will likely persist as long as the current eligibility and funding structure remain in place.

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

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

6.1 (Family Engagement Liaison)
This action was generally implemented as planned in that the Family Engagement liaisons performed the planned duties as intended. The material difference is a result of the liaison at Bannon Creek School moving to a different school site part-way through the year and the position not being filled after that point.

6.2 (Activities Director)
This action was implemented in alignment with the action's original intent, though as discussed above it was not expected to be active during the 2025-26 school year. A staff member was identified who was willing and interested in filling the role, resulting in a non-zero expenditure.

6.4 (Additional Teacher on Special Assignment)
This action was implemented as planned in terms of the services provided to school sites. As discussed above, the initial plan was to hire 2.0 FTE TOSA positions within this action but that plan evolved and a 1.0 FTE position was shared across the two schools.

6.8 (Additional District Support for Equity Multiplier Schools)
This action was implemented as planned, with additional district resources in the form of a Safety and Climate Liaison and data supports provided to the sites. Additional expenditures in this action during the 2025-26 year came from a Program Specialist in the fall, and later resources for additional substitute administrative support. These resources were critical in providing stability at the site given the significant transition of teaching staff and administration at the beginning of the 2025-26 year.

6.9 (Student leadership and enrichment opportunities)
This action implemented the Building Leaders & Activists with Collective Knowledge (BLACK) program as planned, with the additional offering of AmeriCorps tutoring for students and the All Things Pretty program specifically for young women and girls. The latter two programs were additional leadership/enrichment opportunities identified and resulted in higher estimated actual expenditures than initially planned.

6.10 (Additional professional development aligned to Goal 1)
Similar to action 6.9, this action was implemented as planned, though with more opportunities identified along the way that resulted in higher estimated actual expenditures. In addition to additional i-Ready PD and coaching for classroom management and academics, the site offered additional Read 180 professional development and extra classroom management coaching by request.

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

6.1 (Family Engagement Liaison)
This action was effective in making progress toward the overall goal. As discussed above, the position at one school was vacated due to the staff member moving to a different position at a different site and was not filled. Specifically, the liaisons helped in increasing the level and range of supports available to family members at school and beyond, such as supporting attendance initiatives and strengthening school–family connections through a variety of engaging events and programs. The liaisons also collaborate with site staff to support PBIS (Positive Behavioral Interventions and Supports) by helping recognize positive behavior, encouraging consistent expectations, and fostering a welcoming school climate. These combined efforts are helping to promote student engagement, strengthen relationships with families, and reinforce a positive culture across the school community.

6.2 (Activities Director)
This action was effective in making progress toward the overall goal, specifically in expanding the quantity and quality of intentional student engagement activities. The Activities Director implements a range of supports and events including, but not limited to, the Positive Behavioral

Interventions and Supports (PBIS) and schoolwide events for students and families, with the specific goal of keeping students engaged in and connected to school.

6.3 (Additional Social Worker)
This action was effective in making progress toward the overall goal, specifically in expanding students' access to mental health and behavioral supports. The social worker has collaborated to provide a wide range of direct services to students, including the Kindness Action Team (KAT Club) to foster a culture of kindness and belonging, lunchtime engagement activities, monthly community circles, and Tier III supports such as weekly individual check-ins. The social worker also conducts family outreach and supports child welfare efforts, including services for homeless and foster youth. Both the fall and spring semesters have featured a rotation of empowerment sessions, with students participating in workshops on topics such as healthy relationships, emotional regulation, and grief/loss. These themes were selected based on student input and identified needs. The social worker has also provided staff training and professional development focused on verbal de-escalation, restorative practices, and effective behavioral support strategies. Additionally, the social worker contributes to a monthly wellness newsletter, offering resources and information aligned to a selected theme each month.

6.4 (Additional Teacher on Special Assignment)
This action was effective in making progress toward the overall goal, specifically in providing on-site instructional coaching aligned to the district’s instructional framework. This action supports one full-time position. The TOSA continues to provide PD and support implementation of instructional strategies across sites. Specific examples of supports provided include PLC work with data, co-teaching, and modeled lessons for teachers. The TOSA has also assisted guest teachers with classroom management and co-teaching. All TK-2 teachers are receiving in-class coaching from the TOSA on early literacy instructional routines. Coaching is organized into five, 6-week cycles in which there is a modeling phase, co-teaching phase, and independent phase. The outcome of each cycle is that all TK-2 teachers participate in the coaching cycle and are implementing the aligned instructional routine to supplement their teaching of each pillar of reading. The TOSA also supports PLCs by reviewing data and facilitating planning discussions.

6.5 (Behavior Specialist)
This action was effective in making progress toward the overall goal, specifically in increasing the on-site availability of tiered behavioral supports. This action supports one full-time position currently at BCS. The Behavior Specialist's efforts span the breadth of behavior intervention and support across the sites. Examples of efforts include, but are not limited to, (1) Classroom behavior troubleshooting: Assisting teachers with addressing challenging behaviors (2) Breaks for students: Providing breaks for students exhibiting challenging behaviors to prevent loss of instructional time. (3) Attendance Team: Assist in tracking attendance and tardies to improve student attendance (4) Collaborate with Site Admin: Meet weekly to collaborate on systems of support. The Behavior Specialist continues to play a key role in supporting positive school culture and climate. Their work focuses on implementing and reinforcing PBIS (Positive Behavioral Interventions and Supports) systems, modeling restorative practices, and providing direct support to staff in addressing student behavior through proactive, relationship-centered strategies. In collaboration with site teams, the Behavior Specialist helps analyze behavior data, identify trends, and design interventions that promote consistency, equity, and belonging. This work directly contributes to creating safe, supportive learning environments where all students can thrive both academically and socially.

6.6 (Restorative Learning Lab (Planning Year))
This action was discontinued at the end of 2024-25, with Restorative Practices and related activities continuing within the district's overall Restorative Practice efforts and not as a stand-alone lab.

6.7 (Diversity, Equity, and Inclusion Administrator)
The Equity Administrator continues to provide comprehensive support across multiple districtwide initiatives under the Office of Equity in Excellence (E2). Current priorities include coordinating E2 Staff Voices sessions to elevate staff perspectives and strengthen the district's equity culture; leading planning efforts for the upcoming 2025–26 LGBTQ Conference; and supporting implementation of the E2C2 (Equity & Excellence Continuous Cycle) framework to promote data-driven improvement in equitable practices. Additionally, the Equity Administrator has onboarded and works closely with the district's new E2 Program Specialist, ensuring alignment with E2 goals and initiatives. The role also includes providing emergency site support as needed and contributing to a variety of ongoing projects that advance inclusive, student-centered environments across NUSD.

6.8 (Additional District Support for Equity Multiplier Schools)
This action was effective in making progress toward the overall goal, specifically in providing additional climate and safety liaison staffing to promote positive school climate and culture and in building out tools and specific support systems for schools to use data more effectively. Additional district support has included, but is not limited to, a range of data supports for sites to engage in more intentional needs assessments to identify which students need intervention and how to monitor their ongoing progress. These have included tools to summarize and review academic data such as i-Ready diagnostic results, DIBELS results, district writing assessment results, attendance data, and behavior data. District staff are also working in partnership with sites to identify and support students in expanded learning programs.

6.9 (Student leadership and enrichment opportunities)
This action was effective in making progress toward the overall goal, specifically in providing students access to high-quality leadership, mentoring, and academic support opportunities. Through this action, the FSMEI (Freedom Soul Media Education Initiatives) BLACK (Building Leaders and Activists with Collective Knowledge) program is now active at Bannon Creek. Sessions have been highly engaging, with students participating in meaningful discussions, leadership activities, and community-building experiences. Scholars are demonstrating enthusiasm, collaboration, and a growing sense of empowerment as they explore topics centered on identity, leadership, and cultural pride. Additionally, students were provided access to AmeriCorp tutoring and the All Things Pretty program, intended for young women and girls who can benefit from additional mentoring, empowerment, and resilience in the face of adversity.

6.10 (Additional professional development aligned to Goal 1)
This action was effective in making progress toward the overall goal, specifically in providing staff high-quality professional development opportunities aligned to their specific needs and district initiatives. Specific examples of PD provided in 2025-26 include additional coaching days for Read 180, additional i-Ready PD, and other training to support High Quality First Instruction and more effective classroom management.

6.11 (Summer Enrichment)
This action was effective in making progress toward the overall goal. Bannon Creek School offered the Freedom Schools program during summer 2025, with 124 students attending. This program was part of the district's overall expanded learning program offering for the summer.

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

With American Lakes School no longer eligible for LCFF Equity Multiplier funding and all their funding spent, they will be removed from the metrics and actions, focusing on the two schools with continued eligibility (Bannon Creek School and Larry G. Meeks Academy. A summary of all changes within this goal is provided below:

Changes to Actions

- Action 6.1 (Family Engagement Liaison) The description of this action has been revised to remove language stating that the position is shared across two sites, as this position will be focused at Larry G. Meeks Academy (LGMA) in 2026-27.
- Action 6.3 (Additional Social Worker) This action will not be implemented in 2026-27.
- Action 6.4 (Additional Teacher on Special Assignment (TOSA)) This action will not be implemented in 2026-27. The TOSA position will continue as part of Action 1.12, as the staff member will support not only BCS and LGMA, but other schools as well.
- Action 6.6 (Restorative Learning Lab) The description for this action has been updated to reflect that it will not be implemented in 2026-27.
- Action 6.8 (Additional District Support for Equity Multiplier Schools) The description for this action has been revised to reflect the updated list of supports to be provided in 2026-27.
- Action 6.9 (Student leadership and enrichment opportunities)The description of this action has been revised to include implementation of All Things Pretty, a mentorship program for girls and young women.
- Action 6.11 (Summer Enrichment) This action has been discontinued with regard to funding from within the LCFF Equity Multiplier resource. It is important to note that the activities in this action will be continued within the larger scope of the district's Expanded Learning program (LEAP).
- All references to ALS in this goal have been removed as they will be two cycles removed from LCFF Equity Multiplier Funding eligibility and have no funds remaining in this resource.

Changes to Metrics
All references to ALS in this goal have been removed as they will be two cycles removed from LCFF Equity Multiplier Funding eligibility and have no funds remaining in this resource.
Additionally, Metrics 6.6 (ELPI) and 6.7 (Science Indicator) have been added to reflect instances of performance at the lowest level on the 2025 Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Family Engagement Liaison	Provide liaison services between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement	$78,118.00	No

Action #	Title	Description	Total Funds	Contributing
		information and educational programs with families and educators to benefit student academic success through the practice of family and community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and academic success of all students.		
6.2	Activities Director	Coordinate a wide range of school-based extra and co-curricular activities to increase student engagement and promote positive campus culture and climate. (No implementation during 2025-26)	$86,174.00	No
6.3	Additional Social Worker	Expand mental health and wellness supports for students. Proactively address Tier 1, 2, and 3 needs to minimize any loss of instructional time. *This action will not be implemented in 2026-27.	$0.00	
6.4	Additional Teacher on Special Assignment (TOSA)	Expand school-specific academic supports, especially in the areas of English Language Arts (ELA) and Math. Conduct needs assessments and address identified student needs through intervention and improvements to Tier 1 academic instruction. This action will not be continued in 2026-27. The TOSA position will be incorporated into Action 1.12, as the staff member will support not only BCS and LGMA, but other schools as well.	$0.00	
6.5	Behavior Support	Provide dedicated behavior support for students. Identify and address individual students' behavioral needs proactively in order to minimize/prevent loss of instructional time due to disciplinary action or other time out of the classroom.	$88,634.00	No
6.6	Restorative Learning Lab (Planning Year)	Engage the ALS team in development of an in-district learning lab that supports students needing other means of correction where students and staff can reflect, build relationships, and build skills to heal the effects of harm and trauma that may impeded learning. Provide a space for	$0.00	

Action #	Title	Description	Total Funds	Contributing
		academic intervention and enrichment and create a community centered space focused on shared responsibility for student success. *Note: This action was discontinued at the end of 2024-25 and will not be implemented in 2026-27.		
6.7	Diversity, Equity, Inclusion Administrator	This position will support the district's broader efforts to implement the Diversity, Equity, and Inclusion priorities within the district's goals.	$107,391.00	No
6.8	Additional District Support for Equity Multiplier Schools	Provides funding for additional district support, including a safety and climate liaison, program specialist, and school psychologist intern. These staff will provide direct academic, socio-emotional, and/or behavioral supports to address the range of issues associated with high non-stability rates.	$205,540.00	No
6.9	Student leadership and enrichment opportunities	Bannon Creek School will implement student leadership and enrichment opportunities. These include the Building Leaders and Activists with Collective Knowledge (BLACK) Program in partnership with Tyson Amir. This is a social, historical, and cultural program that uses the Black Boy Poems curriculum to engage students in standards-aligned instruction that draws upon and builds upon their personal experiences. Also included is All Things Pretty, a mentorship program for girls and young women that fosters self-esteem, character, and leadership.	$45,000.00	No
6.10	Additional professional development aligned to District Goal 1	Schools will provide additional professional development to support high quality first instruction and tiered academic supports in alignment with Goal 1.	$45,859.00	No
6.11	Summer Enrichment	Bannon Creek School will host a summer enrichment opportunity that is part of the district's overall expanded learning program offering for the summer. This program will be intended primarily for students at Bannon Creek and in the surrounding area, but will be available to other students as space permits.	$0.00	

Action #	Title	Description	Total Funds	Contributing
		Note: As of 2026-27, this action has been discontinued with regard to funding from within the LCFF Equity Multiplier resource. It is important to note that the activities in this action will be continued within the larger scope of the district's Expanded Learning program (LEAP).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This focus goal specific to Natomas Middle School (NMS) and Discovery High School has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. NMS qualified for 2024-25 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 31.6% and percentage of Socioeconomically Disadvantaged students (76.7%). While NMS decreased its stability rate to 29.9% in the most recent year of available data (2024-25), it is still over the eligibility threshold. DHS qualified for 2024-25 LCFF Equity Multiplier Funding based on its prior year non-stability rate of 71.8% and percentage of Socioeconomically Disadvantaged students (79.2%). DHS also decreased its non-stability rate to 64.9% as of 2024-25 but is also still well beyond the eligibility threshold. Improving student stability rates is a shared priority across Equity Multiplier school sites and is a key lever for strengthening student engagement, connectedness, and academic outcomes.

Additionally, both schools require improvement at the student group level for multiple student groups across the Dashboard Indicators. Following is a summary of student groups that received the lowest performance level rating on the California School Dashboard for one or more indicators:

Natomas Middle School (Student groups with lowest level of performance on 2023 Dashboard)

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

On the more recent 2025 Dashboard, the instances of lowest level of performance for NMS were:

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

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

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

On the more recent 2025 Dashboard, the instances of lowest level of performance for DHS were:

- Students with Disabilities: Suspension Rate
- Socioeconomically Disadvantaged Students: College/Career Indicator

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

- Learning Opportunities and Academic Support: Respondents generally reported positive perceptions of NUSD providing high-quality learning opportunities, highlighting AVID strategies and elective courses. Suggestions for improvement included cleaner classroom environments and improvement staff-student interactions. Also noted by some was a concern about the adequacy of preparation for college and career.
- Social and Emotional Well-being: Input emphasized more access to mental health support on campus and clear and consistent policies to ensure student safety.
- Safety and Engagement: Input identified these as areas needing improvement, including improved management of student behavior and addressing students who have particularly challenging behavior. Programs like leadership and mentorship opportunities for girls were noted for their positive impact. Additional input suggested a wider range of clubs and activities to cater to different interests.
- Parent and Family Engagement: Priorities shared in this area included communication and outreach to families, including more personalized communication and inclusive dialogue. ParentSquare messages were noted for being generally helpful. Some respondents indicated a concern about the timeliness of responses from staff and need for more proactive communication.
- Diversity and Inclusion: Agreement in this area is divided with about half of respondents agreeing that their student’s background is valued. Others expressed the need for a more culturally responsive approach and experience.
- Staffing and Support: Input in this area suggested listening to staff needs, conducting exit surveys, and offering better compensation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Chronic Absenteeism Rate Source: California School Dashboard	NMS (2023 Dashboard) All: 30.5% Student groups in 'Red' A: 24.5% B/AA: 36.4% EL: 21.5% SED: 33.4% SWD: 39.5% W: 25.5% **H/L: 28.5% (Yellow) Student groups in 'Orange'* HY: 45.7% 2+: 31.3% Students groups w/no performance color* **LTEL: 28.9% *HY baseline data has been added to reflect their 'Red' status on the 2024 Dashboard **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	NMS (2024 Dashboard) All: 30% A: 16.1% (Yellow) B/AA: 38.1% (Red) EL: 17.3% (Yellow) HY: 50% (Red) SED: 31.5% (Orange) SWD: 43.5% (Red) W: 20.3% (Orange) 2+: 43.1% (Red) **H/L: 30.5% (Red) **LTEL: 25.0% (Orange) **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	NMS (2025 Dashboard) All: 30.3% A: 9.8% (Green) B/AA: 41.2% (Red) EL: 15.6% (Yellow) HY: 43.8% (Orange) SED: 31.9% (Red) SWD: 40.7% (Orange) W: 25.8% (Red) 2+: 41.9% (Orange) **H/L: 30.2% (Red) **LTEL: 26.1% (Red) **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	Move out of 'Red' Performance Level	NMS All: -0.2% A: -14.7% (Moved to Green) B/AA: +4.8% (Still Red) EL: -5.9% (Moved to Yellow) HY: +18.3% (Moved to Red) SED: -1.5% (Still Red) SWD: +1.2% (Moved to Orange) W: +0.3% (Still Red) 2+: +10.6% (Still Orange) H/L: +1.7% (Moved to Red) LTEL: +1.1% (Moved to Red)
7.2	Suspension Rate Source: California School Dashboard	NMS (2023 Dashboard) All: 22.8% Student groups in 'Red' B/AA: 35.9% H/L: 18.2% 2+: 23.9%	NMS (2024 Dashboard) All: 17.9% B/AA: 33.1% (Orange)	NMS (2025 Dashboard) All: 17.3% B/AA: 33.6% (Red) H/L: 15.1% (Red) 2+: 14.3% (Red)	Move out of 'Red' Performance Level	NMS All: -5.5% B/AA: -2.3% (Still Red) H/L: -3.1% (Still Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 25.1% SWD: 28.3% **HY: 25.7% (Orange) DHS (2023 Dashboard) All: 10.9% Student groups in 'Red' B/AA: 17.4% SED: 10.6% Student groups in 'Yellow'* H/L: 6.5% **SWD: 9.1% (No Performance Color) *Additional student group baseline data has been added to reflect their 'Red' status on the 2024 Dashboard **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	H/L: 10.8% (Yellow) 2+: 25.0% (Red) SED: 20.5% (Yellow) SWD: 30.8% (Red) **HY: 22.2% (Orange) DHS (2024 Dashboard) All: 13.4% B/AA: 21.5% (Red) H/L: 11.5% (Red) SED: 15.2% (Red) **SWD: 10.0% (Orange) **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard	SED: 18.9% (Yellow) SWD: 27.6% (Red) **HY: 23.1% (Red) DHS (2025 Dashboard) All: 9.9% B/AA: 20.0% (Orange) H/L: 5.7% (Green) SED: 11.2% (Yellow) **SWD: 12.5% (Red) **Student group has been added to the baseline data based on Red performance on the 2025 Dashboard		2+: -9.6% (Moved to Orange) SED: -6.2% (Moved to Orange) SWD: -0.7% (Moved to Orange) HY: -2.6% (Moved to Red) DHS All: -1.0% B/AA: +2.6% (Moved to Orange) H/L: -0.8% (Moved to Green) SED: +0.6% (Moved to Yellow) SWD: +3.4% (Moved to Red)
7.3	English Language Arts (ELA) Performance (Distance from Standard) Source: California School Dashboard	NMS (2023 Dashboard) All: -67.2 Student groups in 'Red' B/AA: -105.5 EL: -81.4 2+: -83.5 SED: -80.1	NMS (2024 Dashboard) All: -82.3 A: -74.7 (Red) B/AA: -104.5 (Red) H/L: -91.5 (Red) 2+: -69.8 (Yellow) EL: -112.3 (Red)	NMS (2025 Dashboard) All: -75.2 A: -53.2 (Yellow) B/AA: -105.6 (Red) H/L: -74.1 (Orange) 2+: -67.9 (Orange)	Move out of 'Red' Performance Level	NMS All: -8.0 A: -30.2 (Moved into Yellow) B/AA: -0.1 (Still Red) H/L: -13.3 (Still Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student groups in 'Orange'* A: -23.0 H/L: -60.8 SWD: -135.6 Students groups w/no performance color* LTEL: -100.5 *Additional student group baseline data has been added to reflect their 'Red' status on the 2024 Dashboard	LTEL: -151.5 (Red) SED: -93.7 (Red) SWD: -156.8 (Red)	EL: -90 (Orange) LTEL: -135.7 (Orange) SED: -84.8 (Orange) SWD: -142.8 (Orange)		EL: -8.6 (Moved to Orange) LTEL: -35.2 (Orange) 2+: +15.6 (Moved to Orange) SED: -4.7 (Moved to Orange) SWD: -7.2 (Moved to Orange)
7.4	Math Performance (Distance from Standard) Source: California School Dashboard	NMS (2023 Dashboard) All: -120.9 Student groups in 'Red' B/AA: -159 EL: -135.8 SED: -130.7 SWD: -184.8 Student groups in 'Orange'* A: -87.2 H/L: -115.2 2+: -104.9 W: -93.8 Students groups w/no performance color* LTEL: -162.0 *Additional student group baseline data has been added to reflect	NMS (2024 Dashboard) All: -132.5 A: -119.6 (Red) B/AA: -149.1 (Orange) H/L: -144.1 (Red) W: -120.3 (Red) 2+: -118.3 (Red) EL: -160.7 (Red) LTEL: -205.4 (Red) SED: -140.9 (Red) SWD: -202.6 (Red)	NMS (2025 Dashboard) All: -125.1 A: -100.9 (Orange) B/AA: -150.7 (Red) H/L: -139.1 (Orange) W: -94.5 (Yellow) 2+: -107.4 (Orange) EL: -135.5 (Orange) LTEL: -178.5 (Orange) SED: -132.1 (Orange) SWD: -187.1 (Orange)	Move out of 'Red' Performance Level	NMS All: -4.2 A: -13.7 (Still Orange) B/AA: +8.3 (Still Red) H/L: -23.9 (Still Orange) 2+: -2.5 (Still Orange) W: -0.7 (Moved to Yellow) EL: +0.3 (Moved to Orange) LTEL: -16.5 (Orange) SED: -1.5 (Moved to Orange) SWD: -2.3 (Moved to Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their 'Red' status on the 2024 Dashboard				
7.5	College and Career Indicator (Percent Prepared) Source: California School Dashboard	DHS (2023 Dashboard) All: 2.8% Student groups in 'Very Low' category H/L: 2% SED: 2%	DHS (2024 Dashboard) All: 3.2% H/L: 2.2% (No Color) SED: 3.6% (Red)	DHS (2025 Dashboard) All: 0% H/L: 0% (No Performance Color) SED: 0% (Red)	Move out and remain out of 'Red' performance level	DHS All: -2.8% H/L: -2.0% (No Color) SED: -2.0% (Red)
7.6	Non-Stability Rate Source: State Reporting (DataQuest)	NMS: 31.6% DHS: 71.8% (2022-23)	NMS: 29.1% DHS: 61.2% (2023-24)	NMS: 29.9% DHS: 64.9% (2024-25)	Decrease rate to below 25% eligibility threshold	NMS: -1.7% DHS: -6.9%
7.7	English Learner Progress (Percentage making progress) Source: California School Dashboard	NMS (2023 Dashboard) All EL: 69% LTEL: 73.3% (No performance Color) * This metric was added to reflect the Red Dashboard status on the 2024 Dashboard.	NMS (2024 Dashboard) All EL: 54.3% LTEL: 43.3% (Red)	NMS (2025 Dashboard) All EL: 63.1% (Green) LTEL: 64.9% (Blue)	Move LTEL student group out of 'Red' Performance Level	NMS All: -5.9% LTEL: -8.4% (Moved to Blue)
7.8	Science Indicator (Science Points) Source: California School Dashboard	NMS (2024 Dashboard) All: 37.3 science pts SWD: 29.8 science pts** **Student group has been added based on Red performance on 2025 Dashboard	NMS (2024 Dashboard) All: 37.3 science pts SWD: 29.8 science pts** **Student group has been added based on Red performance on 2025 Dashboard	NMS (2025 Dashboard) All: 40.8 science pts SWD: 27.3 science pts	NMS: Move all student groups out of 'Red' Performance Level	NMS: ALL: +3.5 science pts SWD: -2.5 science pts

Goal Analysis [2025-26]

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

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

Overall, the implementation of the actions to achieve Goal 7 (Increase stability rates to 75% or above by the end of 2026-27 and improve student-group specific outcomes) was successful in making progress towards some key metrics, in particular improvement in both Math and ELA at Natomas Middle School and Suspension Rates at both NMS and Discovery High School. Results for non-stability rates, Chronic Absenteeism, and College and Career preparedness were mixed, with some improvement by student group, but no overall improvement trends in those areas.

During 2025-26, the following actions were implemented as planned:
7.1 (Family Engagement Liaison)
7.2 (Activities Director)
7.5 (Diversity, Equity, and Inclusion Administrator)
7.6 (Additional District Support for Equity Multiplier Schools)

As measured by Goal 7 metrics, progress occurred in several areas. However, other areas did not show expected levels of improvement. Following are some overall results within Goal 7, with additional analysis to follow in the sections below:

- Both Natomas Middle School (NMS) and Discovery High School (DHS) experienced slight increases in their non-stability rates from 2023-24 to 2024-25 based on the results released by the California Department of Education (CDE). NMS increased from 29.1% to 29.9% and DHS increased from 61.2% to 63.1%. Both schools remain below their baselines in 2022-23 of 31.6% for NMS and 71.8% for DHS. The slight increases over the most recent measured year indicate that the existing supports are still needed and good reminders that both these schools are impacted by their context more than other schools at similar grade spans. DHS is the district's alternative high school and serves students who require credit recovery and may be facing additional outside of school challenges. NMS is the district's only school serving only middle grades (all other schools with grades 7-8 are TK-8 sites). As a result of these contexts, both schools experience more transfer activity than might be present at other schools.
- NMS' overall chronic absenteeism rate remained at 30% from the 2024 Dashboard to the 2025 Dashboard. Some student groups (Asian, English Learners, Students with Disabilities, Homeless Youth) decreased their rates while others (Black/African American, White, Long Term English Learners) increased their rates.
- Suspension rates improved from 2023-24 to 2024-25 at both schools as reported on the dashboard. The decrease at NMS for all students (-0.6%) and DHS for all students (-3.5%) both reflect progress. To-date trends for 2025-26 project a further decrease for DHS, indicating that the improvement is sustained, while NMS to-date analysis projects an increase over 2024-25 rates. This indicates that significant focus in this area is needed. NMS' shift to grades 7-8 only from their prior context of 6-8 has reduced their cohort size significantly. This does make them more vulnerable to large shifts in rates by a smaller group of students, but should also enable them to apply more focus to the smaller number of students.
- NMS improved in Distance from Standard (DFS) for all students in both Math and ELA and for most student groups in both content areas. While this positive movement is important to recognize, the overall DFS for students in both Math and ELA as well as the DFS by student groups remains very far away from standard. Academic improvement remains an area of focus.

- DHS did not have any students demonstrate preparedness on the College/Career Indicator on the 2025 dashboard. This area will remain a focus for improvement throughout the years ahead.

For 2025-26, actions with substantive differences in implementation include:

- 7.7 (Additional professional development aligned to Goal 1) This was implemented as intended, though a substantially larger amount of professional development opportunities were funded than originally anticipated.

As is the case for Goal 6, a key challenge for both LCFF Equity Multiplier-related goals is the uncertainty year-to-year of the funding model. Schools will need to continue implementing actions with the knowledge that any positions or programs funded through this structure have the potential to go away with a relatively modest decrease in non-stability rate. This challenge will likely persist as long as the current eligibility and funding structure remain in place. At present both NMS and DHS are well within the ranges of the eligibility criteria, but with both schools having relatively small population sizes, that could change in a relatively short amount of time if their specific context or district context shifts.

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

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

7.2 (Activities Director)
This action was implemented as planned, with the hiring of an Activities Director. The actual costs associated with hiring for this position were higher than projected, based on the step and column placement, as someone with substantially more experience took on the role.

7.7 (Additional professional development aligned to Goal 1)
This action was implemented as planned, though additional opportunities were identified during implementation, resulting in higher-than-estimated actual expenditures. In addition to i-Ready PD and coaching for classroom management and academics, the site offered additional Read 180 professional development, extra classroom management coaching, and Learning for Living PD.

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

7.1 (Family Engagement Liaison)
This action was effective in making progress toward the overall goal, specifically in increasing the level and range of supports available to family members at school and beyond. The Family Engagement Liaison has provided liaison services between schools, home, and community agencies and has assisted families, school, and community partners in the area of academic support. The role has also coordinated, planned, developed, and implemented informational and educational programs; provided outreach services to the community, families, and staff; and promoted and assisted both family/community engagement. These actions were all carried out in service of the socio-emotional and academic success of all students in partnership with their families.

7.2 (Activities Director)
This action was effective in making progress toward the overall goal, specifically in expanding the quantity and quality of intentional student engagement activities. The Activities Director has helped lead PBIS efforts, student leadership opportunities, and the development of

consistent expectations, which have supported reductions in repeat behavior incidents and increased positive student recognition. The Activities Director has also supported restorative practices and Tier II interventions, enabling more consistent implementation across classrooms. Attendance initiatives and engagement programs, including WEB, leadership groups, and mentoring, have strengthened students' sense of connection to school, resulting in improved attendance and fewer behavior concerns.

7.3 (Restorative Learning Lab (Planning Year))
This action was discontinued at the end of 2024–25. Restorative practices and related activities continue within the district's broader restorative practices efforts, rather than as a stand-alone lab.

7.4 (Ongoing Classroom Management through Restorative Practices Professional Development)
Along with Action 7.3, this action was discontinued at the end of 2024–25. Restorative Practices professional development is now funded through the district's broader efforts rather than through this specific funding source.

7.5 (Diversity, Equity, and Inclusion Administrator)
The Equity Administrator continues to provide comprehensive support across multiple districtwide initiatives under the Office of Equity in Excellence (E2). Current priorities include coordinating E2 Staff Voices sessions to elevate staff perspectives and strengthen the district's equity culture; leading planning efforts for the upcoming 2025–26 LGBTQ Conference; and supporting implementation of the E2C2 (Equity & Excellence Continuous Cycle) framework to promote data-driven improvement in equitable practices. Additionally, the Equity Administrator has onboarded and works closely with the district's new E2 Program Specialist, ensuring alignment with E2 goals and initiatives. The role also includes providing emergency site support as needed and contributing to a variety of ongoing projects that advance inclusive, student-centered environments across NUSD.

7.6 (Additional District Support for Equity Multiplier Schools)
This action was effective in making progress toward the overall goal, specifically in providing additional campus safety staffing to promote positive school climate and culture and in building out tools and specific support systems for schools to use data more effectively. Additional district support has included, but is not limited to, a range of data supports for sites to engage in more intentional needs assessments to identify which students need intervention and how to monitor their ongoing progress. These have included tools to summarize and review academic data such as i-Ready diagnostic results, DIBELS results, district writing assessment results, attendance data, and behavior data. District staff are also working in partnership with sites to identify and support students in expanded learning programs.

7.7 (Additional professional development aligned to Goal 1)
This action was effective in making progress toward the overall goal, specifically in providing staff with high-quality professional development opportunities aligned to their needs and district initiatives. Specific examples of professional development provided in 2025–26 include additional coaching days for Read 180, additional i-Ready PD, and other training supporting High-Quality First Instruction and more effective classroom management.

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

Both Natomas Middle School and Discovery High School will once again be eligible for LCFF Equity Multiplier funding in 2026–27. There are some additional actions planned for 2026-27 to further build out the supports provided to staff and students. Key actions will maintain their levels of implementation designed to reduce overall non-stability and improve outcomes as reported on the California School Dashboard. A summary of the changes to actions in this goal area is provided below:

Changes to Actions

- Action 7.3 (Restorative Learning Lab) The description for this action has been updated to reflect that it will not be implemented in 2026-27.
- Action 7.4 (Ongoing classroom management through restorative practices professional development) The description for this action has been updated to reflect that it will not be implemented in 2026-27.

New Actions

- Action 7.6 (Additional District Support for Equity Multiplier Schools) The description for this action has been revised to reflect the updated list of supports to be provided in 2026-27.
- Action 7.8 (Student leadership and enrichment opportunities) This action will enable Discovery High School to provide students with additional opportunities in the areas of college and career readiness, mentorship, and more.
- Action 7.9 (Additional social worker) This action is being added to bring additional social worker support, specifically mental health and wellness, to students. This will help the site proactively address student needs at all Tiers.
- Action 7.10 (Academic Coaching) This action is being added based on site interest in on-site academic coaching to provide in-class and schoolwide support to teachers specifically in the area of High Quality First Instruction. Support will include job-embedded coaching, collaborative lesson planning, and review of data to drive continuous improvement.

Changes to Metrics

- Metric 7.8 (Science Indicator) has been added to reflect instances of student group performance at the lowest level on the 2025 Dashboard for the Science Indicator.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Family Engagement Liaison	Provide liaison services between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement information and educational programs with families and educators to benefit student academic success through the practice of family and	$108,354.00	No

Action #	Title	Description	Total Funds	Contributing
		community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and academic success of all students.		
7.2	Activities Director	Coordinate a wide range of school-based extra and co-curricular activities to increase student engagement and promote positive campus culture and climate.	$159,246.00	No
7.3	Restorative Learning Lab (Planning Year)	"Engage the NMS team in development of an in-district learning lab that supports students needing other means of correction where students and staff can reflect, build relationships, and build skills to heal the effects of harm and trauma that may impeded learning. Provide a space for academic intervention and enrichment and create a community centered space focused on shared responsibility for student success. *Note: This action was discontinued at the end of 2024-25 and will not be implemented in 2026-27."	$0.00	
7.4	Ongoing Classroom Management through restorative practices professional development	"Provide additional professional development for staff to implement effective restorative practices across the Natomas Middle School campus. *Note: This action was discontinued at the end of 2024-25 and will not be implemented in 2026-27."	$0.00	
7.5	Diversity, Equity, Inclusion Administrator	This position will support the district's broader efforts to implement the Diversity, Equity, and Inclusion priorities within the district's goals.	$107,392.00	No
7.6	Additional District Support for Equity Multiplier Schools	Provides funding for additional district support, including campus safety staff, wellness center support, a school psychologist intern, and Counselor on Special Assignment (COSA). These staff will provide direct academic, socio-emotional, and/or behavioral supports to address the range of issues associated with high non-stability rates.	$101,415.00	No

Action #	Title	Description	Total Funds	Contributing
7.7	Additional Professional Development Aligned to District Goal 1	Schools will provide additional professional development to support high quality first instruction and tiered academic supports in alignment with Goal 1.	$138,901.00	No
7.8	Student Leadership and enrichment opportunities	Provide students additional leadership and enrichment opportunities. Examples include college and career readiness opportunities and mentorship opportunities.	$15,000.00	No
7.9	Additional Social Worker	Expand mental health and wellness supports for students. Proactively address Tier 1, 2, and 3 needs to minimize any loss of instructional time.	$152,513.00	No
7.10	Academic Coaching	This action provides for academic coaching that will provide in-class and school-wide support for teachers to promote High-Quality First Instruction (HQFI). Key functions will include job-embedded coaching, collaborative planning of lessons, and review of formative data to continuously improve instruction.	$150,029.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$29,169,808	$2,762,602

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
23.136%	0.819%	$993,436.59	23.955%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** AP/IB Supports **Need:** Increase the number of unduplicated students who enroll in AP/IB courses, take the associated end of course exam, and successfully pass one or more exams. Evidence of need continues to exist in NUSD and includes: 2025-26 AP/IB Enrollment (33%	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. Providing these supports at an LEA-wide level supports NUSD's value of open-access to advanced coursework, particularly for student groups who are less represented historically in AP/IB, and creates a College and Career pathway without any family financial barriers associated	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for all students vs. 27% for Low Income and 9% for ELs), 2024-25 AP/IB Test Taking Rate (29% for all students vs. 23% for Low Income and 10% for ELs), and 2024-25 AP/IB Test Pass Rate (48% for all students vs. 36% for Low Income and 24% for ELs). **Scope:** LEA-wide	with supplemental AP/IB tutoring and other academic supports.	
1.2	**Action:** AP/IB Exam Fees **Need:** Eliminate financial barriers associated with AP/IB Exam fees and increase the number of unduplicated students who take one or more AP/IB exams. Evidence of need continues to exist in NUSD and includes: 2024-25 AP/IB Test Taking Rate (29% for all students vs. 23% for Low Income and 10% for ELs), and 2024-25 AP/IB Test Pass Rate (48% for all students vs. 36% for Low Income and 24% for ELs). **Scope:** LEA-wide	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. Paying for AP/IB Exam Fees on an LEA-wide level supports NUSD's value of open-access to rigorous academic options and eliminates financial barriers, whether disclosed by a student/family or not. In addition, successful passage of AP/IB exams can reduce college tuition costs for families of unduplicated students.	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.3	**Action:** Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action) **Need:**	Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need continues to exist in NUSD and includes: 2025 ELA CAASPP Achievement (34.2% proficiency for all students vs. 26.2% for Low Income and 10.0% for EL) and 2025 Math CAASPP (23.7% proficiency for all students vs. 16.9% for Low Income and 9.2% for ELs) **Scope:** LEA-wide	25 more days of instruction per year. NUSD invested in increased instructional minutes and collaboration time which ensures that teachers have more time to work together to improve student learning and students have more time learning together with their teacher during the school day. While this is implemented on an LEA-wide level, it is particularly important to low-income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the increased instructional minutes for unduplicated students, dedicated teacher collaboration time was also increased to promote staff to know students by name and by need, to analyze student data to provide targeted instruction and support, and to impact academic achievement, attendance, engagement, and connectedness. More time with teachers and peers impacts academic growth for unduplicated students and language acquisition opportunities for English Learner students.	Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.8	**Action:** School site supplemental programs and services **Need:** Improve unduplicated student outcomes on California School Dashboard indicators districtwide. Evidence of need continues to exist in NUSD and includes: A review of NUSD's student group report for 2023 on the Dashboard showed that English Learners were RED in both Math and ELA, while all students were Orange for both. Homeless Youth were RED for Chronic Absenteeism, while all students were Orange.	Providing school sites funding to implement approved supplemental programs, services, and related supplies impacts unduplicated students' academic success as well as promotes school connectedness through additional staff support, engagement activities such as assemblies, site-level PD, parent engagement events, etc. These funds can support cross-curricular activities and supports. Examples of how school site actions might target support for unduplicated students include supplemental materials and support for English Learners, additional professional development for staff in areas such as Trauma Informed Practices, and additional math or literacy intervention based on identified needs.	California School Dashboard Indicators included within the LCAP: Graduation Rate (Metric 1.1), English Learner Progress Indicator (Metric 1.13), Academic (ELA and Math) Indicator (Metrics 1.6 and 1.7), College and Career Indicator (Metric 1.24), Suspension Rate (Metric 2.3) and Chronic Absenteeism Rate (Metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged students were RED for Suspension Rate, while all students were Orange. Deeper analysis of specific outcomes reveal gaps in performance for unduplicated students relative to the 'All students' results across the Dashboard metrics. 2025 Dashboard results improved in some areas, though significant gaps remain. English Learners, Long-Term English Learners, Socioeconomically Disadvantaged Students, and Foster Youth all have one RED and one ORANGE across ELA and Math, while performance for all students districtwide was ORANGE in both areas. **Scope:** LEA-wide		
1.9	**Action:** Layered Academic and Social Emotional Support **Need:** Improve unduplicated student academic and behavioral outcomes, in particular students in need of Tier 2 and 3 support. Evidence of need continues to exist in NUSD and includes: As measured by i-Ready Diagnostics in Spring 2026, 40% of all K-8 students were at or above grade level in Reading vs. 18% of ELs and 34% of Low Income students. 29% of all K-8 students were at or above grade level for Math vs. 12% of ELs and 23% of Low Income students.	NUSD's recent performance on Dashboard Indicators and local measures indicates a continued need for Tier 2 and 3 supports on an LEA-wide level, and in particular for unduplicated students. Implementing a districtwide Multi Tiered System of Supports (MTSS) will promote a more efficient and effective delivery of targeted support that addresses each student's individual needs.	Percentage of students who are at or above grade level in core content areas as measured by the district's Math and ELA Diagnostics (Metrics 1.17 through 1.20) and key behavioral/engagement metrics including Suspension Rate (Metric 2.3) and Attendance Rate (Metric 2.6). Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).

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		
1.12	**Action:** Professional Development that Supports ELA and Math Instruction **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need continues to exist in NUSD and includes: 2025 ELA CAASPP Achievement (34.2% proficiency for all students vs. 26.2% for Low Income and 10.0% for EL) and 2025 Math CAASPP (23.7% proficiency for all students vs. 16.9% for Low Income and 9.2% for ELs) **Scope:** LEA-wide	This action is being provided on an LEA-wide basis as a key lever to strengthen the district's Tier 1 instructional program for all students and strategically implement Tier 2 and 3 supports, critical steps in supporting unduplicated students to achieve on-grade level proficiency or make-up ground if they are below grade-level. Professional development supports for both classroom instructors and administrators to implement high-quality first instruction, use Professional Learning Communities effectively, maximize the impact of formative feedback, and engage data-based decision-making will all be key efforts within this action. The additional instructional team capacity brought by TOSAs will also maintain and expand the on-site coaching provided to staff within the school day.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.13	**Action:** College Access Supports **Need:** Increase the percentage of all students, and in particular unduplicated students, applying to 4-year college and matriculating to 4-year college. Evidence of need includes: Percentage of Class of 2025 matriculating to a 4-year college (31.1% for all students, 28% for Low Income students, 17% for English Learners, 15% for Homeless Youth) **Scope:**	This action is being provided districtwide to eliminate any real or perceived financial barrier for students/families to apply to a minimum of one California State University (CSU) and one University of California (UC) campus. Students eligible for fee waivers can still use this opportunity to apply to an additional campus, increasing the total number of programs to which they might gain acceptance and identify a school that matches their needs into which they can matriculate.	Metric 1.28 (Number of seniors (not including DHS) accessing NUSD College Application Fee Funding (UC and CSU)) and percentage of students matriculating into a UC/CSU campus in the year following high school graduation.

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	LEA-wide		
1.15	**Action:** System of Assessments **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need continues to exist in NUSD and includes: 2025 ELA CAASPP Achievement (34.2% proficiency for all students vs. 26.2% for Low Income and 10.0% for EL) and 2025 Math CAASPP (23.7% proficiency for all students vs. 16.9% for Low Income and 9.2% for ELs) **Scope:** LEA-wide	This action is being provided on an LEA-wide basis as a key lever to strengthen the district's Tier 1 instructional program for all students and strategically implement Tier 2 and 3 supports, critical steps in supporting unduplicated students to achieve on-grade level or make up ground if they are below grade-level. Ensuring that staff have regular access to math and reading diagnostic data as well as the personalized learning supports that come with i-Ready and IXL is one of the district's key efforts to address performance gaps between unduplicated students and their non-unduplicated peers. The addition of an Early Reading Screener is an important step to identifying reading needs in students as early as possible so that those needs can be addressed. This is particularly critical for students who may not have had access to early childhood education or other resources in which reading difficulties may have been identified.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.16	**Action:** Elementary AVID Support **Need:** Additional instructional support for Elementary School AVID implementation to strengthen instructional practices that will in turn improve student achievement, particularly for unduplicated students. Evidence of need includes: 2025 ELA CAASPP Achievement (34.2% proficiency for all students vs. 26.2% for Low Income and 10.0% for EL) and 2025 Math CAASPP (23.7% proficiency for all	AVID (Advancement Via Individual Determination) that provides a variety of classroom activities, lesson plans, and professional learning, on a schoolwide level, that support improved classroom instruction for all, and in particular for unduplicated students. The AVID Elementary program reinforces academic behaviors and higher-level thinking from an early age. This is intended to create a ripple effect in the later grades, building habits and skills for success in middle school, high school, and college. These foundational habits and skills are particularly important for unduplicated students to close existing gaps in performance and accelerate growth to close gaps.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for

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
	students vs. 16.9% for Low Income and 9.2% for ELs) **Scope:** Schoolwide		all metrics are part of NUSD's annual District Progress Report (DPR).
1.17	**Action:** College and Career Supports **Need:** Increase graduation rates and University of California (UC) a-g eligibility rates for unduplicated students. Evidence of need continues to exist in NUSD and includes: NUSD's 2024-25 four-year graduation rate was 93.2% for all students vs. 84.4% for ELs and 92.6% for Low Income students. NUSD's 2024-25 UC a-g completion rate was 53.5% for all students vs. 31.1% for English Learners and 46.6% for Low Income students. **Scope:** Schoolwide	NUSD has taken a number of actions to provide services that will support unduplicated students to stay in school on target to graduate and to be prepared for college and careers. In this action, NUSD will continue to invest additional resources for school counseling and College & Career Specialists to all students at high schools schoolwide, with the particular intent to support low-income students who are also Hispanic/Latino and/or Black/African American to increase graduation rates, decrease dropout rates, and improve UC a-g completion rates at our high schools.	High School Graduation Rate (Metric 1.1), UC a-g Completion Rate (Metric 1.3), 11th Grade a-g Completion Rate (Metric 1.2), and High School Dropout Rate (Metric 2.1): Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
1.18	**Action:** Secondary Summer School **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of need includes: Evidence of need continues to exist in NUSd and includes: NUSD's 2024-25 four-year graduation rate was 93.2% for all students vs. 84.4% for ELs and 92.6% for Low Income students. NUSD's 2024-25 high	NUSD has taken a number of actions to provide services that will support unduplicated students to stay on target to graduate and to be prepared for college and career. In this action, summer school programs provide support for students to get back on-track for graduation and UC/CSU a-g credit recovery opportunities. While summer school opportunities are open to all students across high schools and middle schools, this is particularly important for unduplicated students who are more	High School Graduation Rate (Metric 1.1), UC a-g Completion Rate (Metric 1.3), 11th Grade a-g Completion Rate (Metric 1.2), and High School Dropout Rate (Metric 2.1): Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school dropout rate was 1.9% for all students vs. 7.4% for English Learners and 2.3% for Low Income students. **Scope:** LEA-wide	likely to need credit recovery options to stay in school and be on target to graduate.	
1.19	**Action:** AP Capstone Program **Need:** Increase the number of unduplicated students who enroll in AP/IB courses, take the associated end of course exam, and successfully pass one or more exams. Evidence of need continues to exist in NUSD and includes: 2025-26 AP/IB Enrollment (33% for all students vs. 27% for Low Income and 9% for ELs), 2024-25 AP/IB Test Taking Rate (29% for all students vs. 23% for Low Income and 10% for ELs), and 2024-25 AP/IB Test Pass Rate (48% for all students vs. 36% for Low Income and 24% for ELs). **Scope:** Schoolwide	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. The AP Capstone Program at Natomas High School serves a high number of unduplicated students in a rigorous, college preparatory program. This schoolwide program is particularly important for the high number of unduplicated students at Natomas High School who can specifically benefit from open access to a rigorous college-ready program as they prepare for graduation, college, and career.	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all three metrics are part of NUSD's annual District Progress Report (DPR).
1.20	**Action:** Math Framework Implementation **Need:** Improve secondary school math outcomes, particularly at the comprehensive high schools for unduplicated students in grades 9-12. Evidence of need continues to exist in NUSD	This action will support implementation of 'Building Thinking Classrooms' instructional strategies across 9-12 classrooms at the comprehensive high schools. This work focuses on 14 key instructional practices that create the conditions for learner-centered, student-owned deep mathematical thinking and learning. While a critical instructional improvement for all secondary math	Math CAASPP Achievement (Metric 1.7), Math CAASPP Improvement (Metric 1.9), and number of classrooms implementing instructional practices from Building Thinking Classrooms.

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	and includes: 2025 Math CAASPP (23.7% proficiency for all students vs. 16.9% for Low Income and 9.2% for ELs) **Scope:** Schoolwide	classrooms districtwide, this form of instruction is particularly important to supporting unduplicated student achievement in alignment to ongoing literacy, ELD, and other efforts. Students spend a larger proportion of their mathematics learning time engaging with others in shared problem solving based in academic discussion, explaining their thinking, and moving beyond the initial level of rote memorization.	
2.2	**Action:** Chronic Absenteeism Interventions **Need:** Address chronic absenteeism, particularly for students who have a significant number of absences and those students who are in need of additional supports. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) **Scope:** LEA-wide	This action is being provided districtwide to ensure that tiered attendance supports are in place for students to proactively address issues that might negatively impact attendance in school and therefore, lead to loss of instructional time. This is particularly important for unduplicated students, as they can often experience less access to supports outside of school. Particular attention will be placed on Foster Youth, ELs, Low Income, Black/African American, and Hispanic/Latino students.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).
2.3	**Action:** Promise Program/Community Day School **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of need continues to exist in NUSD and includes: NUSD's 2024-25 four-year graduation rate was 93.2% for all students vs. 92.6% for Low Income students. NUSD's 2024-25 high	NUSD will continue the Promise Program/Community Day School that provides intensive support for students struggling in traditional school settings. The intensive support is intended to help get students, in particular unduplicated students, back on track to return to the traditional school settings when prepared and ready. Most of the students enrolled in the Promise Program are attending as a condition of meeting their re-admittance requirements following	High School Graduation Rate (Metric 1.1) and High School Dropout Rate (Metric 2.1). Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).

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	school dropout rate was 1.9% for all students vs. 2.3% for Low Income students. **Scope:** LEA-wide	expulsion from school. These students frequently demonstrate a range of needs beyond the specific behavior that led to expulsion. These needs can include, but are not limited to, disengagement, trauma, and/or excessive absences.	
2.6	**Action:** Increased Health Assistants **Need:** Address health issues that impact attendance in order to decrease chronic absenteeism rates, particularly for unduplicated students. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) **Scope:** LEA-wide	This action is being provided districtwide to ensure that health supports are in place for students to proactively address issues that might negatively impact attendance in school and therefore, lead to loss of instructional time. This is particularly important for unduplicated students, as they can often experience less access to health services outside of school. Particular attention will be placed on Foster Youth, EL, Low Income, Black/African American, and Hispanic/Latino students. Health Assistants are also tasked with following up on student attendance concerns that may help prevent chronic absenteeism related to health reasons.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).
2.7	**Action:** Increased Psychologists **Need:** Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students)	This action is in alignment with Action 1.9 (Layered academic and social emotional supports) and also places a particular focus on unduplicated students to increase achievement, social-emotional outcomes, and progress toward graduation/college/career. NUSD continues to provide funding for a Psychologist at every school to ensure that access to this important form of support is available districtwide. This is particularly important to support low income students to make sure they have access to basic health and wellness support to be ready to learn each day.	Attendance Rate (Metric 2.6), Chronic Absenteeism Rate (Metric 2.2), and Student Perceptions of Connectedness to school (Metric 3.2).

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	Scope: LEA-wide		
2.9	**Action:** Social Workers for SES **Need:** Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) and Suspension Rates 2024-25 (7.2% for all students vs. 8.8% for Low Income students and 11.2% for Homeless Youth). **Scope:** LEA-wide	This action will continue to provide additional wellness supports districtwide, across all schools, with social workers based at NUSD school sites to intentionally focus on unduplicated students. This is particularly important for unduplicated students, as they can often experience less access to wellness and social-emotional support services outside of school.	Attendance Rate (Metric 2.6), Chronic Absenteeism Rate (Metric 2.2), Suspension Rate (Metric 2.3), and Student Perceptions of Connectedness to school (Metric 3.2).
2.10	**Action:** Chronic Absenteeism System and Supports **Need:** Address chronic absenteeism, particularly for students who have a significant number of absences and those students who are in need of additional supports. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students)	This action is being provided districtwide to ensure that tiered attendance supports are in place for students to proactively address issues that might negatively impact attendance in school and therefore, lead to loss of instructional time. This is particularly important for unduplicated students, as they can often experience less access to supports outside of school. Particular attention will be placed on Foster Youth, ELs, Low Income, Black/African American, and Hispanic/Latino students.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).

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	Scope: LEA-wide		
2.11	**Action:** Homelessness Tutoring and Supports **Need:** Youth and families experiencing homelessness face a range of challenges that can impact their academic progress and success. Providing additional tutoring supports for this student group is a critical need. Evidence of this need continues to exist in NUSD and include: 2025 ELA CAASPP Achievement (34.2% proficiency for all students vs. 26.2% for Low Income and 19.9% for HY) and 2025 Math CAASPP (23.7% proficiency for all students vs. 16.9% for Low Income and 11.9% for HY). **Scope:** LEA-wide	Additional academic support, in particular access to individual or small group tutoring, is a key lever to improve academic success and, in the case of students who are behind grade-level, to make progress towards getting back on track. This action is bring provided on an LEA-wide basis to all students who are dealing with issues of homelessness or other unhoused situations.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
2.12	**Action:** Continue Expanded Health and Wellness Supports **Need:** Address health and wellness needs, in particular for unduplicated students, to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism	NUSD will continue to provide a mobile health clinic that brings health and wellness services to families and students LEA-wide and throughout the community. This is particularly important for unduplicated students, as they can often experience less access to health services outside of school. Decisions about the deployment of the mobile health clinic over time are guided by needs assessments to determine which school sites/communities have the greatest needs.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).

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	Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) **Scope:** LEA-wide		
2.13	**Action:** Additional Mental Health Supports **Need:** Address behavioral needs and provide mental health supports for unduplicated students to decrease suspensions, decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of this need continues to exist in NUSD and includes: Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) and Suspension Rates 2024-25 (7.2% for all students vs. 8.8% for Low Income students and 11.2% for Homeless Youth). **Scope:** LEA-wide	This action will increase the district's capacity to supports site with student behavioral needs. This will help expand the overall support structure in place to provide additional wellness supports and improve connectedness districtwide. This is particularly important for unduplicated students, as they can often experience less access to wellness and social-emotional support services outside of school.	Attendance Rate (Metric 2.6), Chronic Absenteeism Rate (Metric 2.2), Suspension Rate (Metric 2.3), and Student Perceptions of Connectedness to school (Metric 3.2).
3.1	**Action:** Student Voices **Need:** Provide opportunities for students to share their experiences and perspectives to support continuous improvement and Increase student connectedness to school, which in turn can promote higher attendance. Evidence of these	This action provides all students, with a particular focus on unduplicated students, opportunities to share their experiences and perspectives with staff to support ongoing district improvement. Included are events at school sites to seek student input as well as the ongoing support for a Student Voices Advisory Committee that meets directly with the Superintendent and other district staff to provide input on district planning and initiatives.	Annual student social-emotional health survey (Metrics 3.1 and 3.2) which includes questions assessing student perceptions of safety and connectedness. Attendance Rate (Metric 2.6) and Chronic

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	needs continue to exist in NUSD and include: Rates of positive student perception of connectedness (89% for all students vs. 83% for Foster Youth and 88% for Low Income Students) and Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) **Scope:** LEA-wide		Absenteeism Rate (Metric 2.2).
3.2	**Action:** Elementary and Middle School Sports **Need:** Increase student engagement in school and overall connectedness, particularly for unduplicated students. Evidence for this need continues to exist in NUSD and includes: In 2025-26, 32% of all elementary and middle school students participated in sports. This rate was lower for English Learners (19%) and for Youth experiencing homelesses (25%). **Scope:** Schoolwide	NUSD continues to provide resources for music and athletics on a schoolwide basis to ensure all students have the opportunity to participate in extracurricular activities. This includes expanded options for elementary/middle school athletics and partnership with the expanded learning program. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness.	Participation in Elementary and Middle School Sports (Metric 3.4)
3.7	**Action:** Implement the Improve Your Tomorrow (IYT) Program **Need:** Increase student engagement in school, attendance, and overall connectedness, particularly for unduplicated students, in	NUSD continues to provide high quality mentorship opportunities that, while available on a schoolwide basis, are particularly targeted at unduplicated students, as they can have less access to similar resources outside of school. Improve Your Tomorrow is a program that provides specific support to students in the area of college and career readiness/preparation, a key	A-G Completion Rate (Metric 1.3), Chronic Absenteeism (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support of increased college and career readiness. Evidence for this need continues to exist in NUSD and includes: NUSD's 2024-25 UC a-g completion rate was 53.5% for all students vs 46.6% for Low Income students. and Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) **Scope:** Schoolwide	support for students that may be the first in their families to attend and/or graduate from college. This program is implemented at Inderkum High School, Natomas High School, Discovery High School, Natomas Middle School, and Jefferson School.	
3.9	**Action:** Safety and Safe Schools Department to support Safety and Connectedness **Need:** Increase student connectedness and decrease suspension rates, in particular for unduplicated students. Evidence of need continues to exist in NUSD and includes: Suspension Rates 2024-25 (7.2% for all students vs. 8.8% for Low Income students, 20.3% for Foster Youth and 11.2% for Homeless Youth). **Scope:** LEA-wide	This action is being provided districtwide as a layer of support to proactively address issues of student safety and campus culture and climate. Safety and Safe Schools includes Climate and Safety Liaisons that build relationships with students and staff, monitoring and implementation of district safety plans, improvements in campus safety infrastructure and logistics, and rapid response to safety incidents on campus. Staff members from Safety and Safe Schools also support nighttime events and conduct home visits as needed. These efforts are all intended to minimize missed class time due to unsafe situations or consequences stemming from such situations. This is particularly important for unduplicated student groups, who can benefit from maximizing instructional time to address performance gaps.	Suspension Rate (Metric 2.3), Attendance Rate (Metric 2.6), and Student Perceptions of Connectedness to school (Metric 3.2).
3.10	**Action:** Music Education Supports **Need:** Increase the percentage of unduplicated students participating in Music Education.	NUSD continues to provide resources for music and athletics on a schoolwide basis to ensure all students have the opportunity to participate in extracurricular activities. In addition, NUSD invested in the expansion of music classes with additional instructors to provide students with more	VAPA Participation Rate (Metric 3.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of need includes Fall 2025 District Progress Report results for participation in VAPA (52% for all students vs. 48% for English Learners). **Scope:** Schoolwide	opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness.	
4.3	**Action:** Student Information System and the Parent Portal **Need:** Increase parent/guardian access to student outcomes and other information, in particular for parents/guardians of unduplicated students. Evidence of need continues to exist in NUSD and includes Percentage of students with one or more parents/guardians with a parent portal account in the Student Information System (Infinite Campus): For 2025-26, 81% for all students, 67% for English Learners, and 76% for Homeless Youth. **Scope:** LEA-wide	NUSD maintains a student information system to increase data accuracy to ensure students with the greatest need could be identified and supported. Additionally, this system allows parents to access student grades and attendance to enable families, especially families of poverty, to monitor their children's progress. Using technology is an important tool for all families, but can be especially useful for families of poverty. For example, if a parent/guardian works untraditional hours they may have less time to meet with their student's teachers to monitor grades, attendance and progress toward graduation. These apps remove the requirement for real-time or face-to-face engagement between families and school staff by alerting families when their students may be off track on these important measures of success.	Percentage of students with 1 or more parents/guardians with a parent portal account in the Student Information System (Infinite campus) (Metric 4.5)
4.5	**Action:** Constituent and Customer Services (CCS) **Need:** Open access for all parents/guardians, in particular those of unduplicated students, to district staff dedicated to hearing, understanding, and responding to their needs.	NUSD will maintain LEA-wide access to the Constituent and Customer Services Department which responds to concerns and requests from parents, employees, and community members. This is an important tool for ensuring our schools, staff, and departments provide high-quality customer service to students, staff, and families. In the absence of such a department, it is possible	Number of LanguageLink uses (Metric 4.8) and Number of individuals served by Constituent and Customer Services Department (Metric 4.12)

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
	Evidence of need includes the use of LanguageLink services, which from July 2025 to December 2025 included 225 unique uses in 16 different languages. **Scope:** LEA-wide	for the needs of some families, particularly low-income families and families of English Learner students, to have unmet needs or information. This service also includes a 24/7 answering service to provide emergency support.	
4.7	**Action:** Communications and Family Engagement (CAFE) Department **Need:** Increase the overall engagement of parents/guardians with the district, in particular at school sites and especially for parents/guardians of unduplicated students. Evidence of need continues to exist in NUSD and incudes the number of diverse engagement activities per school site (1-2 per site in 2024-25). **Scope:** LEA-wide	Strategic engagement of families of targeted groups will continue through the Community and Family Engagement (CAFE) Department. CAFE will provide and expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making. While CAFE activities will be implemented on an LEA-wide basis, the are frequently targeted particularly at unduplicated students and families. Parent engagement in student learning is a key predictor of student success, and research demonstrates that Foster Youth and students from Low Income and EL families have parents with lower rates of engagement and participation.	Number of diverse group engagement activities by school site (Metric 4.9)
4.10	**Action:** Multilingual Family Engagement application (ParentSquare) **Need:** Provide all parents/guardians, and in particular parents/guardians whose home language is a language other than English, consistent and frequent communications from district and schools. Evidence of need includes: Number	Strategic engagement of families of targeted groups will continue through the Community and Family Engagement (CAFE) Department. While CAFE activities will be implemented on an LEA-wide basis, they are frequently targeted particularly at unduplicated students and families. In this action, CAFE will utilize the district communication platform (Parent Square) to provide parents/guardians whose home language is other than English full access to the array of	Number of parents/guardians with active ParentSquare accounts (Metric 4.10)

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
	of students whose home language is other than English (3,492 as of April 2026) **Scope:** LEA-wide	district communications that are sent out on a regular basis.	
4.11	**Action:** Welcome Center **Need:** Increase the level of support and access for parents/guardians, in particular parents/guardians of unduplicated students, to important student services. NUSD experiences a high-demand for enrollment support overall, support for families who speak a language other than English, and overall Chronic Absenteeism. Evidence of this need includes the district's 2024-25 non-stability rate of 16.8%, which is significantly higher than the statewide rate (8.3%) and county rate (11.6%), the number of students whose home language is other than English (3,492 as of April 2026), and Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students) **Scope:** LEA-wide	Provide all parents/guardians LEA-wide, and in particular parents/guardians of unduplicated students, a one-stop point of access for enrollment support, health services, nutrition services, technology needs, and other key resources to support student health, well-being, and full access to educational services. This is particularly important to support low income and other unduplicated student groups to make sure they have access to basic health, wellness, nutrition and other supports to be ready to learn each day. The Welcome Center will include language support services for families whose home language is other than English, direct support for Foster and Homeless Youth and families, Attendance support services, and an array of other district supports.	Number of families accessing Welcome Center services (Metric 4.14)
5.2	**Action:** Professional Development to Support Diversity, Equity, and Inclusion **Need:**	This action provides district wide training in the area of Diversity, Equity, and Inclusion, which is a key area of professional development needed to expand staff capacity to address the wide range of student needs and life experiences that come from	Annual student social-emotional health survey (Metrics 3.1 and 3.2), Attendance Rate (Metric 2.6), 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
	Evidence of these needs continue to exist in NUSD include: Rates of positive student perception of connectedness in Spring 2026 (89% for all students vs. 83% for Foster Youth and 88% for Low Income Students), Chronic Absenteeism Rates for 2024-25 (22.2% for all students vs. 27.0% for Low Income students), and Suspension Rates 2024-25 (7.2% for all students vs. 8.8% for Low Income students, 20.3% for Foster Youth and 11.2% for Homeless Youth). **Scope:** LEA-wide	a district as diverse as NUSD. Through providing training in areas such as Anti-Racist/Anti-Bias Training, Culturally Responsive Pedagogy, and Classroom Management, school and classroom practices can support improved connectedness which can in turn lead to increased attendance and decreased disciplinary outcomes such as suspension.	(Metric 2.3), and Chronic Absenteeism Rate (Metric 2.2).
5.4	**Action:** Increased Salaries and Instructional Minutes **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need continues to exist in NUSD and includes: 2025 ELA CAASPP Achievement (34.2% proficiency for all students vs. 26.2% for Low Income and 10.0% for EL) and 2025 Math CAASPP (23.7% proficiency for all students vs. 16.9% for Low Income and 9.2% for ELs) **Scope:** LEA-wide	(Note: This action is aligned to Action 1.3) Starting in 2014-15, instructional minutes for grades 1, 2, and 3 were increased by 17 minutes per day, 85 minutes per week, or equivalent to nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. NUSD invested in increased instructional minutes and collaboration time which ensures that teachers have more time to work together to improve student learning and students have more time learning together with their teacher during the school day. This is particularly important to low-income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the increased instructional minutes for unduplicated students, dedicated teacher collaboration time was also increased to	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		promote staff knowing students by name by need, analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. More time with teachers and peers impacts academic growth for unduplicated students and language acquisition opportunities for English Learner students.	
5.8	**Action:** Diversity Recruitment Program **Need:** Increase the alignment between NUSD's teacher workforce and the diversity of the district's student population. Evidence of this need includes the Percentage of NUSD teaching staff from a diverse (non-white) background (41.3% in 2024-25) relative to the percentage of the student population from a diverse background (90.2% as of Fall 2025 CALPADS reporting). **Scope:** LEA-wide	NUSD is continuing targeted recruitment efforts to respond to the teacher shortage and to recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and exemplary. NUSD is recruiting teacher candidates from across the state and country with experience supporting diverse student populations and increasing the diversity of our staff to mirror our student demographics as much as possible. NUSD is also innovating to support exemplary teacher candidates who would support the diversity of our community and serve as a pipeline for hard-to-fill subject areas by providing up to 80% of the one-year costs for their teaching credential program. They also will receive a $500 monthly allowance if they live within NUSD boundaries while earning a credential. Additional financial support will be provided to encourage diversity and to recruit in hard-to-fill subject areas.	Percentage of NUSD teaching staff from a diverse background (Metric 5.4)
5.9	**Action:** Aspiring Leaders Program **Need:** Build a strong pipeline for school and district leaders who are skilled at supporting unduplicated students and families. Evidence of this need continues to exist and includes the annual turnover of administrators (Principals,	NUSD is continuing targeted recruitment efforts to recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and exemplary. The district will continue the Aspiring Leaders Program to respond to the need for future leaders who are skilled at supporting our unduplicated students academically with social-emotional supports. This program supports current teaching staff and other staff who are considering	Number of participants in Aspiring Leaders Program (Metric 4.13)

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
	Assistant Principals, and other) on an annual basis. For 2025-26, 6 total participants (3 in the year 1 county program and 3 in the year 2 NUSD program) are participating in the Aspiring Leaders Program. **Scope:** LEA-wide	or currently engaged in Administrator training. Support includes regular meetings with professional development and opportunities to engage with current district administrative staff.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Supports **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need continues to exist in NUSD and includes: 2025 Dashboard performance was Yellow based on an increase of 0.6% over the prior year, and the overall rate was 46.7%, indicating an ongoing need to improve. Additionally, Long Term English Learners were Green, reflecting an overall percentage of 49.4% and a year-over-year increase of 4.9%.	NUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and language redesignation. This work will be in alignment with the English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. Professional development to support language acquisition will continue to be a focus. Designated ELD instruction during WIN (Whatever I Need) time at elementary schools, designated ELD Courses (middle and high school), designated cluster models, and integrated ELD in all subject areas will continue. In addition, there will be an increased focus on Long Term English Learners (LTELs) in the cluster	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and English Learner-specific performance on ELA CAASPP (Metric 1.6), Math CAASPP (Metric 1.7), and Percentage of Ever-ELs that have been ELs for 6+ years (Metric 1.26).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	models and within Integrated ELD in all content areas.	
1.6	**Action:** English Learner Extended Learning and Summer School Supports **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need continues to exist in NUSD and includes: 2025 Dashboard performance was Yellow based on an increase of 0.6% over the prior year, and the overall rate was 46.7%, indicating an ongoing need to improve. Additionally, Long Term English Learners were Green, reflecting an overall percentage of 49.4% and a year-over-year increase of 4.9%. **Scope:** Limited to Unduplicated Student Group(s)	NUSD will continue to provide targeted supports to English Learners during extended learning opportunities, particularly in the summer sessions. This includes hourly time for NUSD teachers to work specifically with English Learners on academic support in service of their overall academic improvement as well as progress towards fluency and redesignation.	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and English Learner-specific performance on ELA CAASPP (Metric 1.6), Math CAASPP (Metric 1.7), and Percentage of Ever-ELs that have been ELs for 6+ years (Metric 1.26).
2.1	**Action:** Foster Youth Supports (Staffing) **Need:** Improve outcomes for Foster Youth, particularly in areas where they are disproportionately low relative to districtwide outcomes. Evidence of need continues to exist in NUSD and includes data from the 2025 California School Dashboard include:	Foster Youth are a population of students with unique needs that require specific support. After assessing the needs, conditions, and circumstances of our Foster Youth students, who represent 0.5% of the District's enrollment, or approximately 50 to 100 students annually, a social worker will continue to implement a Foster Youth System of Support. The system includes regularly connecting with each Foster Youth and family to provide incoming/outgoing academic	California School Dashboard Indicators included within the LCAP: Academic (ELA and Math) Indicator (Metrics 1.6 and 1.7), Suspension Rate (Metric 2.3) and Chronic Absenteeism Rate (Metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Academic ELA Indicator (111.0 points below standard v. 45.0 points below standard for all students), Academic Math Indicator (128.4 points below standard v. 80.8 points below standard for all students), and Suspension Rate (20.3% v. 7.2% for all students). **Scope:** Limited to Unduplicated Student Group(s)	support, social emotional support, health support, access to extracurricular activities for school connectedness, providing necessary school supplies and technology, and connections to related resources.	
2.5	**Action:** Foster Youth Supports (Resources) **Need:** Improve outcomes for Foster Youth, particularly in areas where they are disproportionately low relative to districtwide outcomes. Evidence of need continues to exist in NUSD and includes data from the 2025 California School Dashboard include: Academic ELA Indicator (111.0 points below standard v. 45.0 points below standard for all students), Academic Math Indicator (128.4 points below standard v. 80.8 points below standard for all students), and Suspension Rate (20.3% v. 7.2% for all students). **Scope:** Limited to Unduplicated Student Group(s)	Foster Youth are a population of students with unique needs that require specific support. After assessing the needs, conditions, and circumstances of our Foster Youth students, who represent 0.5% of the District's enrollment, or approximately 50 students annually, a social worker will continue to implement a Foster Youth System of Support. The system includes regularly connecting with each Foster Youth and family to provide incoming/outgoing academic support, social emotional support, health support, access to extracurricular activities for school connectedness, providing necessary school supplies and technology, and connections to related resources. This action is aligned to Action 2.1 by providing funding to support access to extracurricular and enrichment activities, tutoring, instructional technology, school supplies, and other related costs	California School Dashboard Indicators included within the LCAP: Academic (ELA and Math) Indicator (Metrics 1.6 and 1.7), Suspension Rate (Metric 2.3) and Chronic Absenteeism Rate (Metric 2.2).
4.4	**Action:** DELAC Parent Supports **Need:** Increased engagement opportunities for parents/guardians of English Learners to	NUSD provides transportation for families with English Learner students to support parents in the District English Learner Advisory Committee (DELAC). This action also supports increased translation services and other DELAC supports such as food and child care to support families	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and Attendance at DELAC meetings (Metric 4.11).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support partnership between home and school to improve outcomes for English Learners. Evidence of need continues to exist in NUSD and includes: 2025 Dashboard performance was Yellow based on an increase of 0.6% over the prior year, and the overall rate was 46.7%, indicating an ongoing need to improve. Additionally, Long Term English Learners were Green, reflecting an overall percentage of 49.4% and a year-over-year increase of 4.9%. The most recent Redesignation rate was 22% in 2024-25, significantly increased over previous years. This was, in large part, due to the earlier availability of Spring 2025 test results and is not expected to be maintained. NUSD's historical redesignation rates have been in the 8-11% range and the need still exists to improve in this area. **Scope:** Limited to Unduplicated Student Group(s)	with English Learners. With the increased use of virtual meeting software, engagement/tracking cameras will also help parents participate and the committee chair and staff to provide both in-person and virtual meeting options.	
4.12	**Action:** English Learner Reclassification recognition event **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need continues to exist in NUSD and includes: 2025 Dashboard performance was Yellow based on an increase of 0.6% over the prior year, and the overall rate was 46.7%, indicating an	Redesignation (Reclassification) is an important step in an English Learner's academic career, as it indicates a student has reached a sufficient level of English Language fluency as well as meeting other key indicators. It is a critical step for secondary students to achieve so that they can maximize their academic scheduling options during middle and high school. Recognition events help to promote the importance of reaching this milestone among students, families, and staff, enlisting all in the shared support of achieving this goal.	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and Percentage of Ever ELs that are LTELs (Metric 1.26).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ongoing need to improve. Additionally, Long Term English Learners were Gren, reflecting an overall percentage of 49.4% and a year-over-year increase of 4.9%. The most recent Redesignation rate was 22% in 2024-25, significantly increased over previous years. This was, in large part, due to the earlier availability of Spring 2025 test results and is not expected to be maintained. NUSD's historical redesignation rates have been in the 8-11% range and the need still exists to improve in this area. **Scope:** Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

The additional LCFF concentration funds were used to support Social Worker costs for NUSD schools (Action 2.9) to support unduplicated students. Educational partners have provided ongoing feedback and interest in additional mental health and social emotional supports. Maintaining social worker staffing across sites to support students remains a commitment to providing support in this area and continues as a part of the 2026-2027 LCAP. In addition, the continuation of the Safety and Safe Schools department (Action 3.9) increases our support for school connectedness and safety, with an intentional focus on support for unduplicated students. Examples of such work includes the maintenance of K-8 Safety and Climate Liaisons.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	30.5 to 1	26.5 to 1
Staff-to-student ratio of certificated staff providing direct services to students	18.0 to 1	17.5 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$126,078,532	$29,169,808	23.136%	0.819%	23.955%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$47,346,000.00	$4,794,478.00	$0.00	$2,306,134.00	$54,446,612.00	$40,409,933.00	$14,036,679.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	AP/IB Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.2	AP/IB Exam Fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	Ongoing	$0.00	$175,000.00	$175,000.00				$175,000.00	
1	1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8 and middle schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Technology Refresh	All	No			All Schools	Ongoing	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
1	1.5	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$449,838.00	$0.00	$89,840.00			$359,998.00	$449,838.00	
1	1.6	English Learner Extended Learning and Summer School Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$15,000.00	$0.00	$15,000.00				$15,000.00	
1	1.7	Williams Act Compliance	All	No			All Schools	Ongoing	$0.00	$700,000.00		$700,000.00			$700,000.00	

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
1	1.8	School site supplemental programs and services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$775,102.00	$657,129.00	$1,432,231.00				$1,432,231.00	
1	1.9	Layered Academic and Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$31,997.00	$68,003.00	$100,000.00				$100,000.00	
1	1.10	State Seal of Civic Engagement	All	No			All Schools	Ongoing	$4,500.00	$0.00	$4,500.00				$4,500.00	
1	1.11	Culturally Responsive Curriculum	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.12	Professional Development that Supports ELA and Math Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 years	$897,769.00	$422,959.00	$741,180.00	$579,548.00			$1,320,728.00	
1	1.13	College Access Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.14	Specialized Programs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.15	System of Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$399,750.00	$193,750.00	$206,000.00			$399,750.00	
1	1.16	Elementary AVID Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: AVID designated Elementary Schools	Ongoing	$0.00	$107,975.00	$47,975.00			$60,000.00	$107,975.00	
1	1.17	College and Career Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	High School	Ongoing	$833,233.00	$106,767.00	$940,000.00				$940,000.00	
1	1.18	Secondary Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	Ongoing	$700,310.00	$44,690.00	$265,000.00			$480,000.00	$745,000.00	

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
1	1.19	AP Capstone Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Natomas High School	Ongoing	$197,430.00	$0.00	$197,430.00				$197,430.00	
1	1.20	Math Framework Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Secondary schools	Ongoing	$0.00	$375,000.00	$375,000.00				$375,000.00	
1	1.21	High School Graduation Supports (Credit Recovery)	All	No			High School	Ongoing	$0.00	$109,898.00				$109,898.00	$109,898.00	
1	1.22	PK-12 International Baccalaureate (IB) Programs	All	No			Specific Schools: IB Schools	Ongoing	$1,488,393.00	$141,246.00	$1,629,639.00				$1,629,639.00	
1	1.23	GATE Programs	All	No			All Schools	Ongoing	$0.00	$33,000.00	$33,000.00				$33,000.00	
1	1.24	State Seal of Biliteracy	All	No			High School	Ongoing	$3,970.00	$0.00	$3,970.00				$3,970.00	
1	1.25	Career Technical Education (CTE) Pathways	All	No			High School	Ongoing	$1,721,183.00	$0.00	$1,533,734.00	$187,449.00			$1,721,183.00	
1	1.26	Adult Education Program	Adult Education Students	No			Specific Schools: Discovery High School	Ongoing	$313,352.00	$155,434.00	$50,000.00	$418,786.00			$468,786.00	
1	1.27	Math and Literacy Interventions	All	No			All Schools	Ongoing	$0.00	$102,000.00		$72,000.00		$30,000.00	$102,000.00	
1	1.28	Dual Language Immersion	All	No			Specific Schools: Heredia-Arriaga School	Ongoing	$0.00	$75,000.00				$75,000.00	$75,000.00	
2	2.1	Foster Youth Supports (Staffing)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$84,569.00	$0.00	$84,569.00				$84,569.00	
2	2.2	Chronic Absenteeism Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$65,163.00	$0.00	$65,163.00				$65,163.00	

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										
2	2.3	Promise Program/Community Day School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 6-12	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.4	Restorative Justice / Restorative Practices	All	No			All Schools	Ongoing	$45,000.00	$20,000.00				$65,000.00	$65,000.00	
2	2.5	Foster Youth Supports (Resources)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$1,611.00	$17,889.00	$19,500.00				$19,500.00	
2	2.6	Increased Health Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$298,745.00	$0.00	$298,745.00				$298,745.00	
2	2.7	Increased Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$557,131.00	$0.00	$557,131.00				$557,131.00	
2	2.8	Social Emotional Assessments	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
2	2.9	Social Workers for SES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,966,301.00	$0.00	$1,966,301.00				$1,966,301.00	
2	2.10	Chronic Absenteeism System and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$155,006.00	$49,000.00	$95,502.00			$108,504.00	$204,006.00	
2	2.11	Homelessness Tutoring and Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.12	Continue Expanded Health and Wellness Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,257.00	$99,743.00	$150,000.00				$150,000.00	
2	2.13	Additional Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$342,421.00	$0.00	$342,421.00				$342,421.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Student Voices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$110.00	$2,890.00	$3,000.00				$3,000.00	
3	3.2	Elementary and Middle School Sports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary, K-8, and Middle schools	Ongoing	$343,507.00	$333,089.00	$250,221.00	$426,375.00			$676,596.00	
3	3.3	School Facility Conditions	All	No			All Schools	Ongoing	$2,490,687.00	$4,452,077.00	$6,942,764.00				$6,942,764.00	
3	3.4	Transportation Services	All	No			Middle School Grades, IEP indicated, and HAS	Ongoing	$3,121,464.00	$1,516,356.00	$4,637,820.00				$4,637,820.00	
3	3.5	Senior Survey	All	No			12th Grade	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Mentoring Programs for female students	All Female Students	No			Specific Schools: HAH, NMS, IHS, and NHS	Ongoing	$0.00	$99,000.00		$99,000.00			$99,000.00	
3	3.7	Implement the Improve Your Tomorrow (IYT) Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: IHS, NHS, DHS, NMS, JFS	Ongoing	$0.00	$550,809.00	$33,075.00			$517,734.00	$550,809.00	
3	3.8	Elementary Campus Safety Staff	All	No			Elementary and TK-8	Ongoing	$177,272.00	$0.00	$177,272.00				$177,272.00	
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$738,249.00	$165,113.00	$903,362.00				$903,362.00	
3	3.10	Music Education Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NHS, NMS, IHS	Ongoing	$347,908.00	$0.00	$347,908.00				$347,908.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Annual Parent Survey	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.2	Parent University	All	No			All Schools	Ongoing	$117,837.00	$32,163.00				$150,000.00	$150,000.00	
4	4.3	Student Information System and the Parent Portal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$240,000.00	$240,000.00				$240,000.00	
4	4.4	DELAC Parent Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,776.00	$3,224.00	$5,000.00				$5,000.00	
4	4.5	Constituent and Customer Services (CCS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$591,879.00	$32,100.00	$623,979.00				$623,979.00	
4	4.6	Special Education Community Advisory Committee	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.7	Communications and Family Engagement (CAFE) Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$564,856.00	$46,288.00	$611,144.00				$611,144.00	
4	4.8	Communications through websites and social media	All	No			All Schools	Ongoing	$130,563.00	$0.00	$130,563.00				$130,563.00	
4	4.9	On Track to College Communications and Tools	All	No			Specific Schools: High Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.10	Multilingual Family Engagement application (ParentSquare)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	$0.00	$0.00	$0.00				$0.00	
4	4.11	Welcome Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$518,221.00	$89,287.00	$607,508.00				$607,508.00	
4	4.12	English Learner Reclassification recognition event	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	

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
					Group(s)											
5	5.1	Instructional Technology PD	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$76,800.00	$123,200.00	$200,000.00				$200,000.00	
5	5.3	Human Resource Systems	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.4	Increased Salaries and Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8, and Middle Schools	Ongoing	$17,791,057.00	$0.00	$17,791,057.00				$17,791,057.00	
5	5.5	Beginning Teacher Induction Program	All	No			All Schools	Ongoing	$195,000.00	$250,000.00	$105,000.00			$340,000.00	$445,000.00	
5	5.6	Peer Assistance Review (PAR) Program	All	No			All Schools	Ongoing	$17,328.00	$2,672.00	$20,000.00				$20,000.00	
5	5.7	Human Resource Information System	All	No			All Schools	Ongoing	$0.00	$66,000.00	$66,000.00				$66,000.00	
5	5.8	Diversity Recruitment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,000.00	$276,000.00	$280,000.00				$280,000.00	
5	5.9	Aspiring Leaders Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,431.00	$27,569.00	$32,000.00				$32,000.00	
5	5.10	Instructional Aide Training to Support Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$10,000.00	$0.00				$10,000.00	$10,000.00	
5	5.11	Maintain Substitute Pay Increase	All	No			All Schools	Ongoing	$675,000.00	$0.00		$675,000.00			$675,000.00	
6	6.1	Family Engagement Liaison	All	No			Specific Schools: BCS and LGMA	1 year	$78,118.00	$0.00		$78,118.00			$78,118.00	
6	6.2	Activities Director	All	No			Specific Schools: BCS and	1 year	$86,174.00	$0.00		$86,174.00			$86,174.00	

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
							LGMA									
6	**6.3**	Additional Social Worker						No implementation during 2026-27	$0.00	$0.00		$0.00			$0.00	
6	**6.4**	Additional Teacher on Special Assignment (TOSA)						No implementation during 2026-27	$0.00	$0.00		$0.00			$0.00	
6	**6.5**	Behavior Support	All	No			Specific Schools: BCS	1 year	$88,634.00	$0.00		$88,634.00			$88,634.00	
6	**6.6**	Restorative Learning Lab (Planning Year)						No implementation during 2026-27	$0.00	$0.00		$0.00			$0.00	
6	**6.7**	Diversity, Equity, Inclusion Administrator	All	No			Specific Schools: BCS, LGMA	1 year	$107,391.00	$0.00		$107,391.00			$107,391.00	
6	**6.8**	Additional District Support for Equity Multiplier Schools	All	No			Specific Schools: BCS, LGMA	1 year	$205,540.00	$0.00		$205,540.00			$205,540.00	
6	**6.9**	Student leadership and enrichment opportunities	All	No			Specific Schools: Bannon Creek School	1 year	$0.00	$45,000.00		$45,000.00			$45,000.00	
6	**6.10**	Additional professional development aligned to District Goal 1	All	No			Specific Schools: BCS, LGMA	1 year	$0.00	$45,859.00		$45,859.00			$45,859.00	
6	**6.11**	Summer Enrichment						No implementation during 2026-27	$0.00	$0.00		$0.00			$0.00	
7	**7.1**	Family Engagement Liaison	All	No			Specific Schools: DHS, NMS	1 year	$108,354.00	$0.00		$108,354.00			$108,354.00	
7	**7.2**	Activities Director	All	No			Specific Schools: NMS	1 year	$159,246.00	$0.00	$159,246.00				$159,246.00	
7	**7.3**	Restorative Learning Lab (Planning Year)						No implementa	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								tion in 2026-27								
7	7.4	Ongoing Classroom Management through restorative practices professional development						No implementation during 2026-27	$0.00	$0.00		$0.00			$0.00	
7	7.5	Diversity, Equity, Inclusion Administrator	All	No			Specific Schools: DHS, NMS	1 year	$107,392.00	$0.00		$107,392.00			$107,392.00	
7	7.6	Additional District Support for Equity Multiplier Schools	All	No			Specific Schools: DHS, NMS	1 year	$101,415.00	$0.00		$101,415.00			$101,415.00	
7	7.7	Additional Professional Development Aligned to District Goal 1	All	No			Specific Schools: NMS	1 year	$138,901.00	$0.00		$138,901.00			$138,901.00	
7	7.8	Student Leadership and enrichment opportunities	All	No			Specific Schools: DHS	1 year	$0.00	$15,000.00		$15,000.00			$15,000.00	
7	7.9	Additional Social Worker	All	No			Specific Schools: Discovery High School	1 year	$152,513.00	$0.00		$152,513.00			$152,513.00	
7	7.10	Academic Coaching	All	No			Specific Schools: NMS	1 year	$150,029.00	$0.00		$150,029.00			$150,029.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$126,078,532	$29,169,808	23.136%	0.819%	23.955%	$30,292,492.00	0.000%	24.027 %	**Total:**	$30,292,492.00
								LEA-wide Total:	$27,884,474.00
								Limited Total:	$216,409.00
								Schoolwide Total:	$2,191,609.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	AP/IB Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$35,000.00	
1	**1.2**	AP/IB Exam Fees	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$175,000.00	
1	**1.3**	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8 and middle schools	$0.00	
1	**1.5**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$89,840.00	
1	**1.6**	English Learner Extended Learning and Summer School Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	
1	**1.8**	School site supplemental programs and services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,432,231.00	

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	Layered Academic and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.12	Professional Development that Supports ELA and Math Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$741,180.00	
1	1.13	College Access Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	High School	$65,000.00	
1	1.15	System of Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,750.00	
1	1.16	Elementary AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: AVID designated Elementary Schools	$47,975.00	
1	1.17	College and Career Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	High School	$940,000.00	
1	1.18	Secondary Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$265,000.00	
1	1.19	AP Capstone Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Natomas High School	$197,430.00	
1	1.20	Math Framework Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary schools	$375,000.00	
2	2.1	Foster Youth Supports (Staffing)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$84,569.00	
2	2.2	Chronic Absenteeism Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,163.00	
2	2.3	Promise Program/Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 6-12	$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Foster Youth Supports (Resources)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$19,500.00	
2	2.6	Increased Health Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$298,745.00	
2	2.7	Increased Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$557,131.00	
2	2.9	Social Workers for SES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,966,301.00	
2	2.10	Chronic Absenteeism System and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,502.00	
2	2.11	Homelessness Tutoring and Supports	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
2	2.12	Continue Expanded Health and Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
2	2.13	Additional Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$342,421.00	
3	3.1	Student Voices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.2	Elementary and Middle School Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary, K-8, and Middle schools	$250,221.00	
3	3.7	Implement the Improve Your Tomorrow (IYT) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: IHS, NHS, DHS, NMS, JFS	$33,075.00	
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$903,362.00	
3	3.10	Music Education Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NHS, NMS, IHS	$347,908.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Student Information System and the Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,000.00	
4	4.4	DELAC Parent Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
4	4.5	Constituent and Customer Services (CCS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$623,979.00	
4	4.7	Communications and Family Engagement (CAFE) Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$611,144.00	
4	4.10	Multilingual Family Engagement application (ParentSquare)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.11	Welcome Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$607,508.00	
4	4.12	English Learner Reclassification recognition event	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
5	5.4	Increased Salaries and Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TK-5, TK-8, and Middle Schools	$17,791,057.00	
5	5.8	Diversity Recruitment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
5	5.9	Aspiring Leaders Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$52,453,348.00	$53,491,055.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	AP/IB Supports	Yes	$35,000.00	$25,000.00
1	**1.2**	AP/IB Exam Fees	Yes	$175,000.00	$135,000.00
1	**1.3**	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Yes	$0	$0
1	**1.4**	Technology Refresh	No	$1,500,000	$1,499,860
1	**1.5**	English Learner Supports	Yes	$484,482.00	$498,566
1	**1.6**	English Learner Extended Day and Summer School Supports	No	$19,200.00	$19,200.00
1	**1.7**	Williams Act Compliance	No	$700,000.00	$571,605
1	**1.8**	School site supplemental programs and services	Yes	$1,469,220.00	$1,395,188
1	**1.9**	Layered Academic and Social Emotional Support	Yes	$100,000.00	$65,710
1	**1.10**	State Seal of Civic Engagement	No	$4,500.00	$9,896
1	**1.11**	Culturally Responsive Curriculum	No	$75,000.00	$45,349

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Professional Development that Supports ELA and Math Instruction	Yes	$1,019,563.00	$793,619
1	1.13	College Access Supports	Yes	$65,000.00	$47,570
1	1.14	Specialized Programs	No	$0.00	$0
1	1.15	System of Assessments	Yes	$450,609.00	$455,850
1	1.16	Elementary AVID Support	Yes	$167,985.00	$175,366
1	1.17	College and Career Supports	Yes	$940,000.00	$897,576
1	1.18	Secondary Summer School	Yes	$680,000.00	$680,000.00
1	1.19	AP Capstone Program	Yes	$179,660.00	$186,611
1	1.20	Secondary Math Supports	Yes	$375,000.00	$270,259
1	1.21	High School Graduation Supports (Credit Recovery)	Yes	$161,630.00	$120,058
1	1.22	PK-12 International Baccalaureate (IB) Programs	No	$1,930,385.00	$1,698,005
1	1.23	GATE Programs	No	$33,000.00	$7
1	1.24	State Seal of Biliteracy	No	$3,970.00	$5,199

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Career Technical Education (CTE) Pathways	No	$2,603,558.00	$2,120,551
1	1.26	Adult Education Program	No	$487,937.00	$459,483
1	1.27	Math and Literacy Interventions	No	$385,588.00	$385,586
2	2.1	Foster Youth Supports (Staffing)	Yes	$79,445.00	$79,754
2	2.2	Chronic Absenteeism Interventions	Yes	$71,607.00	$61,642
2	2.3	Promise Program/Community Day School	Yes	$100,000.00	$100,000.00
2	2.4	Restorative Justice / Restorative Practices	No	$80,000.00	$12,196
2	2.5	Foster Youth Supports (Resources)	Yes	$19,500.00	$13,702
2	2.6	Increased Health Assistants	Yes	$290,224.00	$278,210
2	2.7	Increased Psychologists	Yes	$516,900.00	$514,407
2	2.8	Social Emotional Assessments	No	$0.00	$0.00
2	2.9	Social Workers for SES	Yes	$1,883,566.00	$1,851,611
2	2.10	Chronic Absenteeism System and Supports	No	$146,869.00	$147,894
2	2.11	Homelessness Tutoring and Supports	Yes	$10,000.00	$584

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	2.12	Continue Expanded Health and Wellness Supports	Yes	$150,000.00	$154,390
2	2.13	Additional Mental Health Supports	Yes	$320,809.00	$322,948
3	3.1	Student Voices	Yes	$3,000.00	$2,750
3	3.2	Elementary and Middle School Sports	Yes	$613,343.00	$685,665
3	3.3	School Facility Conditions	No	$6,211,600.00	$8,607,652
3	3.4	Transportation Services	No	$4,026,063.00	$3,865,163
3	3.5	Senior Survey	No	$0.00	$0.00
3	3.6	Mentoring Programs for female students	No	$90,000.00	$88,102
3	3.7	Implement the Improve Your Tomorrow (IYT) Program	Yes	$493,080.00	$524,582
3	3.8	Elementary Campus Safety Staff	No	$171,554.00	$160,303
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	$863,663.00	$863,955
3	3.10	Music Education Supports	Yes	$318,200.00	$316,897
4	4.1	Annual Parent Survey	No	$0.00	$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)
4	4.2	Parent University	No	$150,000.00	$140,352
4	4.3	Student Information System and the Parent Portal	Yes	$240,000.00	$238,729
4	4.4	DELAC Parent Supports	Yes	$5,000.00	$3,521
4	4.5	Constituent and Customer Services (CCS)	Yes	$473,514.00	$560,464
4	4.6	Special Education Community Advisory Committee	No	$0.00	$0.00
4	4.7	Communications and Family Engagement (CAFE) Department	Yes	$605,927.00	$612,512
4	4.8	Communications through websites and social media	No	$120,491.00	$125,109
4	4.9	On Track to College Communications and Tools	No	$0.00	$0.00
4	4.10	Multilingual Family Engagement application (ParentSquare)	Yes	$0.00	$1,500
4	4.11	Welcome Center	Yes	$580,508.00	$530,274
4	4.12	English Learner Reclassification recognition event	Yes	$2,500.00	$2,358
5	5.1	Instructional Technology PD	No	$20,000.00	$12,466
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion	Yes	$240,000.00	$240,000
5	5.3	Human Resource Systems	No	$0.00	$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	5.4	Increased Salaries and Instructional Minutes	Yes	$16,455,534.00	$16,741,498
5	5.5	Beginning Teacher Induction Program	No	$425,000.00	$323,330
5	5.6	Peer Assistance Review (PAR) Program	No	$20,000.00	$7,653
5	5.7	Human Resource Information System	No	$66,000.00	$66,000
5	5.8	Diversity Recruitment Program	Yes	$280,000.00	$101,272
5	5.9	Aspiring Leaders Program	Yes	$32,000.00	$21,655
5	5.10	Instructional Aide Training to Support Students with Disabilities	No	$10,000.00	$7,794
5	5.11	Maintain Substitute Pay Increase	No	$675,000.00	$675,000
6	6.1	Family Engagement Liaison	No	$88,365.00	$78,026
6	6.2	Activities Director	No	$0.00	$53,413
6	6.3	Additional Social Worker	No	$159,196.00	$159,048
6	6.4	Additional Teacher on Special Assignment (TOSA)	No	$226,787.00	$126,971
6	6.5	Behavior Support	No	$85,239.00	$85,773

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	Restorative Learning Lab (Planning Year)	No	$0.00	$0.00
6	6.7	Diversity, Equity, Inclusion Administrator	No	$102,061.00	$105,419
6	6.8	Additional District Support for Equity Multiplier Schools	No	$114,571.00	$204,661
6	6.9	Student leadership and enrichment opportunities	No	$30,000.00	$87,750
6	6.10	Additional professional development aligned to District Goal 1	No	$93,357.00	$163,588
6	6.11	Summer Enrichment	No	$104,707.00	$104,707.00
7	7.1	Family Engagement Liaison	No	$105,210.00	$115,094
7	7.2	Activities Director	No	$87,938.00	$190,927
7	7.3	Restorative Learning Lab (Planning Year)	No	$0.00	$0.00
7	7.4	Ongoing Classroom Management through restorative practices professional development	No	$0.00	$0.00
7	7.5	Diversity, Equity, Inclusion Administrator	No	$102,064.00	$105,419
7	7.6	Additional District Support for Equity Multiplier Schools	No	$157,121.00	$143,543
7	7.7	Additional Professional Development Aligned to District Goal 1	No	$89,548.00	$141,708

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$28,380,578	$28,271,318.00	$28,091,923.00	$179,395.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AP/IB Supports	Yes	$35,000.00	$25,000		
1	1.2	AP/IB Exam Fees	Yes	$175,000.00	$135,000		
1	1.3	Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action)	Yes	$0.00	$0.00		
1	1.5	English Learner Supports	Yes	$101,795.00	$104,551		
1	1.8	School site supplemental programs and services	Yes	$1,469,220.00	$1,395,188		
1	1.9	Layered Academic and Social Emotional Support	Yes	$100,000.00	$65,710		
1	1.12	Professional Development that Supports ELA and Math Instruction	Yes	$525,543.00	$508,073		
1	1.13	College Access Supports	Yes	$65,000.00	$47,570		
1	1.15	System of Assessments	Yes	$86,500.00	$186,107		
1	1.16	Elementary AVID Support	Yes	$167,985.00	$175,366		
1	1.17	College and Career Supports	Yes	$940,000.00	$897,576		
1	1.18	Secondary Summer School	Yes	$200,000.00	$200,000		

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	1.19	AP Capstone Program	Yes	$179,660.00	$186,611		
1	1.20	Secondary Math Supports	Yes	$375,000.00	$270,259		
1	1.21	High School Graduation Supports (Credit Recovery)	Yes	$30,780.00	$0		
2	2.1	Foster Youth Supports (Staffing)	Yes	$79,445.00	$79,781		
2	2.2	Chronic Absenteeism Interventions	Yes	$71,607.00	$61,643		
2	2.3	Promise Program/Community Day School	Yes	$100,000.00	$100,000		
2	2.5	Foster Youth Supports (Resources)	Yes	$19,500.00	$13,702		
2	2.6	Increased Health Assistants	Yes	$290,224.00	$278,210		
2	2.7	Increased Psychologists	Yes	$516,900.00	$514,407		
2	2.9	Social Workers for SES	Yes	$1,883,566.00	$1,851,611		
2	2.11	Homelessness Tutoring and Supports	Yes	$10,000.00	$584		
2	2.12	Continue Expanded Health and Wellness Supports	Yes	$150,000.00	$154,390		
2	2.13	Additional Mental Health Supports	Yes	$320,809.00	$322,948		
3	3.1	Student Voices	Yes	$3,000.00	$2,750		
3	3.2	Elementary and Middle School Sports	Yes	$246,438.00	$248,750		
3	3.7	Implement the Improve Your Tomorrow (IYT) Program	Yes	$31,500.00	$31,501		
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	$863,663.00	$863,955		
3	3.10	Music Education Supports	Yes	$318,200.00	$316,897		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Student Information System and the Parent Portal	Yes	$240,000.00	$238,729		
4	**4.4**	DELAC Parent Supports	Yes	$5,000.00	$3,521		
4	**4.5**	Constituent and Customer Services (CCS)	Yes	$473,514.00	$560,464		
4	**4.7**	Communications and Family Engagement (CAFE) Department	Yes	$605,927.00	$612,512		
4	**4.10**	Multilingual Family Engagement application (ParentSquare)	Yes	$0.00	$1,500		
4	**4.11**	Welcome Center	Yes	$580,508.00	$530,274		
4	**4.12**	English Learner Reclassification recognition event	Yes	$2,500.00	$2,358		
5	**5.2**	Professional Development to Support Diversity, Equity, and Inclusion	Yes	$240,000.00	$240,000		
5	**5.4**	Increased Salaries and Instructional Minutes	Yes	$16,455,534.00	$16,741,498		
5	**5.8**	Diversity Recruitment Program	Yes	$280,000.00	$101,272		
5	**5.9**	Aspiring Leaders Program	Yes	$32,000.00	$21,655		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$121,304,921	$28,380,578	.581%	23.977%	$28,091,923.00	0.000%	23.158%	$993,436.59	0.819%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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Natomas Unified School District (NUSD) LCAP 2024-2027 *Updated Spring 2026*

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

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

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

Student Group Abbreviations:

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

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

NUSD 2023 CALIFORNIA SCHOOL DASHBOARD
Student Groups with Lowest Level of Performance by Dashboard Indicator

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

*LCFF Equity Multiplier Action: Applies to Goal 6 only (ALS, BCS, and/or LGMA)
**LCFF Equity Multiplier Action: Applies to Goal 7 only (DHS and/or NMS)

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

*LCFF Equity Multiplier Action: Applies to Goal 6 only (ALS, BCS, and/or LGMA)
**LCFF Equity Multiplier Action: Applies to Goal 7 only (DHS and/or NMS)

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

*LCFF Equity Multiplier Action: Applies to Goal 6 only (ALS, BCS, and/or LGMA)
**LCFF Equity Multiplier Action: Applies to Goal 7 only (DHS and/or NMS)

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

American Lakes School (2023 California School Dashboard)

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

Bannon Creek School (2023 California School Dashboard)

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

Discovery High School (2023 California School Dashboard)

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

H. Allen Hight Elementary (2023 California School Dashboard)

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

Heron School (2023 California School Dashboard)

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

Inderkum School (2023 California School Dashboard)

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

Jefferson School (2023 California School Dashboard)

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

Larry G. Meeks Academy (2023 California School Dashboard)

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

Natomas High School (2023 California School Dashboard)

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

Natomas Middle School (2023 California School Dashboard)

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

Natomas Park Elementary (2023 California School Dashboard)

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

Paso Verde School (2023 California School Dashboard)

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

Two Rivers Elementary (2023 California School Dashboard)

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

Witter Ranch Elementary (2023 California School Dashboard)

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

SPRING 2025 Update for 2024 California School Dashboard Results

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

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

SPRING 2026 Update for 2025 California School Dashboard Results

The following table lists the student groups, by dashboard indicator, that received the lowest performance level (‘Red') on the **2025 California School Dashboard**. The 2023 Dashboard Results detailed on pages 1-11 of this appendix will, as required, remain in place as a guiding frame for the duration of this 2024-2027 LCAP cycle. Each year NUSD will provide an update of the most current Dashboard Results so that the most recent context can be viewed along with the required 2023 Dashboard data.

NUSD 2025 CALIFORNIA SCHOOL DASHBOARD Student Groups with Lowest Level of Performance by Dashboard Indicator							
District Level or School	**English Learner Progress Indicator**	**Chronic Absenteeism Rate**	**Suspension Rate**	**Graduation Rate**	**Academic Indicator: ELA**	**Academic Indicator: Math**	**College Career Indicator**
NUSD (District Level)		PI, FY	AI, FY, SWD		AA, LTEL, FY	AA, H/L, PI, EL, SED	
American Lakes School			ALL, AA, H/L, W, SED, SWD		ALL, AA, H/L, EL, SED, SWD	ALL, AA, H/L, EL, SED, SWD	
Bannon Creek School	ALL, EL	ALL, AA, 2+, W, SED, SWD	ALL, AA, H/L, 2+, W, SED, SWD		ALL, AA, H/L, 2+, EL, SED, SWD	ALL, AA, H/L, 2+, EL, SED, SWD	
Discovery High School			SWD				ALL, SED
H. Allen Hight Elementary		ALL, H/L, 2+, EL, HY, SED, SWD					
Heron School			ALL, AA, SWD				
Inderkum High School					AA, EL, SWD	EL, SWD	
Jefferson School		HY	AA			AA	
Larry G. Meeks Academy		AA					
Natomas High School			2+, HY, SWD	SWD		H/L	
Natomas Middle School		ALL, AA, H/L, W, LTEL, SED	AA, H/L, HY		AA	AA	
Natomas Park Elementary		ALL, H/L, 2+ W, SED, SWD					
Paso Verde School		AA	ALL, AA, H/L, SED, SWD		AA	AA, SWD	
Two Rivers Elementary		HY, SWD	H/L, HY, SWD		EL, SWD	SWD	
Witter Ranch Elementary		2+, SWD	AA, 2+, W		AA, SWD	AA	