LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Natomas Unified School District
CDS Code: 34 75283 0000000
School Year: 2024-25
LEA contact information:
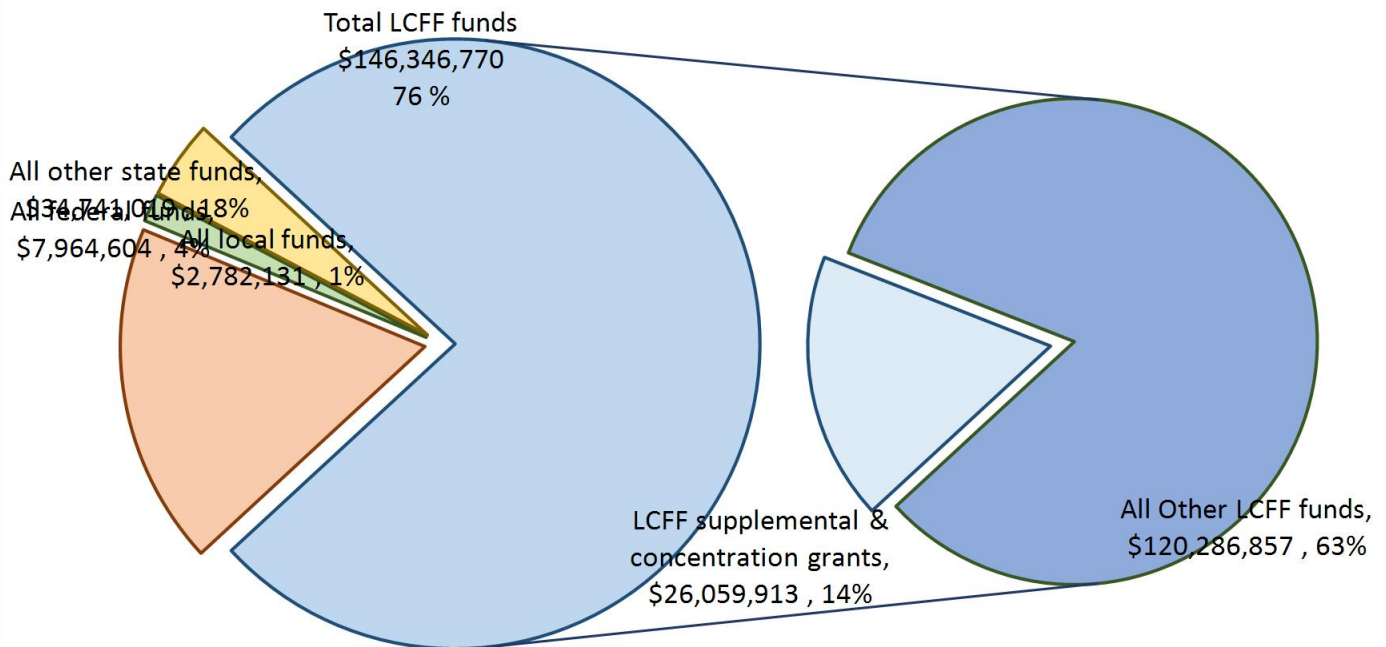Constituent and Customer Service

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$146,346,770
76 %

All other state funds,
$34,741,019 , 18%

All federal funds,
$7,964,604 , 4%

All local funds,
$2,782,131 , 1%

LCFF supplemental & concentration grants,
$26,059,913 , 14%
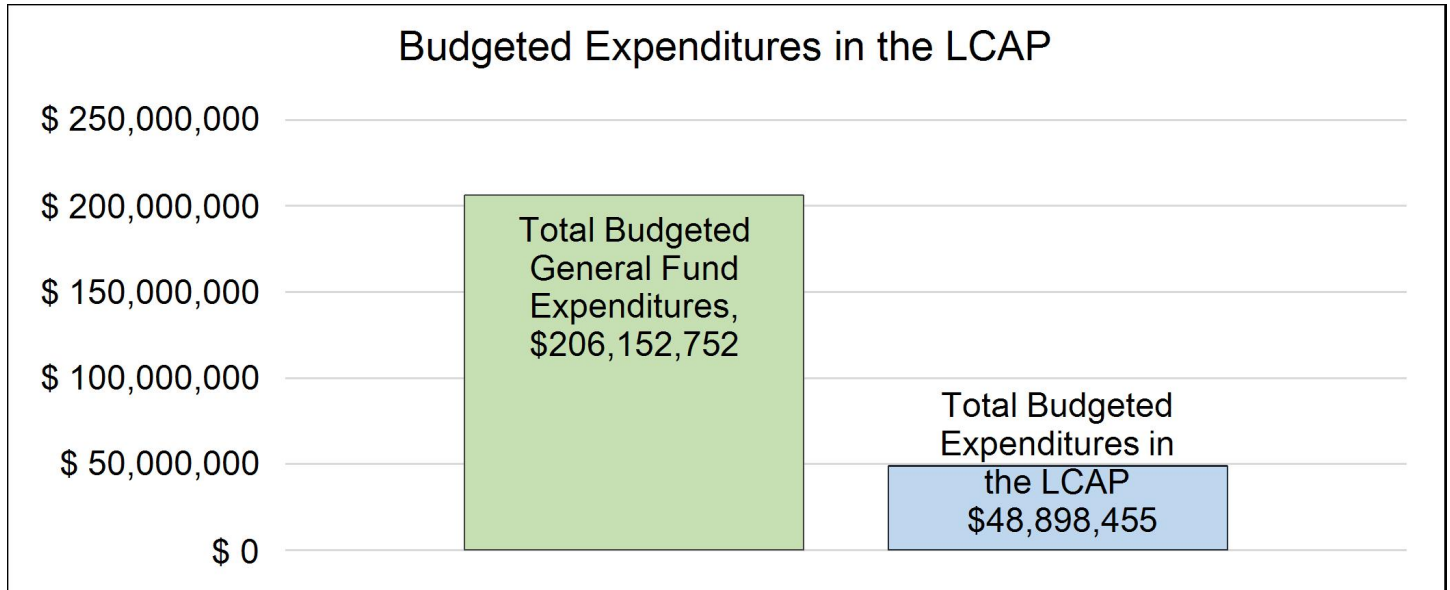
All Other LCFF funds,
$120,286,857 , 63%

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

The text description for the above chart is as follows: The total revenue projected for Natomas Unified School District is $191,834,524, of which $146346770 is Local Control Funding Formula (LCFF), $34741019 is other state funds, $2782131 is local funds, and $7964604 is federal funds. Of the

$146346770 in LCFF Funds, $26059913 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $206,152,752

Total Budgeted Expenditures in the LCAP $48,898,455

This chart provides a quick summary of how much Natomas Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Natomas Unified School District plans to spend $206152752 for the 2024-25 school year. Of that amount, $48898455 is tied to actions/services in the LCAP and $157,254,297 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
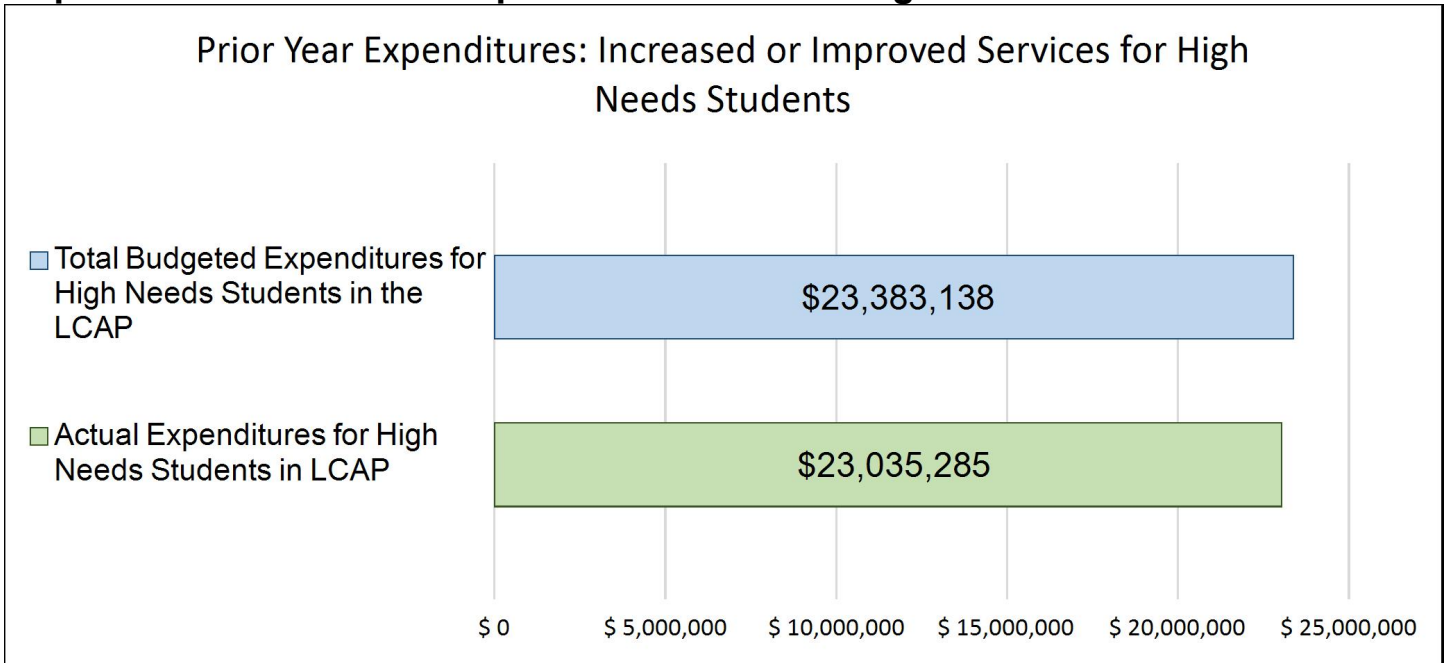
All expenditures related to the district's core educational programs and district operations are among the expenditures not listed in the LCAP. These expenditures include salaries and benefits related to teachers, all other certificated staff, classified support staff, and administration, textbooks, instructional supplies, equipment, contracted services, utilities, insurance, technology, research/data needs, maintenance, operations and transportation. Details about the entire district budget may be found on our district website.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Natomas Unified School District is projecting it will receive $26059913 based on the enrollment of foster youth, English learner, and low-income students. Natomas Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Natomas Unified School District plans to spend $26253713 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

$23,383,138

☐ Actual Expenditures for High Needs Students in LCAP

$23,035,285

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000

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

The text description of the above chart is as follows: In 2023-24, Natomas Unified School District's LCAP budgeted $23383138 for planned actions to increase or improve services for high needs students. Natomas Unified School District actually spent $23035285 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $347,853 had the following impact on Natomas Unified School District's ability to increase or improve services for high needs students:

During 2023-24, the district received and utilized one-time pandemic federal funds to help support a stronger focus on learning recovery, literacy with a focus on writing, social-emotional support, health and wellness, and safety and connectedness. This additional one-time funding, in conjunction with LCFF funding and one-time targeted state funding such as the Learning Recovery Emergency Block Grant and the Extended Learning Opportunity Program Grant, increased educational resources and support to meet the learning recovery needs of our students. Some of the LCAP actions came in under budget and explanations were provided in each Goal section of the LCAP. Some LCAP actions launched slower than desired, due to various factors such as nationwide labor shortage (teachers, classified support staff, substitutes for PD, administrators) that were necessary to provide staff to support the indicated LCAP actions or the aforementioned use of federal funds to support the stronger focus on learning recovery, social-emotional support, health and wellness, and safety. High needs students continued to receive educational support, both through LCAP actions and non-LCAP actions during the 2023-24 school year.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	Increase student success in ELA, math, science, literacy, and civics

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and Math	ELA 42.36% (18-19) Math 30.72% (18-19)	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.	ELA 37.8% (21-22) Math 24.19% (21-22)	ELA 35% (22-23) Math 23% (22-23)	ELA 55% Math 50%
Increase students passing AP/IB exams	43%	38% (20-21)	45% (21-22)	48% (22-23)	50%
Increase outcomes for English Learner students as measured by the reclassification rates	10% (20-21)	9% (May 2022)	11.7% (May 2023)	9% (Internal projection for 2023-24)	15%
Increase outcomes for English Learner students as measured by the English Learner Progress Indicator on the CA School Dashboard	37.60%	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard.	47.9% (21-22)	44.1% (22-23)	45%
100% of students will have standards-	100%	100%	100%	100% (23-24)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned curriculum, that includes integrated ELD standards as applicable, aligned with the Williams Act process					
Classroom walk-throughs will be conducted at 100% of NUSD schools to monitor implementation of state standards	100%	100%	100%	100% (23-24)	100%
100% of teachers will receive professional development on State Standards and effective instructional practices	100%	87% (Trauma Informed Practices)	99% (TIP, PBIS, DEI, Literacy)	100% (Literacy PD during August 2023 Pre-service and 23-24 SDER days)	100%
Increase the percentage of 11th graders enrolled in the Race and Social Justice course and/or Ethnic Studies	16%	25.7% (21-22)	32% (22-23)	34.2% (23-24)	25%
Increase the percent of senior students earning the California State Seal of Civic Engagement	0% (Launching in 2021-2022)	0% (Plan development in progress. Metric not available at this time.)	0% (Plan development in progress. Metric not available at this time.)	0% for 23-24 (Currently 11th graders in pilot - Seals to be awarded at end of 2024-25)	More than 10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the implementation of the actions to achieve Goal 1 (Increase student success in ELA, math, science, literacy, and civics) occurred as planned and furthered the district's efforts to strengthen academic programs across Tier 1 while continuing to build out supports at Tier 2 and 3. Several of the district's long-term targets for metrics within Goal 1 were not met, though outcomes did improve in multiple metrics from the prior year. Summative Math and ELA results for the Spring 2023 CAASPP testing did not yield improvement, with a 3% drop in ELA and 1% drop in Math. However, during 2023-24 NUSD was able to fully implement the new Math and ELA diagnostics districtwide (i-Ready and IXL) and significant progress was observed in student proficiency from the Fall to Winter diagnostics (Increase of 11% in ELA and 10% in Math on iReady for K-8). The district's literacy efforts were advanced by the continued implementation of NUSD's internal writing assessment. During 2023-24 the writing assessment incorporated a focus on revision in which students had the opportunity to, guided by their teacher and the rubric, revise their initial on-demand writing task. The average proficiency on the pre-assessment improved from 19.4% in the fall to 41.7% in the spring. While the percentage of students making progress as measured on the Dashboard (English Learner Progress Indicator - ELPI) dropped slightly (to 44.1% in 22-23), in 2023-24 significant progress was made to revise the English Learner Master Plan, expand the recognition and support for reclassification, and strengthen the foundations of designated and integrated ELD across school sites. Support for staff to implement instructional practices that support student achievement continued in 2023-24, with a continued focus on the district's classroom walk-through model, delivery of professional development aligned to state standards in pre-service days and on early-release days, and the wide variety of Professional Development available through the district's PD catalog. The district continued to support enrollment in Race and Social Justice and Ethnic Studies, seeing the percentage of 11th graders enrolled in these courses increase to 34.2%. 2023-24 also NUSD's launch of the Advanced Placement (AP) African American Studies pilot, with the course offered at Natomas High School. Moving into 2024-25, NUSD will be revising the high school graduation requirements to incorporate Ethnic Studies, per state requirement, and address other priorities.

Actions implemented as planned

1.2 (AP/IB Exam Fees)
1.3 (Increased Instructional Minutes)
1.5 (Technology Refresh)
1.6 (English Learner Supports)
1.8 (Williams Act Compliance)
1.9 (Textbook Adoptions)
1.10 (School site supplemental programs and services)
1.11 (Layered Academic and Social Emotional Support)
1.13 (Learning Recovery Plan)
1.14 (Ethnic Studies and Culturally Responsive Curriculum)
1.15 (ELA and Math Literacy Development)
1.16 (Instructional Technology PD)

1.17 (Disparity and Disproportionality Professional Development)
1.18 (Commitment to Writing and Learning Recovery, Phase 2)
1.19 (Elementary AVID TOSA)

Actions with substantive differences in implementation

1.1 (AP/IB Supports)
AP/IB supports were provided to schools as needed, with the additional funding through this action of summer AP training. Teachers of Advanced Placement courses were encouraged to attend refresher training (for veteran teachers who had not been to training in the past 3 years) or first-time training for new teachers. Through this funding, 20 teachers attended training during summer 2023.
1.4 (College Readiness Supports)
This action was not implemented as planned in 2023-24. Funds within this action had, in fact, not been expended for the previous two years, as the identified courses have been funded as part of the regular program as needed.
1.7 (English Learner Extended Day and Summer School Supports)
This year, English learners will participate in the summer and extended day programs (LEAP), and there will be co-teachers working in classrooms with academic teachers, providing on-the-job training for teachers and support for English Learners.
1.12 (State Seal of Civic Engagement)
In drafting the 2021-2024 LCAP, it had been intended to award the first State Seals of Civic Engagement in 2022-23. While this did not occur, 2023-24 did see the launch of the flagship group of 11th graders, who will continue into 12th grade, leading to the awarding of NUSD's first SSCEs in 2024-25.

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

1.1 (AP/IB Supports)
This action was implemented as planned, with sites offering AP and IB supports to students as possible given staff capacity and willingness. Not all funding was expended and, as described above, some of the remaining funds were used to provide teachers AP training through the College Board.
1.2 (AP/IB Exam Fees)
This action was implemented as planned, with the district providing funding for AP/IB Exam fees to eliminate financial barriers students. Not all funding was expended/encumbered as of the preparation of the LCAP, though it is anticipated that invoices received following AP examinations will eventually result in nearly all or all budgeted funds being expended.
1.4 (College Readiness Supports)

As noted in the previous section, this action was not implemented separate from the regular program and no funds specific to this action were expended.

1.5 (Technology Refresh)
While technology refreshing occurred as needed, only a portion of the funds within this action were expended, as other funding streams were also utilized to fund technology refreshing.

1.6 (English Learner Supports)
This action includes an English Learner Coordinator position that was not filled until November 2023, resulting in projected expenditures for the action that are less than anticipated.

1.8 (Williams Act Compliance)
This action provides standards-aligned materials (new or replacement) as needed to ensure that all students have full access. The projected expenditure is just short of 90% of the budgeted amount. It is anticipated that the unspent funds will be used on textbooks and novel course requirements for students engaged in dual enrollment.

1.9 (Textbook Adoptions)
This action provides funding for major textbook adoptions in key curricular areas. These funds were not fully expended during the 2023-24 fiscal year but are expected to be used for upcoming textbook adoptions.

1.10 (School site supplemental programs and services)
Not all funding allocations were spent down due to other one-time resources being available.

1.12 (State Seal of Civic Engagement)
This Action reached pilot stage in 2023-24, with full implementation planned for 2024-25. As a result, a significant portion of the budgeted funds were not expended.

1.13 (Learning Recovery Plan)
This action, was generally implemented as planned, with additional Teacher on Special Assignment (TOSA) support being provided to sites along with additional literacy supports, though a significant amount of funding remains to be spent in the 2024-25 school year. Similar to action 1.15, a significant portion of the material differences were unfilled supplemental positions for all/part of the school year. These funds will be included in 2024-25 planning and it is intended that all will be spent by the end of that academic year.

1.14 (Ethnic Studies and Culturally Responsive Curriculum)
This action was generally implemented as planned, though not all funds available for staff hourly time to plan and integrate curriculum into other departments was utilized.

1.15 (ELA and Math Literacy Development)
The material difference in expenditures for this action is due to Teacher on Special Assignment (TOSA) positions remaining unfilled for some/all of the year.

1.16 (Instructional Technology PD)
This action was implemented as planned, with nearly 80% of the budgeted amount expended through April 2024. This action provides funding for PD specific to Instructional technology, such as Google Suite tools (e.g. Google Classroom) and is available to staff through the district's PD catalog. It is possible that more of these funds will be expended in the remaining months of the year based on staff interest and additional time sheets received for past PD.

1.17 (Disparity and Disproportionality Professional Development)
This action was implemented as planned. Through April 2024, the district was still awaiting some final invoices, and expects the proportion of the total budgeted expenditures realized as actual expenditures to be higher, though they may still not reach 90% of the total.

1.18 (Commitment to Writing and Learning Recovery, Phase 2)
This action was implemented as planned, with school sites having access to decentralized funding to implement supports and programs in alignment with the district's goals. Not all sites expended all funds, resulting in estimated actual expenditures below the budgeted expenditures. The unspent funds will be used to maintain key districtwide supports in the coming year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 (AP/IB Supports) and 1.2 (AP/IB Exam Fees)
These actions were effective in making progress toward the overall goal. The combined enrollment in AP/IB coursework across Inderkum High School, Natomas High School, and Leroy Greene Academy for 2023-24 was 35.7%, a significant increase over the previous year (31.2%). The overall AP test passing rate in spring 2023 was maintained at 35% relative to the previous year and the overall IB test passing rate in spring 2023 (66%) was a significant increase over the last comparable year (61% in 2019). All AP/IB exam fees were again funded by the district to ensure that the financial barrier to participating in these important opportunities (and gaining any college credit as a result) will not prevent participation of unduplicated students.
1.3 (Increased Instructional Minutes)
Since 2014-2015, these additional instructional minutes for students at specified grade levels have and will continue to help student achievement and meet multiple LCAP actions. During 2023-24 notable 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 new K-8 reading/ELA assessment tool, i-Ready.
1.5 (Technology Refresh)
All staff and students were provided updated equipment needed for their job duties and/or instructional access. This included a specific device refresh at the 1st grade, replacement of any broken chromebooks, and providing teachers with new macbooks as needed. Over the course of the year purchases included approximately 3025 new chromebooks, 3200 refurbished chromebooks, and 200 staff macbooks.
1.6 (English Learner Supports) and 1.7 (English Learner Extended Day and Summer School Supports)
The new EL Coordinator III has taken the lead on many new supports for English Learners, including providing Professional Development for EL Summer School co-teachers, running Quality Teaching for English Learners (QTEL) PDs for cohorts of teachers, coaching in classrooms, and connecting students and families to resources. Through April for the 2023-24 school year, 95 teachers have completed at least part 1 of the QTEL training. The coordinator and Teacher on Special Assignment (TOSA) also support redesignation. The projected redesignation rate this year is 9%, less than the 11% rate in the past. However, this has been due largely to a large influx of newcomers this year. Because of the large number of English learners enrolled in Summer School this year, our EL summer school teachers will be co-teaching rather than having homogenous classes of English learners. This will provide access to ELs to grade level curriculum and enrichment activities, supported by our EL teachers. The number of ELs currently enrolled for summer school 2024 is 503. The number of ELs served this year in extended day programs is 92.
1.8 (Williams Act Compliance) and 1.9 (Textbook Adoptions)
Students across schools were provided standards-aligned materials for their courses. Over the course of 2023-24, there was 1 received complaint to Constituent and Customer Services related to the Williams Act, though this was about a running track surface at a charter school

and was resolved within 10 days. There were no substantiated complaints regarding instructional materials. In 2023-24 the district successfully completed the Textbook Adoption process for World Language.

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

1.11 (Layered Academic and Social Emotional Support)
This action was effective in making progress toward the overall goal. During 2024-25 the district initiated a pilot of Social Emotional Learning (SEL) curriculum, offering all staff the opportunity to participate.   Approximately 25 teachers are participating in the current pilot, with expanded usership of the curriculum expected in the coming year.

1.12 (State Seal of Civic Engagement)
Relative to the initial goal of completing the first full cycle of awarding State Seals of Civic Engagement to students, this action was not fully realized and still has another year to go before that target is achieved. However, the action was effective in the context of launching the pilot and moving this body of work forward. Approximately 45 students are participating in this pilot effort.

1.13 (Learning Recovery Plan), 1.15 (ELA and Math Literacy Development) and 1.18 (Commitment to Writing and Learning Recovery, Phase 2)
These actions were effective in making progress towards the overall goal, with Teachers on Special Assignment (TOSAs) providing a wide range of instructional supports to school sites, particularly in the area of Writing/Literacy. A notable improvement in writing proficiency was observed in the district's writing assessments. 19% of students demonstrated proficiency (average score of 3 or higher on a 4 point scale) on the pre-assessment in fall 2023 and 42% demonstrated proficiency on the pre-assessment in spring 2024. Similarly, there was notable growth in the district's K-8 i-Ready percentage of students on or above grade level from 20% to 31%.

1.14 (Ethnic Studies and Culturally Responsive Curriculum)
This action was effective in making progress towards the overall goal, with the district continuing to support the development and implementation of a robust Ethnic Studies and Culturally responsive curriculum. During the 2023-24 school year students were provided with experiential learning opportunities and teachers were supported through additional compensated time to plan and develop curriculum.

1.16 (Instructional Technology PD)
This action was effective in making progress towards the overall goal, with Research and Data staff providing professional development opportunities to staff in tools such as Google Classroom to support their effective use of instructional technology.

1.17 (Disparity and Disproportionality Professional Development)
This action is in close alignment to action 3.13 (3-year Diversity, Equity, and Inclusion Professional Development) and was effective in making progress towards the overall goal. NUSD implemented a range of professional development opportunities aligned to the district's Diversity, Equity, and Inclusion focus. PD included workshops provided by Dr. Sharokky Hollie and his team (Center for Culturally Responsive Teaching and Learning), faculty from California State University Sacramento (CSUS), and others. An addition during mid-2023-24 was a partnership with Dr. Tyson Aamir (Freedom Soul Media Education Initiatives).

1.19 (Elementary AVID TOSA)
This action was effective in making progress towards the overall goal. The AVID Teacher on Special Assignment (TOSA) continued to support three school sites with the implementation of AVID and support implementation of AVID Professional Development. A notable achievement in 2023-24 was the recognition of Two Rivers School as an AVID showcase site.

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

Overarching context: Adoption of new district goals

At the beginning of 2023-24, the NUSD Board of Education adopted new district goals. Though there is much similarity between the 5 new district goals and the previous goals, there are some key differences that have informed realignment of metrics, actions, and services within the LCAP. Goal 1 in the new (2024-27) LCAP (Maximize Academic Growth, Responsibility, and Achievement for Each Student) will encompass the majority of Goals 1 (Increase student success in ELA, Math, Science, Literacy, and Civics) and 2 (Prepare students to be college and career ready) in the previous (2023-24) LCAP. As a result, the new Goal 1 will include the majority of actions, services, and metrics that were distributed across the former Goals 1 and 2. Noted below are actions/services and metrics not present in the 2023-24 LCAP that will be added to the 2024-27 LCAP and those that have been eliminated.

Actions and Metrics Eliminated

1.4 (College Readiness Supports)
As noted above, this action is part of the regular program and funds within 1.4 have not been expanded in recent years.
1.9 (Textbook Adoptions)
Textbook adoptions will continue as appropriate, though this has been eliminated as a specifically named LCAP action.
1.13 (Learning Recovery Plan) and 1.18 (Commitment to Writing and Learning Recovery, Phase 2)
These two actions have been removed from the LCAP as the funding associated with Learning Recovery runs its course. As noted below, the actions implemented as part of the district's Learning Recovery plan have influenced the district's ongoing efforts, including the System of Assessments and Secondary Math Instruction.

The metric specific to the percentage of 11th graders enrolled in the Race and Social Justice course and/or Ethnic Studies has been eliminated. With the state's passage of law requiring that all students starting with the Class of 2030 take Ethnic Studies as a Graduation requirement, all students will soon be enrolled in this class as a mandate.

Actions and Metrics Added
1.15 (System of Assessments with Alignment to the Instructional Framework)
This action continues key math and literacy assessment platforms (including iReady and IXL) initially piloted through learning recovery. This action also formalizes the alignment of the NUSD System of Assessments to the new Instructional Frameworks that are being developed through 2023-24 and will continue into 2024-25.
1.20 (Secondary Math Supports)
This action is a scaling-up of a program piloted at Inderkum High School through Phase 2 of Learning Recovery. It will expand the implementation of Building Thinking Classrooms across IHS and to Natomas High School. This program emphasizes student-centered, high-engagement mathematics instruction.

Metric 1.5 (Dual Enrollment Rate)
This metric has been added to reflect the district's emphasis on expanding this important high school opportunity for all.
Metric 1.8 and 1.9 (ELA and Math CAASPP Improvement)
These metrics have been added in alignment with the District Progress Report (DPR). This metric focuses specifically on the percentage of students scoring at level 1 in the previous year who are able to improve to level 2 or beyond.
Metrics 1.11 (AP/IB Testing Taking Rate)
This metric has been added in alignment with the District Progress Report (DPR). This adds to the already-present metrics measuring AP Test Passing Rate and AP course enrollment.
Metric 1.16 (District Writing Assessment)
This metric has been added in alignment with the District Progress Report (DPR) and System of Assessments.
Metrics 1.17-20 (Math and ELA Diagnostics)
These metrics have been added in alignment with the District Progress Report (DPR) and System of Assessments.
Metric 1.26 (Percentage of Ever-ELs that are LTELs)
This metric has been added in alignment to the state's additional emphasis on the Long-Term English Learner (LTEL) student group as an area of focus.

Actions or Metrics Moved

1.16 (Instructional Technology PD)
This action has been moved to Goal 5, to reflect the emphasis within that goal of Hiring, Training, and Retaining High Quality Staff
1.17 (Disparity and Disproportionality PD)
This action has been moved to Goal 5 to reflect the emphasis within that goal of Hiring, Training, and Retaining High Quality Staff. It is now part of action 5.2, titled Professional Development to Support Diversity, Equity, and Inclusion

The High School and Middle School drop-out rate metrics have been moved to Goal 2.

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.

Goals and Actions

Goal

Goal #	Description
2	Prepare students to be college and career ready

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a 70% rate of high school students who earn at least 11 UC/CSU a-g credits or enroll in a program to earn a career certificate or similar designation/career pathway	70.00%	96.7% (20-21)	95% (21-22)	77% (22-23)	70.00% or above
Increase 12th graders who graduate w/ UC/CSU a-g completed	62.20%	68.6% (20-21)	68% (21-22)	58% (22-23)	63.00%
Increase the percent of seniors who have taken at least 1 AP/IB Class and/or are enrolled in a community college course	66.40%	63% as of May 2022	68.5% (May 2023)	75% (2024)	67.00%
Increase the percent of senior students earning the California	17.50%	17.7% (20-21)	15.0% (21-22)	14.6% (22-23)	18.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Seal of Biliteracy					
Increase the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator as indicated on the CA School Dashboard	39.70%	43.8% (20-21) (There will be no data displayed for CCI in the 2021 CDE Dashboard)	There will be no data displayed for CCI in the 2022 CDE Dashboard.	42.5% (2022-23)	50.00%
Maintain or increase the high school graduation rate above 94%	94.00%	92.4% (20-21)	94.9% (21-22)	92.5% (22-23)	94% or above
Maintain a high school dropout rate of under 2.0% a year	1.70%	1.6% (20-21)	1.9% (21-22)	2.7% (22-23)	Less than 2.00%
Maintain a middle school drop out rate of less than 5 students per grade level (7th and 8th grade)	Less than 5 students per grade level	Less than 5 students per grade level	Less than 5 students per grade level	Less than 5 students per grade level (22-23)	Less than 5 students per grade level
CTE Sequence Completion: Percentage of students completing CTE sequence upon graduation	13.0% (2021 Dashboard)	13.0% (2021 Dashboard)	13.1% (21-22)	20% (22-23)	15% of students completing CTE sequence upon graduation
A-G and CTE Sequence	8.7% (2021 Dashboard)	8.7% (2021 Dashboard)	9.0% (2022 Dashboard)	11.3% (2023 Dashboard)	10% of students meeting A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completion: Percentage of students meeting A-G requirements and completing CTE sequence upon graduation					requirements and completing CTE sequence upon graduation

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the implementation of the actions to achieve Goal 2 (Prepare students to be college and career ready) occurred as planned and furthered the district's efforts to ensure that all students are prepared to make decisions about their college and career success. End of year outcomes for 2022-23 showed positive growth for the percentage of graduates completing a CTE pathway (7% growth from 2021-22 to 2022-23) and graduates meeting A-G requirements AND completing a CTE pathway (2.3% growth). With CTE programs maintaining their level of implementation in most programs and growing in others, NUSD plans to build upon this success in the coming years. 2023-24 showed growth in the percentage of seniors who have taken at least 1 AP/IB class and/or are enrolled in a community college course (75% in 2023-24, which is a 6.5% growth from 2022-23). Other metrics reveal room for improvement and point to a need for renewed focus on student support, particularly following the learning disruption that occurred over the previous 4 years. NUSD's high school graduation rate, while still among the top rates in the county at 92.5%, decreased from previous years. Similarly, UC a-g completion rates for graduates declined and the high school drop-out rate increased almost 1%. These shifts are a call to action to provide additional layers of support for students at all grades and to particularly focus on students in the early years of high school so they can stay on track for graduation and college eligibility.

Implemented as planned
2.1 (College and Career Supports)
2.2 (High School Summer Credit Recovery)
2.3 (AP Capstone Program)
2.4 (High School Graduation Supports)
2.5 (Foster Youth Supports)
2.6 (PK-12 International Baccalaureate (IB) Programs
2.7 (GATE Programs)

2.8 (State Seal of Biliteracy)
2.9 (Career Technical Education (CTE) Pathways)
2.10 (Adult Education Program)
2.11 (College Access Supports)
2.12 (Specialized Programs)

Substantive differences in implementation

2.13 (K-8 College and Career Specialist)
The intent of this action did not change, but implementation did not occur as planned due to the position remaining vacant for much of the year. The position was filled in the fall, but vacated shortly after. After reposting the position, it was filled again, this time internally by a staff member from another department within the District Office. During the latter part of Spring 2024 the staff member split time between the two departments, with the intent to fully transition to the K-8 College and Career Specialist position by the end of June 2024.

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

2.2 (High School Summer Credit Recovery)
This action was implemented as planned, with the district providing summer credit recovery and enrichment opportunities to students. Not all funding was expended/encumbered as of the preparation of the LCAP expenditure reporting, though it is anticipated that costs associated with June Summer activities will eventually result in nearly all or all budgeted funds being expended.
2.3 (AP Capstone Program)
This action was implemented as planned, with Natomas High School continuing to implement their AP Capstone program. Not all funding beyond FTE was expended, as the site utilized funding available for other supports through their other funding streams.
2.4 (High School Graduation Supports)
This action consists of the annual contract with APEX to provide online credit recovery access and funding for additional support on site. Not all funding available for site implementation of extended day credit recovery, as sites already had funding available for this purpose through their various learning recovery funding streams. With learning recovery funding sunsetting, it is expected that sites will once again tap into this funding source to implement on-site credit recovery options during the regular school year.
2.6 (PK-12 International Baccalaureate (IB) Programs
Differences in expenditures for this action are attributed to a position not being fully staffed until later in the year and unrealized summer PD expenditures that were not specified at the time of this writing.
2.7 (GATE Programs)

Funding was allocated in this action for PD and the majority of that portion was not expended. It is anticipated that there will be more comprehensive PD options available for GATE in 2024-25.

2.9 (Career Technical Education (CTE) Pathways)
The material difference for this action is due to the budgeted amount reflecting the entire CTE budget, which includes funds that roll-over for future year use. Career Technical Education (CTE) Pathways were implemented as planned.

2.10 (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.

2.11 (College Access Supports)
Approximately 88% of the allocated funds were expended within this action. The budget for this action is a projection based on the number of students the district estimates will take advantage of the UC/CSU application fee coverage/reimbursement process. The number of students utilizing this program in 2023-24, while an increase over 2022-23, fell short of the overall estimate.

2.13 (K-8 College and Career Specialist)
This position was filled for a brief portion of fall 2023, but was unfilled for much of the year, leaving the total expenditures within the action significantly short of the projected expenditure.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 (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 supports. These staff implement a wide range of college and career support events for students and family, offer office hours, push into classrooms, and conduct 1 on 1 meetings with students to provide direct support. With the longer-term impacts of the pandemic being observed across outcomes such as graduation rate, UC a-g completion, and dropout rates, this action takes on an increased level of importance to provide layers of support to students in the coming cohorts that experienced learning disruption.

2.2 (High School Summer Credit Recovery)
This action was effective in making progress toward the goal, with a significant number of students participating in High School Summer Credit Recovery. NUSD continued to operate this program across its high schools, with students having access to one or more 2-week credit recovery sessions. For Summer 2023, 1,329 students participated in high school summer school. Across all students, 11,069 remediation credits were earned (an additional 2,050 original credits were earned in non-recovery classes for a total of 13,119 credits).

2.3 (AP Capstone Program)
This action was effective in making progress toward the goal, with Natomas High School continuing to implement the AP Capstone Program. Notable progress in this area for 2023-24 included the implementation of an AP Precalculus course and joining the AP African American Studies nationwide pilot.

2.4 (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 April 2024 for the 2023-24 school year, 889 students had utilized APEX, with a significant increase expected following summer school. APEX has continued to serve as an important resource for students looking to recover credits and get back on-track for high school graduation.

2.5 (Foster Youth Supports)
This action was effective in making progress toward the overall goal. With the investment in a foster youth social worker liaison, NUSD has been able to expand services and resources to our foster youth and families as well as developing training materials to increase staff awareness. Examples of this work includes hosting a fall resource night for foster families, development of a support hotline, creation of a new foster youth website, providing educational resource baskets for each foster youth for educational enrichment over the summer, providing clothing/PE uniforms/backpacks/hygiene products for students in need, and the creation of a partnership with the CTE Cosmetology Pathway program to provide our foster youth with haircuts and hair styling.

2.6 (PK-12 International Baccalaureate (IB) Programs
This action was effective in making progress toward the overall goal. For 2023-24, 7 NUSD schools offered IB programs, 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 over 4500 students participating in IB programs districtwide.

2.7 (GATE Programs)
This action was effective in making progress towards the overall goal, with all students in 1st grade assessed for GATE identification. GATE program access provided in each school site's local context.

2.8 (State Seal of Biliteracy)
This action was effective in making progress toward the goal, with the number of students reaching the specific biliteracy target increasing. In 2023-24, 181 graduating seniors will earn the State Seal of Biliteracy, an increase of 18 students over the previous year (163 in 2022-23).

2.9 (Career Technical Education (CTE) Pathways)
This action was effective in making progress toward the goal, with the range of CTE pathways being maintained and expanded. In 2023-24 NUSD continued the build-out of the Cosmetology Pathway to a second year. Moving forward, a key goal is to partner with school site counseling staff to ensure that master scheduling prioritizes enrollment in alignment with each pathway's progression. 2022-23's pathway completion rate was 20%, a significant jump over the 13% rate that had been constant over the previous three years. It is NUSD's intent to build upon this improvement in the current and coming years.

2.10 (Adult Education Program)
This action was effective in serving a range of Adult learners in 2023-24 (347 to date through April). As of April, the program anticipates awarding 13 or more adults their high school diploma and supporting an additional 2 students to earn their General Education Diploma (GED).

2.11 (College Access Supports)
This action was effective in reducing the financial barrier for students to apply to UC/CSU campuses. In 2023-24, NUSD provided for 439 application reimbursements/payments (328 CSU and 111 UC). This was an increase of 102 from the 337 total in 2022-23. NUSD expects to continue growing this number in the coming year.

2.12 (Specialized Programs)

This action was effective in making progress toward the goal. In the fall (October 2023), 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.

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

Overarching context: Adoption of new district goals

At the beginning of 2023-24, the NUSD Board of Education adopted new district goals. Though there is much similarity between the 5 new district goals and the previous goals, there are some key differences that have informed realignment of metrics, actions, and services within the LCAP. Goal 1 in the new (2024-27) LCAP (Maximize Academic Growth, Responsibility, and Achievement for Each Student) will encompass the majority of Goals 1 (Increase student success in ELA, Math, Science, Literacy, and Civics) and 2 (Prepare students to be college and career ready) in the previous (2023-24) LCAP. As a result, the new Goal 1 will include the majority of actions, services, and metrics that were distributed across the former Goals 1 and 2. Below are noted actions/services and metrics not present in the 2023-24 LCAP that will be added to the 2024-27 LCAP and those that have been eliminated.

Actions and Metrics Eliminated

2.13 (K-8 College and Career Specialist)
This position is part of the general CTE program and has been removed from the LCAP as a stand-alone action.

Actions and Metrics Added

As noted above, Goals 1 and 2 in the 2023-24 LCAP have been combined into the new Goal 1 within the 2024-27 LCAP. Please see the description in the Analysis of Goal 1 for a detailing of the metrics and actions/services added to the new LCAP in these areas.

Actions and Metrics Moved or Modified

Action 2.5 (Foster Youth Supports)
has been moved to the new Goal 2, which focuses on social-emotional health and well-being.
Action 2.10 (Adult Education Program)
In 2024-25, The Adult Education Program anticipates hiring two additional teachers to provide instruction for English Learners. This is based on additional requests for coursework options in this area.

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.

Goals and Actions

Goal

Goal #	Description
3	Engage parents and families to support student success in school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the annual parent survey completion percent (local)	14% (2020-21)	5% (2021-22)	5% (2022-23)	8% (Spring 2024)	increase baseline by 5%
Percent of parents who responded school staff welcomed my suggestions with an agree or strongly agree	81% (2020-21)	76% (May 2022)	84.7% (May 2023)	86.3% (Spring 2024)	81% or more
Increase the number of parents engaged in Natomas Unified Parent University (local) with particular focus on parents of unduplicated students and parents of special needs students	35% (2019-20)	35% (20-21)	40% (21-22)	18% (23-24 through April 2024)	increase baseline by 5%
Maintain or increase the number of student voices engagement activities by site	2 per site	1 per site	6 schools - 2 per site 9 schools - 3+ per site	1 per site (15 total) (23-24 through April 2024)	2 per site or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of families whose home language is other than English utilizing the multilingual communication app	0% (new program)	No data is available at this time. Currently piloting the program at one school site. The app will launch in 2022-23 at some school sites as the pilot expands.	No data is available at this time. The app launch was delayed an additional year. The launch has been confirmed for 2023-24 with a district-wide and 100% family and staff participation.	83% of households with a language other than English marked in the Student Information System are registered for Parent Square. Note: some of these families choose to use the tool in English. (23-24)	Increase by 5%
Number of LanguageLink uses, a third party language interpretation service	250	520 (April 30, 2022)	437 (April 30, 2023)	233 (2023-24 through December 2023)	more than 250
Maintain or increase the number of diverse group engagement activities by site	2 per site	19 announcements per site. Every school site community has been invited to diverse group engagement activities.	4 schools - 2 per site 11 schools - 3+ per site	1 per site (15 total) (23-24 through April 2024)	2 per site or more
School Climate: Parent Survey sense of safety and school connectedness	422 respondents (21-22 Parent Survey) 81% said their students feel safe 78% said their students feel connected	422 respondents (21-22 Parent Survey) 81% said their students feel safe 78% said their students feel connected	This is aggregate data from two separate parent surveys: 894 respondents 79.5% said their students feel safe 82.3% said their students feel connected	752 respondents (Spring 2024 survey) 84.2% indicated that they felt their students were safe 88.3% indicated that they felt their students were connected	500 or more respondents 85% said their students feel safe 85% said their students feel connected

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the implementation of the actions to achieve Goal 3 (Engage parents and families to support student success in school) occurred as planned and furthered the district's efforts to strengthen the collaboration between school and home. A key accomplishment was the district's roll-out of a new, single communication platform (Parent Square) that has enabled the district as a whole, school sites, and staff to more seamlessly engage with families. This includes direct communications, announcements, surveys, and more. As of this writing, approximately 75% of all parents/guardians were registered. During 2023-24 the district also engaged in a planning process for the full launch of a new, more user-friendly website. This is expected to launch at the outset of 2024-25. The Communications and Family Engagement (CAFE) department continued to implement Parent University, Student Voices, and a wide array of other engagement events throughout schools and communities.

Actions Implemented as planned

3.1 (Annual Parent Survey)
3.2 (Parent University)
3.3 (Student Information System and the Parent Portal)
3.4 (DELAC Parent Supports)
3.5 (Constituent and Customer Services)
3.6 (English Learner Reclassification Recognition Events)
3.7 (Special Education Community Advisory Committee)
3.8 (Family Engagement Department)
3.9 (Communication through websites and social media)
3.10 ('On Track to College' letters to families)
3.11 (Multilingual Family Engagement application)
3.12 (Student Voices)
3.13 (3-year Diversity, Equity, and Inclusion Professional Development)

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

3.1 (Annual Parent Survey)

This action was implemented as planned, though it did not require any expenditures. The Research and Data team, in collaboration with other departments, administers the annual survey as a Google Form distributed through the district's Parent Square communication platform.

3.4 (DELAC Parent Supports)

The projected expenditures for this action are significantly less than the budgeted expenditures due to a sharing of expenditures with another department's budget. The overall Parent University action (3.2) was applied to Parent University workshops specific to English Learners.

3.8 (Family Engagement Department)

This action was implemented as planned, with the Community and Family Engagement (CAFE) department operating as planned. The material differences reflect a gap of several months in which a position was unfilled.

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

This action was implemented as planned. The reason for a high estimated actual expenditure is related to increased vendor costs, as this letter is prepared in collaboration with a third-party.

3.11 (Multilingual Family Engagement application)

This action was implemented as planned, with NUSD fully transitioning to a single communication platform (Parent Square). Not all funding allocated for staff training and instructional/marketing materials was utilized.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 (Annual Parent Survey)

This action was somewhat effective, in that it was implemented as planned and did yield input from the district's parent/guardian population. Initially, it did not receive as many respondents as desired (388 total responses were received). To gain a larger response in data specific to LCAP metrics, a follow-up survey was sent with just the three questions specific to safety, connectedness, and feeling that suggestions were welcomed. This survey yielded 752 responses.

3.2 (Parent University)

This action was effective in making progress toward the overall goal, with 18% of NUSD parents/guardians having participated in a Parent University event through April 2024. Examples of sessions offered during 2023-24 include: How to Pay for College, What College Best Fits Your Student, Raising Resilient Girls, Is TikTok Consuming Your Child?, Parenting the Love & Logic Way, Private vs Public College, Read Aloud, Legal Options for Adult Students, Transitioning to Community College, and many more.

3.3 (Student Information System and the Parent Portal)

This action was effective in making progress toward the overall goal, with NUSD continuing to maintain an effective Student Information System (Infinite Campus). For 2023-24 as of this writing, 81% of all students had a parent/guardian who had a registered parent portal account AND had accessed that account within the current year.

3.4 (DELAC Parent Supports) and 3.6 (English Learner Reclassification Recognition Events)

Action 3.4 was effective in maintaining a regular cadence of DELAC meetings that included translation and childcare support. There was an average attendance per meeting of 12. The minimum goal moving forward is 16, with at least one attendee per site. This year an EL parent-specific Love and Logic Parent University session was held, with 16 attendees. Action 3.6 was effective in the most recent cycle. At the end

of 2022-23, over 400 students and family members attended the recognition event. This number was increased to over 750 at the spring 2024 event.

3.5 (Constituent and Customer Services)

This action was effective in making progress toward the overall goal, with NUSD continuing to provide 24/7 access and multilingual support for families and community members to share questions, input or concerns. The CCS department provides a twice-annual report on support provided. In the first half of 2023-24 (through December), they reported 233 uses of LanguageLink (representing 21 different languages) and 1,941 overall contacts. For these contacts, they reported a 94.5% closure rate within 5 calendar days of receipt.

3.7 (Special Education Community Advisory Committee)

This action continued to be effective in 2023-24, with Community Advisory Committee meetings held regularly to support students with disabilities in alignment with the Special Education Local Plan Area (SELPA).

3.8 (Family Engagement Department)

This action was effective in making progress toward the overall goal. The Communications and Family Engagement (CAFE) Department continued to implement a wide range of engagement activities district wide and at sites, supporting diverse group engagement activities, facilitating Parent University Events, hosting student voice activities at sites, and sharing a broad range of important district news and celebrating district accomplishments through weekly video highlights, newsletters, website postings, ParentSquare notifications, and other communications.

3.9 (Communication through websites and social media)

This action was effective in making progress toward the overall goal. The web content/social media specialist continually updates the district and school websites to keep students, parents, staff, and the community informed. Further, in 2023-24, the web content/social media specialist was integral to the planning and transition to the district's new website, to be launched in 2024-25.

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

This action was effective in making progress toward the overall goal, with NUSD continuing to provide this publication directly to parents/guardians. The On Track to College Letter engages and prepares students and their families by sharing important information about college eligibility that is specific to the student, based on their unique course progress, GPA, and overall outcomes.

3.11 (Multilingual Family Engagement application)

This action was effective in making progress toward the overall goal, with NUSD fully transitioning to a single communication platform. Previously, sites had used a variety of different tools, each with their own functionality/interface. This was ineffective for families with students at multiple school sites as well as for families moving between schools. With a single platform, all staff and families now interface within a common tool, ParentSquare. ParentSquare provides accessibility in multiple languages and enables staff to conduct surveys, share important resources, and communicate with individual parents/guardians about their student's progress. Through April 2024, approximately 75% of all parents/guardians were registered on ParentSquare.

3.12 (Student Voices)

This action was effective in making progress toward the overall goal, with implementation of formal engagement of students at each school site. This engagement was in addition to the annual surveys. This action also includes the district's Student Voices Advisory Council, which engages students at all of our high schools in conversation with our Superintendent and district leadership. The action also supports the Youth Workforce program in the summer. This action aligns to Action 4.11.

3.13 (3-year Diversity, Equity, and Inclusion Professional Development)

This action was effective in making progress toward the overall goal, with NUSD implementing a range of professional development opportunities aligned to the district's Diversity, Equity, and Inclusion focus. PD included workshops provided by Dr. Sharokky Hollie and his team (Center for Culturally Responsive Teaching and Learning), faculty from California State University Sacramento (CSUS), and others.

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

Overarching context: Adoption of new district goals
At the beginning of 2023-24, the NUSD Board of Education adopted new district goals. Though there is much similarity between the 5 new district goals and the previous goals, there are some key differences that have informed realignment of metrics, actions, and services within the LCAP. The prior Goal 3 (Engage parents and families to support student success in school) is very similar to the new Goal 4 (Engage Parents and Families to Support Student Success) and the actions/services and metrics included in each have significant continuity. Detailed below are the significant changes between the previous and future (2024-27) LCAP goals related to engagement of parents/families.

Actions and Metrics Added

Metric 4.10 (Percentage of parents/guardians registered for the district communication platform (Parent Square)
This action has been added to monitor this important implementation of a single, district wide communication platform.
Metric 4.11 (Average attendance at DELAC meetings)
This metric has been added to monitor the effectiveness of engaging this important district wide community group that serves to advise NUSD on English Learner supports.
Metric 4.12 (Number of individuals served and closure rate (w/in 5 days) by Constituent and Customer Services department)
This metric has been added to share this ongoing monitoring data.
Metric 4.13 (Number of participants in Aspiring Leaders Program)
This metric has been added to align to the related actions/service and encourage the ongoing building of NUSD's leadership bench.
Metric 4.14 (Number of families accessing Welcome Center services)
This metric has been added to assess the impact of this new district support that will be implemented in the 2024-25 school year.

Actions and Metrics Moved or Modified

3.1 (Annual Parent Survey)
As noted above, this action was implemented as planned, but did not require any expenditure. For the 2024-25 school year, no funds will be budgeted for this action.
3.4 (DELAC Parent Supports)
As noted above, the Parent University budget funded workshops specific to parents/guardians of ELs. As a result, this action's budget will be reduced in 2024-25 to reflect that sharing of costs.

3.12 (Student Voices)
This action has been moved to the new Goal 3.
3.13 (3-Year Diversity, Equity, and Inclusion Professional Development)
This action has been moved to Goal 5 to reflect the emphasis within that goal of Hiring, Training, and Retaining High Quality Staff. It is now part of action 5.2, titled Professional Development to Support Diversity, Equity, and Inclusion

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.

Goals and Actions

Goal

Goal #	Description
4	Create safe and welcoming learning environments where students attend and are connected to their schools

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain student attendance above the 95% average.	95.5%	91.8% (as of May 2022)	91.6% (as of May 2023)	92.7% (as of May 2024)	more than 95%
Increase the percent of students feeling safe and connected to their school site	Safe - 90% Connected - 90%	Safe - 91% (as of May 2022) Connected - 85% (as of May 2022)	Safe - 91% (May 2023) Connected - 86% (May 2023)	Safe - 86% (Spring 2024) Connected - 87% (Spring 2024)	90% or more at elementary and secondary
Decrease pupil chronic absenteeism rate annually between 0.1 to 0.3%	11.90%	28% (as of May 2022)	31.5% (as of May 2023)	24.1% (as of 4.12.24)	11.50%
Decrease pupil suspension rates annually between 0.1 to 0.5%	4.70%	6.5% (as of May 2022)	6.2% (as of May 2023)	7% (as of 4.18.24)	4.40%
Maintain the Natomas Unified pupil expulsion rate at or under 0.2% annually.	0.10%	.07% (as of May 2022)	0.21% (as of May 2023)	0.2% (as of Feb 2024)	at or under 0.2%
Maintain all schools meeting or exceeding a "Good" ranking on	100% of schools receive a "good" rating (or better)	100%	100%	100% (23-24)	100% of schools receive a "good" rating or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the Facilities Inspection Tool (FIT)					
Maintain or increase the percent of students involved in music and athletics including a subgroup analysis	Music Grades 6-12: 17% Athletics Grades 4-12: 31%	Music Grades 6-12: 15% Athletics Grades 4-12: 17%	Music Grades 6-12: 17.9% Athletics Grades 4-12: 29.6%	2023-24 VAPA: 58% Athletics grades 4-8: 36% Athletics grades 9-12: 26%	Music Grades 6-12: 17% or more Athletics Grades 4-12: 31% or more
Monitor the Constituent and Customer Service contacts and response time annually	1 data presentation that includes number of contacts and response time	2 presentations/reports (Aug 2021 and Jan 2022)	2 presentations/reports (Aug 2022 and Feb 2023)	2 presentations/reports (Aug 2023 and Jan 2024)	1 or more presentations/reports

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the implementation of the actions to achieve Goal 4 (Create safe and welcoming learning environments where students attend and are connected to their schools) occurred as planned. The prior year's progress on the California School Dashboard was modest for Chronic Absenteeism (a 0.8% decline), but did represent a trend that continued into 2023-24. Across schools TK-12, NUSD expects to see a significant decrease in chronic absenteeism rates for the year. Internal data has also shown an improvement in overall attendance rate of approximately 1.3% relative to 2022-23. This follows significant investments into improved attendance rates and frequent monitoring of data and follow-up with school sites on interventions and incentives. NUSD has continued to move forward in multiple areas to increase connectedness. These include implementation of Social Emotional Learning (SEL) curriculum, expansion of Positive Behavior Interventions and Supports (PBIS), Restorative Practices, and availability of direct services from social workers, psychologists, counselors, health staff, and other supports.

Implemented as planned

4.1 (Chronic Absenteeism Interventions)

4.2 (Promise Program/Community Day School)
4.3 (Restorative Justice/Restorative Practices)
4.5 (Music Education)
4.6 (Elementary and Middle School Sports)
4.7 (School Facility Conditions)
4.8 (Transportation Services)
4.9 (Foster Youth Supports)
4.10 (Music Education Supports)
4.11 (Student Voices)
4.12 (Senior Surveys)
4.14 (Increased Health Assistants)
4.15 (Increased Psychologists)
4.16 (Implement the Improve Your Tomorrow program)
4.17 (Elementary Campus Safety/Security Staff)
4.18 (Social Emotional Assessments)
4.19 (Mental Health/Social Emotional Support Program)
4.20 (Learning Recovery Plan)
4.21 (Pandemic Response Actions)
4.22 (Social Workers for SES)
4.23 (Safety and Safe Schools to support Safety and Connectedness)
4.24 (Chronic Absenteeism System and Supports)
4.25 (Homelessness Tutoring and Supports)

Actions Not Implemented

4.4 (Social Emotional and Culture Climate Student Survey)
NUSD previously administered two different Social Emotional and Culture Climate student surveys, an internally developed survey used for LCAP reporting and the Covitality Social Emotional Health Survey (SEHS). After a side-by-side comparison of the two surveys, it was determined that the Covitality SEHS contained all the critical elements from the internally developed survey. In 2023-24 and moving forward, NUSD is using only the Covitality SEHS as the sole student social emotional and culture climate survey.

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
4.3 (Restorative Justice/Restorative Practices)

This action was implemented as planned, with Restorative Justice and Restorative Practices training being provided to sites. Not all funding was expended/encumbered as of the preparation of the LCAP expenditure reporting, though it is anticipated that costs associated with Summer training for trainers will eventually result in nearly all or all budgeted funds being expended.
This action was implemented as planned

4.4 (Social Emotional and Culture Climate Student Survey)
Per the description in the previous section, NUSD did not implement this survey as it was determined to be redundant. Thus, there was no expenditure associated with this action.

4.5 (Music Education)
This action annually provides funds for instrument replacement, instrument repair, and purchase of new music. Annually each school has a different level of need based on the status of instruments and other arising needs. As of this writing, the estimated actual expenditures for this action looked to be approximately 75% of budgeted expenditures, though this does not represent a shift in implementation.

4.6 (Elementary and Middle School Sports)
This action was implemented as planned. The difference between budgeted and estimated actual expenditures is due largely to unanticipated cost sharing with newly-expanded LEAP programs (NUSD's new expanded learning programs). The expansion of LEAP to include sports opportunities in grades 4-6 resulted in lower expenditures within this specific action's budget, though not a reduction in overall sports offerings.

4.9 (Foster Youth Supports)
In 2023-24 NUSD was able to meet the needs of our foster youth and increase services while decreasing budget expenses due to the increase in community partnerships. This year we also had significantly fewer identified foster youth in NUSD, which also contributed to decreased costs.

4.13 (Mentoring Programs for female students)
In 2023-24 the expanded learning program (LEAP) took on a significant portion of the costs and implementation of mentoring programs for female students, leaving some of these specific funds unspent.

4.24 (Chronic Absenteeism System and Supports)
This action has estimated expenditures that are materially higher than the amounts projected in last year's LCAP. This is not due to a change in implementation of the key chronic absenteeism system and supports, as the addition of the supplemental Attendance program (Attention 2 Attendance (A2A) and additional program specialist, were carried out as planned. The additional costs were associated with the extension of the district's Social Emotional Health Survey for the following three years. As this survey is managed by the Director in charge of Chronic Absenteeism systems and supports, the associated costs were included in their program.

4.25 (Homelessness Tutoring and Supports)
This action was implemented as planned, though funding for the actual supports was largely provided by the newly expanded LEAP (expanded learning) programs. This resulted in the significant difference between budgeted and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 (Chronic Absenteeism Interventions)

This action was effective in making progress toward the overall goal. NUSD continues to implement a tiered progression of interventions to address chronic absenteeism. Through May 2nd, 36,078 truancy and attendance awareness letters have been sent out to families. For the families of students that received an initial A2A truancy letter, over 50% of these students improved their attendance and did not go on to qualify for a second letter. Through April 2024, 329 Student Attendance Success Plan (i.e. - Early Intervention) meetings and 747 Student Attendance Review Team (i.e. - Tier II intervention) meetings were held. When reviewing pre and post data for students that had a Student Attendance Review Team meeting, there has been a 27% improvement rate in student attendance six weeks after these meetings were held.
4.24 (Chronic Absenteeism System and Supports)
This action was effective in making progress toward the overall goal. With the onboarding of the SIA-A2A program and the Program Specialist position, NUSD has successfully increased attendance messaging and education to families while at the same time improving site attendance monitoring systems and practices. This improvement is evident in the 1.3% increase in the year-over-year attendance rate and significant decrease in chronic absenteeism. As part of the A2A program, NUSD sends out approximately 1,600 truancy and informative attendance letters each week. For the families of students that received an initial A2A truancy letter, over 50% of these students had improved their attendance and did not qualify for a second letter. In addition to these letters, A2A mailed students and families 70,924 attendance awareness and positive campaign messages to further communicate the importance of regular school attendance.
4.2 (Promise Program/Community Day School)
This program was implemented as planned and effective in making progress toward the overall goal. This program provides a community day school option for secondary students who are in need of an alternative setting to the comprehensive or continuation high schools.
4.3 (Restorative Justice/Restorative Practices)
This program was effective in making progress towards the overall goal, with Restorative Justice and Restorative Practices training expanded both within and beyond Natomas Middle School. During 2023-24, 12 staff participated in the Trainer of Trainer program across the district and 111 total staff were provided RJ/RP training. Additional training on Repairing Relationships will be offered in the summer. At Natomas Middle School, 8 additional staff were trained, lessons were piloted in the 7th/8th grade leadership classes, and the leadership class students were taken to an RJ conference at CSUS. Lastly, the staff completing the TOT (Training of Trainer) training will be going to the National Conference in the summer.
4.5 (Music Education) and 4.10 (Music Education Supports)
These two actions continued to be effective in making progress towards the overall goal, with continued offering of music courses and opportunities across secondary schools. This includes the maintenance of FTE to implement these programs and the materials, instrument repair, and any other needs arising that are specific to music education.
4.6 (Elementary and Middle School Sports)
This action was effective in making progress towards the overall goal, with the participation in all elementary middle school sports being maintained or increased. All teams were filled, with notable increases in participation for female students.
4.7 (School Facility Conditions)
This action was effective in making progress toward the overall goal. Maintenance and operations staff conducted and coordinated necessary maintenance and repairs at all district facilities to ensure a safe learning environment. The Facility Inspection Tool (FIT) was used to conduct annual inspections and all school sites were found to be in 'good' condition or better.
4.8 (Transportation Services)
This action was implemented as planned, with transportation to and from school and school events being provided. This action is critical in ensuring that students can arrive at school on time and ready to learn.
4.9 (Foster Youth Supports)

This action is in close alignment to action 2.5 and was effective in making progress toward the overall goal. With the investment in a foster youth social worker liaison, NUSD has been able to expand services and resources to our foster youth and families as well as developing training materials to increase staff awareness. Examples of this work includes hosting a fall resource night for foster families, development of a support hotline, creation of a new foster youth website, providing educational resource baskets for each foster youth for educational enrichment over the summer, providing clothing/PE uniforms/backpacks/hygiene products for students in need, and the creation of a partnership with the CTE Cosmetology Pathway program to provide our foster students with haircuts and hair styling.

4.11 (Student Voices)

This action was effective in making progress toward the overall goal, with implementation of formal engagement of students at each school site. This engagement was in addition to the annual surveys. This action also includes the district's Student Voices Advisory Council, which engages students at all of our high schools in conversation with our Superintendent and district leadership. The action also supports the Youth Workforce program in the summer. This action aligns to Action 4.11.

4.12 (Senior Surveys)

This action was implemented as planned and was moderately effective in making progress towards the goal. With the intended alignment to other LCAP-related surveys, this survey was administered earlier in the year (March 2024). This introduced some challenges, in that some questions within the survey are best answered later in the year. In checking in with district counselors, staff also learned that site-specific senior surveys can present a competing ask for students. Moving into 2024-25, this action will be implemented as planned, with the parallel work of aligning redundant surveys that may be working at cross-purposes.

4.13 (Mentoring Programs for Female Students)

This action was implemented as planned. Mentoring programs for female students were continued, through the actions of the expanded learning proram (LEAP).   Instructional Assistants and social workers were paid to facilitate programs. Training through Girls Inc. was provided and staff were able to attend PD via conferences. Curriculum was provided by Girls Leadership, weekly sessions with girls were held, and a family engagement component was provided at the end of the program. Approximately 25 students participated.

4.14 (Increased Health Assistants)

This action was effective in making progress toward the overall goal. The increase in health assistants continues to support our NUSD health and attendance initiatives. With the support of health assistants, approximately 24,000 attendance calls have been made to families for unverified student absences. Health Assistants have also been instrumental in supporting the implementation of the new Attention2Attendance (A2A) attendance management and communication program. These attendance supports provided by health assistants have supported the district's 1.3% attendance rate improvement. In addition to attendance supports, the increase in health assistants provide our students with timely access to first aid at the school sites, connecting families to health resources, and improving the compliance with students immunization.

4.15 (Increased Psychologists)

This action was implemented as planned and was effective in making progress toward the overall goal. Additional school psychologist staffing has allowed NUSD to continue increasing the effectiveness of monitoring/tracking student needs and providing layered supports across school sites. Over time, NUSD has been able to steadily increase the overall amount of services delivered to students.

4.16 (Implement the Improve your tomorrow program)

This action was effective in making progress toward the overall goal, with the Improve Your Tomorrow (IYT) program implemented at Inderkum High School, Natomas High School, Discovery High School, Natomas Middle School, and Jefferson School. This program provided support specifically to young men of color to increase college and career readiness, providing mentoring, academic, and social emotional support, family engagement, field trips, and college trips. In 2023-24, 289 students were served.

4.17 (Elementary Campus Safety/Security Staff)
This action was effective in making progress toward the overall goal. Elementary Campus Safety staff continued to perform daily safety and support responsibilities at their sites. The Elementary Campus Safety Specialists attended five professional learning opportunities during Staff Development Early Release (SDER) minimum days that provided training related to de-escalation, restorative practices, trauma informed practices, CPR/First Aid and Narcan.

4.18 (Social Emotional Assessments)
This action has been effective in making progress toward the overall goal. Since the implementation of the CoVitality survey in the Fall of 2020, 1,395 students have been referred for a new social-emotional service such as individual, group, or a community-based counseling service. An average of 71% of our 4-12th grade students take this survey during each fall and spring administration period.

4.19 (Mental Health/Social Emotional Support Program)
In 2023-24 NUSD continued to provide a range of Social Emotional Learning (SEL) professional development to staff as part of the district's PD catalog. As noted in the description of the action, this was done in alignment with the range of LCAP actions supporting Learning Recovery and will be continued the the district's overall Mental Health and Social Emotional Support efforts beyond the context of Learning Recovery.

4.20 (Learning Recovery Plan)
This action did not have expenditures associated with it and represents the same body of work as action 1.13. These actions were effective in making progress towards the overall goal, with Teachers on Special Assignment (TOSAs) providing a wide range of instructional supports to school sites, particularly in the area of Writing/Literacy. A notable improvement in writing proficiency was observed in the district's writing assessments. 19% of students demonstrated proficiency (average score of 3 or higher on a 4 point scale) on the pre-assessment in fall 2023 and 42% demonstrated proficiency on the pre-assessment in spring 2024. Similarly, there was notable growth in the percentage of students on or above grade level (from 20% in the fall to 31% in the winter) in the district's K-8 i-Ready Reading diagnostic .

4.21 (Pandemic Response Actions)
Through this pandemic funding NUSD has been able to successfully navigate the COVID-19 pandemic, open and operate a static health clinic, and provide mobile health services through our NUSD Mobile Health Van. These health services have resulted in a high rate of student immunization compliance and an increase in sports participation by providing access to free sports physicals. Since October 2021, over 11,000 students, staff, and community members have accessed our NUSD health clinic.

4.22 (Social Workers for SES)
This action was effective in making progress toward the overall goal. Having one school social worker at each school site has continue to allow NUSD to serve a larger percentage of students and address high level needs in a more timely fashion. During the recent years and in 2023-24, this has allowed for a significant increase in the range of Tier 2 services being provided in addition to the emphasis on Tier 3 that had existed before. Tier 2 services include small group interventions, Check In Check Out, Lunch Bunch, and more.

4.23 (Safety and Safe Schools to support Safety and Connectedness)
This action was effective in making progress toward the overall goal. The Safety and Safe Schools Department continued to focus on providing prevention and support throughout the development and implementation of site Comprehensive School Safety and Plans, trainings related to emergency response, de-escalation strategies and restorative practices, response to schools in need of additional safety support, and monitoring of safety incidents. Since the start of the school through March 2024, the Safety and Safe Schools Department has responded to over 577 incidents reported, the Safety and Climate Liaisons have recorded over 8000 entries in their daily logs providing school sites support in the areas of prevention, response and recovery. 89% of the entries were for preventative support.

4.25 (Homelessness Tutoring and Supports)

This action was effective in making progress toward the goal, with 49 homeless youth benefitting from after school LEAP programs including tutoring. NUSD was also able to launch a support hotline, increase community partnerships, and increase activities to identify more students experiencing homelessness.

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

Overarching context: Adoption of new district goals
At the beginning of 2023-24, the NUSD Board of Education adopted new district goals. Though there is much similarity between the 5 new district goals and the previous goals, there are some key differences that have informed realignment of metrics, actions, and services within the LCAP. Goals 2 (Cultivate the Social-Emotional Well-Being of Each Student) and 3 (Create a Safe, Engaging Environment Where Students's Connect to School) in the new (2024-27) LCAP are collectively aligned to the majority of actions and services in the former LCAP's Goal 4 (Create safe and welcoming learning environments where students attend and are connected to their schools). Below are noted actions/services and metrics not present in the 2023-24 LCAP Goal 4 that will be added to the 2024-27 LCAP Goals 2 and 3 and those that have been eliminated.

Actions and Metrics Eliminated
4.4 (Social Emotional and Culture Climate Student Survey)
As noted above, this action has been eliminated as it is redundant to the Social Emotional Health Assessment (Covitality survey) that is administered twice each year.
4.5 (Music Education)
This action has been eliminated as a stand-alone LCAP line-item, though not the actual support. There had previously been two music education LCAP actions. The future LCAP will have one action (Music Education Supports) that encompasses the program as a whole.
4.20 (Learning Recovery Plan)
This action will not be included in the future LCAP, though progress made through the plan has influenced other actions, including the system of assessments and secondary math supports.
4.21 (Pandemic Response Actions)
This action will be eliminated, as it is part of previous pandemic response planning. The COVID Specialist positions and one School Nurse position will be sunsetting as part of the reduction of pandemic response needs. NUSD will continue to staff 3 additional LVN positions to support our expanded health services.

Actions and Metrics Moved or Modified

4.23 (Safety and Safe Schools to support Safety and Connectedness)
In 2024-25, an additional Safety and Climate Liaison will be added to this action.

Student perceptions of safety and connectedness have previously been within a single metric. Moving forward, these will be separated into two distinct metrics.

The single metric previously reporting on 'Music' and 'Athletics' will shift to two distinct metrics. The first will be Visual and Performing Arts (VAPA) Participation Rate and will align to the metric used in the District Progress Report (DPR) to report on the percentage of secondary students enrolled in a VAPA course. The second will be Athletic Participation Rate and will align to the metric used in the District Progress Report (DPR) to report on the percentage of students in (a) grades 4-8 and (b) grades 9-12 who participate in Elementary, Middle, or High School sports.

The metric specific to Constituent and Customer Services (CCS) has been relocated to the future Goal 4 to more closely align it to Engagement of Parents and Families to Support Student Success.

In the new (2024-27) LCAP, Action 2.12 (Continue Expanded Health and Wellness Supports) has been added. This action, in part, extends some of the services present in the former Action 4.21 (Pandemic Response Actions),

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.

Goals and Actions

Goal

Goal #	Description
5	Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 95% or higher rate of teachers fully credentialed and appropriately assigned as required by Williams Act	95.00%	94.4%	96.7%	85.7% (2021-22) (From CDE DataQuest) Note: As of the current year in future LCAPs, NUSD will use CDE's publicly reported data. Past year's data were calculated internally using other methodology).	95% or more
Maintain percent of teachers with a laptop to implement State Standards and prepare students for 21st Century Skills	99.80%	99.99%	97.27%	100% (23-24)	100%
Establish baseline of teachers who feel safe and connected to their school and increase the number of survey	Respondents: 0 (Re-establish baseline in 2021-22) Safe: 0 (Re-establish baseline in 2021-22)	Survey delayed due to on-going COVID cases/pandemic and return to in-person.	Respondents: 102 Teachers Perceptions of Safety and Connectedness: 78.4%	Spring 2024 Survey

129 teacher respondents | Respondents: 5% more than established baseline Safe: 5% more than established baseline |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
respondents the following years	Connected: 0 (Re-establish baseline in 2021-22)	Respondents: 0 (Re-establish baseline in 2022-23) Safe: 0 (Re-establish baseline in 2022-23) Connected: 0 (Re-establish baseline in 2022-23)	Respondents: 200 staff district-wide Perceptions of Safety and Connectedness: 81.5%	Perceptions of Safety and Connectedness: 80.6% 225 staff respondents district-wide Perceptions of Safety and Connectedness: 83.1%	Connected: 5% more than established baseline
Increase the percentage of NUSD teaching staff from a diverse background through the Diverse Future Teacher Program	31.00%	32.1%	32.7%	33.3% (Spring 2024)	37.00%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the implementation of the actions to achieve Goal 5 (Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary employees occurred as planned. 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 PD included system-wide training focused on Diversity, Equity, and Inclusion and a robust PD catalog from which staff are able to select options tailored to their specific needs and professional growth interests. The district continued its '1%' PD opportunity in which staff are incentivized to engage in ongoing professional learning. NUSD remained a competitive destination for certificated and classified staff. At the Start of Schools presentation to the board on August 17th, there were 6 certificated classroom vacancies to be filled, down from 13 the previous year at the same time. Over the year, Human Resources staff have increased 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.

Implemented as planned

5.1 (Technology Support Staff)
5.2 (Human Resource Systems)
5.3 (Increased Salaries and Instructional Minutes)
5.4 (Beginning Teacher Induction Program)
5.6 (Human Resources Information System)
5.7 (Diversity Recruitment Program)
5.8 (Aspiring Leaders Program)
5.9 (Systemic Professional Development)
5.10 (Instructional Aide Training to Support Students with Disabilities)

Substantive differences in implementation

5.5 (Peer Assistance Review Program)
During 2023-24 the Peer Assistance Review (PAR) Committee continued to meet and discuss actions needed for the coming year. However, there were no teachers in the PAR program for the 2023-24 cycle, so no teacher coaches were required.

Additional Highlights:
English Language Development (ELD) Apprentice program to develop Quality Teaching for English Learners (Certified QTEL Teachers)
Implementation of a new Human Resources Information System (HRIS)
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. The diversity of certificated staff and administrators has increased by 9% and 11%, respectively, since the inception of these programs.
Presented successes of Diverse Future Teachers Program to California School Boards Association (CSBA) and National School Boards Association (NSBA) in 2022
Multi-year DEI (Diversity, Equity, and Inclusion) plan with anti-racist/anti-bias training for all staff, system-wide professional development for staff in Culturally and Linguistically Relevant instruction, and additional training and coaching for administrators
Continued existing agreements with labor partners to incentivize additional professional development aligned to NUSD's areas of focus (e.g. anti-racist/anti-bias training, culturally and linguistically responsive teaching and learning, literacy, and trauma-informed practices)
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
Leroy Greene Academy teacher, Donja Harding, selected as Teacher of the Year for Sacramento County

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

5.4 (Beginning Teacher Induction Program)
In 2023-24 there were fewer teachers participating in BTIP than planned for in the budget. This was due, in part, to the hiring of teacher interns when fully credentialed staff were not available for hire.
5.5 (Peer Assistance Review Program)
During 2023-24 there were not any participants in the PAR program so none of the funding allocated for coaches was needed.
5.6 (Human Resources Information System)
This action was implemented as planned for 2023-24, with the Human Resources department continuing to use its Information System for the majority of the year. 2023-24 also included the identification of a new HRIS vendor into which the district is consolidating the functions that are currently achieved by multiple contracts/vendors. This has reduced the cost required in annual contract renewals.
5.7 (Diversity Recruitment Program)
While this action was implemented as planned, fewer candidates were accepted in 2023-24 due to uncertainty about funding levels in future years. The program was also operated without the need for additional administrative costs.
5.8 (Aspiring Leaders Program)
This action was implemented as planned, but administrative funding costs were not necessary for this item. Administrative duties were addressed within existing staff resources.
5.9 Systemic Professional Development
A wide range of professional development was provided to teachers. As of April 2024, there were significant funds remaining in the budgeted funds for this action. It is expected that additional actual expenditures will be realized as more time sheets are turned in and summer PD is provided, though it is likely that the total actuals will still be less than the budgeted expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

5.1 (Technology Support Staff)
This action was effective in ensuring that staff (and students) were provided the software, infrastructure, and other technology needed to effectively implement instruction for students.
5.2 (Human Resource Systems)
The implementation of Human Resource Systems were mostly effective in making progress toward the goals, with some ongoing challenges related to availability of credentialed staff. The most recent data shows that there were 62 misassignments in the 2022-2023 school year for teaching staff. This is a decrease from 79 the previous year.

5.3 (Increased Salaries and Instructional Minutes)
Since 2014-2015, these additional instructional minutes for students at specified grade levels have and will continue to help student achievement and meet multiple LCAP actions. During 2023-24 notable 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 new K-8 reading/ELA assessment tool, i-Ready.

5.4 (Beginning Teacher Induction Program)
This action was, overall, effective at supporting teachers through the induction process. There are 62 teachers participating in and completing the BTIP this year. A challenge has been finding enough substitutes to cover classes so that BTIP participants can observe other classes.

5.5 (Peer Assistance Review Program)
As noted above, there were no participants in the PAR program for the 2023-24 year. The PAR committee did continue to meet to ensure that a robust system of support will be in place for any potential participants in the coming year and beyond.

5.6 (Human Resource Information System)
This action was effective in tracking and monitoring the majority of HR information, with professional development tracking being a particular challenge. Ultimately, HR leadership determined that the use of multiple systems has resulted in frequent cross referencing across platforms that would be mitigated by implementation of a single, consolidated platform. As a result, the district is moving in this direction for 2024-25.

5.7 (Diversity Recruitment Program)
Identifying future teachers that will commit to working in NUSD has been effective. To date, there have been 49 participants since the inception of the program and 38 are still working within NUSD. Of the 11 that are no longer working in NUSD, 6 completed their obligation of working for 3 years in NUSD before leaving. A challenge has been the timeline associated with completing the credential program for some candidates, as candidates have difficulty paying for living expenses without working a paid job while completing their program.

5.8 (Aspiring Leaders Program)
Building the capacity of current staff as leaders in both formal and informal leadership roles has been effective. There is a need for greater focus on developing leaders for formal leadership roles. Since the inception of the program, there have been 49 participants. At present, 5 are currently working on credential completion. Overall, 29 participants have assumed a leadership role, with 12 assuming a formal leadership role.

5.9 (Systemic Professional Development)
This action was effective in making progress toward the overall goal. Professional Development was provided throughout the school year in focused areas including Restorative Practices, Positive Behavior Intervention Supports, Anti-Racist/Anti-Bias training and culturally responsive pedagogy, and classroom management.

5.10 (Instructional Aide Training to Support Students with Disabilities)
This action was effective in making progress toward the overall goal, with Instructional Aides continuing to receive targeted training to support students with disabilities.

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

Overarching context: Adoption of new district goals

At the beginning of 2023-24, the NUSD Board of Education adopted new district goals. Overall, there is very close alignment between the former Goal 5 (Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary) and the new Goal 5 (Hire, Train, and Retain High Quality Staff). The actions/services and metrics in the former and new Goal 5 share the same overall intent. The few changes of note are detailed below.

Actions and Metrics Eliminated or Modified
5.1 (Technology Support Staff)
This action has been eliminated from the LCAP. The Information Technology (IT) department continues to provide the necessary staff to support the district's increased student technology and software and infrastructure needs as part of the overall IT department scope.
5.5 (Peer Assistance Review Program)
This action, while remaining unchanged in its implementation format, will have its budget reduced by half (to $15,000) based on the level of need present in recent years.
5.6 (Human Resource Information System)
NUSD is consolidating its systems into a single HRIS platform. Planning is occuring in 2023-2024 for implementation in the 2024-2025 school year.
5.7 (Diversity Recruitment Program)
This action will continue implementation in the same overall fashion, with the removal of administrative funding and increase of the living expense incentive from $500/month to $1,000/month to support candidates through their credential completion.
5.8 (Aspiring Leaders Program)
For 2024-25, funding will be decreased to $32,000, with a smaller cohort of aspiring leaders who are specifically interested in serving in formal leadership roles.
5.9 (Systemic Professional Development)
This action has been incorporated into the new Action 5.2 (Professional Development to Support Diversity, Equity, and Inclusion). This combines the former Action 5.2 and Action 1.17.
1.16 (Instructional Technology PD)
As noted in the analysis of previous goals, this action has been moved to the future Goal 5 as the new action 5.1, to reflect the emphasis within that goal of Hiring, Training, and Retaining High Quality Staff.
1.17 (Disparity and Disproportionality PD)
This action has been moved to the future Goal 5 to reflect the emphasis within that goal of Hiring, Training, and Retaining High Quality Staff. It is now part of the new action 5.2, titled Professional Development to Support Diversity, Equity, and Inclusion.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Natomas Unified operates 15 schools composed of four TK-5 elementary schools, seven TK-8 schools, one middle school, and three high schools. One of the TK-8 schools functions as a hybrid virtual/in-class learning program and offers ten Career and Technical Education pathways for our students. In 2023-24, NUSD opened Heredia-Arriaga School, a dual immersion K-8 school. In total, more than 12,000 students are served cumulatively throughout Natomas Unified School District, with steady enrollment increases over the past ten years. Natomas Unified also serves students in other local charter schools, including Leroy Greene Academy (LGA), a 6-12th grade dependent charter school. This Local Control and Accountability Plan is for Natomas Unified School District's non-charter schools and programs. Each local charter school is required to complete its own LCAP.

Natomas Unified currently serves students Pre-K through age 22. Approximately 15% of Natomas' students are English learners, and nearly 1,700 students speak 59 different languages/dialects. More than half of all students in the District qualify for Free and Reduced Lunch. Natomas serves between 50 and 100 foster students a year, hundreds of homeless youth and their families, and around 1,500 students with disabilities. Over 68% of the District's students fall into one or more of the four "high needs" categories – low-income, English learners, homeless youth or foster youth – which are criteria identified as a priority in the state's Local Control Funding Formula law. Additionally, four schools (American Lakes School, Discovery High School, Larry G. Meeks Academy, and Natomas Middle School) have been identified by the state as LCFF Equity Multiplier Schools based on their non-stability rate and percentage of students who are socioeconomically disadvantaged. These schools have specific goals and actions included in the LCAP based on identified needs.

The Natomas Unified School District prides itself on its Vision, Goals, and Core Values. Our Vision is that NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success. We accomplish this through our goals and our commitment to our core values, "We value learning and achievement for each of our students. We value diversity, equity, and inclusion. We

value our families as partners in the education of their students. We value our committed, collaborative, caring, and exemplary employees." Our District represents our Vision through action, with LCAP goals that align and help to make our own goals, core values, and Theory of Action (BP/AR 0100) a reality. NUSD continues to be financially stable and able to expand social, emotional, and physical support programs and services, and activities and specialized academic programs that connect students to their schools. Examples include a K-12th grade International Baccalaureate (IB) continuum, AP Capstone program, California Early College Academy (CECA), social-emotional continuum of supports and programs, health clinics and supports, nine early learning programs, and ten CTE pathways. Natomas Unified's committed and caring staff provides social-emotional support to our students through a multifaceted program of mental health services and programs that focus on enhancing school culture to improve student behavior. Natomas Unified School District is committed to the community and to the students so that all students are prepared to make decisions about their college and career success.

Reflections: Annual Performance

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

As part of the NUSD Cycle of Continuous Learning and Improvement, our staff planned, acted, monitored, and adjusted to meet the individual needs of our students across the district during the 2023-2024 school year and in preparation for future student needs. A large part of this year's instructional focus was and continues to be learning recovery and literacy with a focus on writing. In addition, there has been a continued focus on health and safety, and social-emotional support at all grade levels. The goals, actions, services, and expenditures outlined in this NUSD LCAP address the state and local priorities and have been developed as a result of our educational partners' feedback. Natomas Unified continues to make progress in connecting students to schools and preparing them for college, with state data showing our graduation rate remaining above 94.0%, our dropout rate continuing to be below 2%, and NUSD topping many other school districts in the percent of graduates eligible to enroll in a California college or university by completing the UC/CSU a-g requirements. Nearly 6 in 10 graduates complete a-g requirements. In the past six years (2016-17 to 2022-23), the a-g rate at Natomas High increased 12% and at Inderkum High School the a-g rate increased 6.6%.

The NUSD Graduation rate is 94.3% (2023), which continues to remain amongst the highest in the county overall and amongst our student groups. African American, Asian, Filipino, Hispanic, Pacific Islander, White, Two or More Races, English Learners, Homeless students, Students with Disabilities, and Socioeconomically Disadvantaged students all exceeded the county's overall graduation rate of 81.5% and the state's overall graduation rate of 86.2%. Students with disabilities had an 85.5% graduation rate, which is 19% above the county's graduation rate for this student group.

NUSD also met the Course Access state-established metric. In addition to all of the state indicators, NUSD met all of the local indicators including the Basics, Implementation of academic standards, parent engagement, and our local student climate survey.
NUSD has seen improvements in local measures of success such as CTE pathway completion rates, dual enrollment rates, and English Learner Reclassification rates. Advanced Placement and International Baccalaureate overall test passing rates have been maintained in recent years at levels significantly above pre-pandemic rates.

The most recently available state Math, English Language Arts, and Science assessment results reinforce the need for continuous improvement in both areas. With the percentage of students demonstrating proficiency decreasing in both content areas, the district-wide

Literacy Plan implementation and the recent launch of a districtwide Math Network in collaboration with CORE districts are both necessary efforts. Together, they demonstrate the commitment to our board-approved vision that NUSD will 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.

Natomas Unified School District has implemented a multi-year plan to continue to assess and support student needs in the areas of academics, social, emotional, and physical well-being as a result of the learning disruption that occurred with school closures due to the pandemic.

Please refer to the metrics section and the Goals Analysis section of each goal for additional updates.

NUSD staff continues to address learning recovery challenges to support students and families. Chronic absenteeism, social-emotional learning, health, and safety, in addition to academic achievement, were areas of focus to address the challenges. A Board Report presented on February 7th, 2024, titled 2023 California School Dashboard Update, outlines NUSD's most recent CA Dashboard data and includes easy-to-read tables to identify needs. The 2023 Dashboard data and our local metrics indicate there are significant areas of need.

Attached to the 2024-2027 LCAP as an appendix document is a summary of student groups, schools, and student groups within schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

The following provides the reasons why NUSD is eligible to receive technical assistance consistent with Education Codes and the work underway as part of the technical assistance:

REASONS FOR ELIGIBILITY
Metrics from the 2023 California School Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. Of 991 Districts in California that could qualify for Differentiated Assistance, 466 (47%) qualified based on the 2023 California Dashboard results. In Sacramento County, 8 of 14 districts qualified. Following are the reasons why NUSD is eligible to receive technical assistance consistent with Education Codes and the work underway as part of the technical assistance:

- Black/African American students: Academic Indicator, Suspension Rate
- American Indian students: Chronic Absenteeism Rate, Suspension Rate
- Students of two or more races: Chronic Absenteeism Rate, Suspension Rate
- Homeless Youth: Chronic Absenteeism Rate, Suspension Rate
- Socioeconomically Disadvantaged Students: Academic Indicator, Suspension Rate
- Students with Disabilities: Academic Indicator, Suspension Rate

The Differentiated Assistance process for 2023-24 has engaged NUSD staff in a process that is in close alignment to the district's Cycle of Continuous Learning and Improvement (CCLI). This work is led by leaders from the Sacramento County Office of Education (SCOE). NUSD staff are also receiving continuous improvement support from participation in the CORE improvement academy, an annual series offered by the CORE districts. In both processes, NUSD staff have engaged in the identification of needs within the district, development of proposed actions, testing out change ideas, and monitoring progress. Through this work, staff identified a need for a more consistent and coherent onboarding process across schools and grade levels.

Staff believe that this effort can be a key driver of improvement across multiple indicators. Students who are transitioning into a school mid-year are also doing so following a physical move or as a result of experiences in their current school that are non-ideal. Outcomes from this include disruption of academics and a decrease in connection to school. By implementing a robust and consistent onboarding process, NUSD intends to increase connection to school and more rapidly connect students to resources/support based on their needs. This, in turn, should have multiple downstream, positive effects on student outcomes.

Based on the identified need, NUSD staff recruited several schools to participate in the pilot (Natomas Middle School, Bannon Creek School, and American Lakes School). These schools were selected based on their previous identification within the LCFF Equity Multiplier process, this, in turn, was based on their instability rate (schools with high instability have high percentages of students that have been enrolled less than 245 continuous days in the prior school year and high percentages of socioeconomically disadvantaged students). H. Allen Hight Elementary and Larry G. Meeks Academy (LGMA) later joined the pilot.

Based on what has been learned in the pilot, Ed Center staff in collaboration with site staff will develop a proposed set of common onboarding activities and timelines to be used across sites. This will be refined with input from all sites and fully piloted across all schools in the fall. As part of our ongoing CCLI, the ongoing learning from what is working and what is not will guide further refinements. In parallel, staff will continue to support more streamlined enrollment processes that enable sites to receive and onboard students on common days of the week/month.

ADDITIONAL WORK UNDERWAY:
Below is a summary of the way we use the California Dashboard to help inform our work, including program review and budget development. There is action communicated in NUSD's LCAP and Areas of Focus, as represented in the image below, to address student learning recovery needs and improved outcomes. While these actions do address the indicators, our work is planned using the Cycle of Continuous Learning and Improvement and Continuous Cycle of Budget Development (see Appendix B for cycle) and based on multiple measures of data that also include student voice, student data, family input, and staff feedback.

Academics:

ELA/Math:
Work will continue in our Areas of Focus in academic areas. Our literacy plan implementation, starting with a focus on informational writing, is showing positive outcomes for student writing after the first year. We continue to expand communication with families about their student's academic performance through our twice-annual Student Success Guides (formerly known as The Learning Recovery and Intervention Guide). The district continues to fund both centralized and decentralized actions that support academic and other learning recovery. These

include co-teaching TOSAs at all K-5/K-8 schools focused on informational literacy, learning recovery cycles during the day and outside the school day supported by centralized and decentralized supports such as iReady, IXL, and Tier II reading interventions like Amira, Saturday academies, and LEAP winter intersessions. While our literacy focus has included expansion of writing instruction in math, staff have continued to attend Silicon Valley Math Institute (SVMI) professional developments to support writing in math along with informational text strategies in math to help students with word problems (called performance tasks in most testing contexts). Most recently, the district has joined a statewide effort to develop a math purpose, framework, and multi-year professional development and implementation plan. This effort is led by the CORE districts.

English Learners:
Another exciting part of our continuous improvement and implementation of the centralized iReady and IXL platforms is the opportunity to pilot these tools as universal screeners for English Learners. A common K-12, district-wide assessment supports differentiating instruction for all students but particularly helps with increased reclassification rates for English Learners. Work is currently underway to begin the English Learner master plan efforts that will result in an updated plan by the end of 2024-25. Emphasis will be placed on consistent and high-quality practices in both designated and integrated ELD across sites and grade levels, as well as expanding support for newcomers.

Graduation Rates:
While this area is a point of success in NUSD, work continues to ensure that master scheduling, credit recovery options, and other systems exist to support graduation success for students in NUSD.

Suspension Rate:
While we remain committed to restorative practices, our work around Diversity, Equity, and Inclusion (DEI) is extremely important in improving campus climate. Our dedication to DEI training and anti-racist/anti-bias PD to address implicit bias for all staff aims to improve practices and reduce disparity and disproportionality in classroom management practices and discipline (including suspensions and expulsions). This work also aims to increase culturally relevant leadership, improve teaching and learning, and help our students feel better represented through the purchase and use of materials that allow our students to see themselves reflected in their learning, both in core materials and supplemental resources, to create safe and welcoming learning environments that students feel a part of.

Chronic Absenteeism:
This is an area that schools across the state are struggling with. District and school site support teams continue to focus on outreach to families to address the root causes of absenteeism. Site social workers continue to support families in getting their kids to school, while they, along with school psychologists and counselors, have worked to support the mental health of our students. Actions such as utilizing our mobile immunization van and health clinic have aimed to support attendance through a focus on student health.

Next Steps:
In addition to helping the community understand the metrics that are reported on the California Dashboard and how the metrics were reported in 2023, staff are monitoring the actions we are taking in the district and on sites to address student needs. Presentations by principals in a March board meeting shared the sites' work to continue to monitor and address students' needs through a variety of resources and supports and ongoing preparation of the District Progress Report provides regular opportunities to monitor overall progress.

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 2023-2024, the following schools were identified as CSI schools:
- 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.

NUSD has and will continue to support eligible/identified schools within the district's annual SPSA process, key CCLI (Cycle of Continuous Learning and Improvement) activities, and needs assessments. These layers of support are provided by leadership within the Academic Office including Supervisors of Schools, Educational Services, and Research and Data. Principals and other site leaders are able to access the supports through twice-monthly principal meetings, their regular one-on-one meetings with their Supervisor of Schools, and scheduling one-on-one support sessions with staff as needed.

In 2023-24 NUSD transitioned to a new annual SPSA timeline, moving sites from a fall process to the spring. This has resulted in a dual challenge/benefit of completing two cycles within the current year. Through this process, school leaders are provided direction and guidance for the development of their improvement plans, including alignment of their goals and actions to the district's vision and goals. NUSD recently (Spring 2023) adopted new district goals and the realignment to this frame has been helpful in schools' re-examination of their site-based plans. In preparing their SPSAs, principals (and any other site leaders) have the opportunity to work directly with district leadership and submit drafts that are reviewed by multiple district leaders. The feedback provided is shared with schools to support their revisions before seeking final approval at their School Site Council.

As part of the district's ongoing commitment to the Cycle of Continuous Learning and Improvement (CCLI), NUSD annually has principals engage in a focused review of their site-specific needs, goals, and monitoring processes to improve student outcomes. During 2023-24, this has expanded to encompass peer-level conversations within principal meetings, presentations to the Executive leadership within the Superintendent's cabinet, and engagement directly with Trustees during a Special Board Meeting. This process, while functioning to provide the Board and public an opportunity to see the CCLI process in action, serves as an important pillar of NUSD's engagement of principals in the intentional Plan-Act-Monitor-Adjust cycle that supports deliberate and strategic development of support and improvement plans for their school at large as well as identified student groups.

Schools are also provided a range of tools and data in the needs assessment process to support their development of improvement plans. These tools include the district's internal data analysis platform, Data Warehouse, which allows users to review a wide range of metrics for their school at large and then filter by various demographic groups. The metrics included have current data that is updated nightly and span the areas of academics, behavior, attendance, and more. Research and Data staff also prepare additional reports to support the identification of student needs and the development of support plans. In this most recent year, this has taken the form of a prioritized student list that uses multiple measures to assign students a level of priority urgency that sites can use to cross-reference their existing tiers of support and identify any students whom they need to connect to interventions or support. District staff also support principals in utilizing targeted data sources including performance and growth data from diagnostic assessments (e.g. iReady and IXL), annual summative data (CAASPP), and the district's internal writing assessment. Beginning in 2024-25, the Research & Data team will have an even greater capacity to support all sites, and eligible/identified schools in particular. This support will take the form of more customized reporting and the development of additional web-based, interactive tools that sites can use to monitor key outcomes.

Through the needs assessment processes described above and through their individual site-level engagement of School Site Councils (SSCs), leadership teams, English Learner Advisory Committees (ELACs), and other decision-making bodies, school leadership engaged in identification of resource inequities and selection of evidence-based interventions. Examples of a through line in this process across the schools included the need to continue providing high-quality professional development for all teachers, and particularly for new teachers to increase capacity and retention of highly-qualified staff. Examples of how this was addressed in plans include continuing to provide a range of high-quality professional development opportunities aligned to the district's goals. This includes maintaining the job-embedded coaching that has been a key effort through the implementation of Teachers on Special Assignment (TOSA) at sites. Schools also collectively are focusing on the need for additional academic intervention opportunities, particularly for students who are performing below grade level in math and literacy assessments. Examples of actions include after school intervention opportunities, strategic use of differentiated support times in class, and use of personalized learning tools such as iReady/IXL and others to provide individual students access to practice and content that is responsive to their individual needs.

Monitoring and Evaluating Effectiveness

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

NUSD will monitor and evaluate academic data at least quarterly, PD implementation, classroom walkthroughs, benchmark assessments, the implementation of the SPSA, all with a specific focus on EL and SEL and unduplicated students.

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, Students, Staff, and Families	Regular Board Meetings: August 30, 2023 February 7, 2024 February 21, 2024 March 27, 2024 May 15, 2024 June 5, 2024 June 26, 2024
School Principals	Principal Meetings: September 18, 2023 January 22, 2024 February 16, 2024 These meetings were strategically planned to cover key items at specific intervals throughout the LCAP process beginning with feedback sessions in September on items of importance that principals felt should be included in the LCAP. That feedback was reviewed and included with the other educational partners engagement that was also happening within that same interval. In January, feedback was provided on areas of importance identified from the overall feedback from educational partners, and February was an update on how those areas of importance are being identified in the draft LCAP.

Educational Partner(s)	Process for Engagement
Community Advisory Committee Members	CAC Meetings: September 18, 2023 February 26, 2024 May 20, 2024 These meetings included opportunities to view LCAP feedback, provide feedback, and participate in a ThoughtExchange.
School Counselors	Counselor Meetings: September 19, 2023 February 13, 2024 These meetings included opportunities to view LCAP feedback, provide feedback, and participate in a ThoughtExchange.
Superintendent's Parent Advisory Council	SPAC Meetings: September 20, 2023 February 21, 2024 May 15, 2024 These meetings included opportunities to view LCAP feedback, provide feedback, and participate in a ThoughtExchange.
Diverse Parent Focus Groups	Diverse Parent Focus Group Meetings: September 26, 2023 February 13, 2024 February 26, 2024 At the meeting in September, parents were provided with an overview of how schools are funded through LCFF and how educational partners are integral to the development of the LCAP. Parents were also provided with a survey, through Thought Exchange, to capture their areas of importance to be included in the LCAP. Updates were provided during both sessions in February and additional feedback was received based on the information represented to parents.
Natomas Teachers Association	Labor Meetings:

Educational Partner(s)	Process for Engagement
	September 26, 2023 February 26, 2024 May 6, 2024
California School Employees Association Chapter No. 745	Labor Meetings: October 2, 2023 March 4, 2024 May 6, 2024
Student Voices Advisory Council	Student Voices Advisory Council Meetings: September 28, 2023 February 20, 2024 Students learned about LCFF and LCAP during the September meeting and had an opportunity to engage with Superintendent Robyn Castillo and provide their input on areas of importance for the LCAP. During the meeting in February, students were able to review feedback received from educational partners and provide additional feedback.
Student Focus Groups	Student Voices Meetings: February 9, 2024 February 15, 2024 February 20, 2024 February 21, 2024 (two meetings) To increase input from students in elementary and middle school, staff hosted student focus groups. During these sessions, students were able to provide their perspectives on a variety of topics and suggestions to strengthen such areas as academics, socio-emotional needs, attendance, and sports.
District English Learner Advisory Committee (DELAC)	DELAC Meetings: October 5, 2023 February 28, 2024 May 2, 2024

Educational Partner(s)	Process for Engagement
	At the meeting in October meeting, parents were provided with an overview of how schools are funded through LCFF and how educational partners are integral to the development of the LCAP. Parents were also provided with a survey, through Thought Exchange, to capture their areas of importance to be included in the LCAP. Updates were provided during both sessions in February and additional feedback was received based on the information represented to parents. During the May meeting, parents will provide feedback on the draft LCAP before it is finalized and presented to the Board of Trustees during the first meeting in June.
Leadership Meetings	Quarterly Leadership Team Meetings: October 25, 2023 April 24, 2024
LCAP Parent Advisory Council	LCAP PAC Meetings: October 26, 2023 February 22, 2024 May 29, 2024 During the first meeting in October, members of the council were provided with an overview of LCFF and LCAP and their roles as members of the LCAP Parent Advisory Council. They engaged in discussions and feedback sessions through Thought Exchange. In February, the council was updated on what had taken place with the LCAP since the October meeting including the feedback received from educational partners. Additional feedback was sought from the council members. In May, the group will be presented with a draft LCAP and asked to provide feedback before it is finalized and presented to the Board at the first meeting in June.
Parent/Guardian, Staff, & Student Surveys through ThoughtExchange	ThoughtExchange Surveys: September - October 2023- Launched one survey every week for five weeks, each of which aligned to one of the five board-approved district goals November 2023 - "deeper dive" surveys to follow up on specifics aspects of the initial surveys

Educational Partner(s)	Process for Engagement
Educational Partner Phone Banking	LCAP Phone Banking: November 2023 - conducted a week of phone banking to targeted, traditionally underrepresented households (foster, homeless, free/reduced lunch) to ensure their feedback was incorporated in the "deeper dive" surveys. Translation services were provided.
Regional Engagement	LCAP Regional Engagement Meetings: January 10, 2024 - North Natomas at Heron School January 11, 2024 - South Natomas at Jefferson School January 18, 2024 - virtual event
Staff Meetings at School Sites	Staff Meetings: March 6, 2024
Equity Multiplier Meetings	School Community and Staff Meetings in April/May 2024 Community and Staff Surveys March 28 and 29, 2024 May 15, 2024 - Regular Board Meeting

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

NUSD will continue successful previous actions and services, some influenced by educational partners, such as class size reduction in TK-3 to maintain an average of 24:1 or lower; additional supports for K-8 schools for school safety; providing college access supports; providing "On Track to College" letters to high school students and families; the Communications and Family Engagement Department to continue the work began with the NUSD Parent University to expand program offerings and impacts throughout Natomas; and providing better more timely, and more accurate information to students, staff, families and the community on the web. Aspects of the NUSD 2024-2027 LCAP that may have been influenced by stakeholder input include, but is not necessarily limited to:
- A Learning Recovery Plan
- Implementation of Ethnic Studies Increased Instructional Technology professional development, engagement devices, and refresh
- Implementation of ELA and Math Literacy supports, with a focus on writing
- A multilingual family engagement app to promote and increase parent and family engagement
- Focused and expanded actions to support the "Whole Child" with regard to social, emotional, and physical wellness
- Expanded college access supports
- Professional Development to include Restorative Practices, Trauma-Informed Practices, Positive Behavior Intervention and Support, Anti-Racist/Anti-Bias Training, and Culturally Relevant Pedagogy
- Social Workers to support all of our schools

- Safety and Safe Schools department to focus on school climate, safety, and connectedness

The spring engagement process was informed by input received during the winter, including results from the ThoughtExchange survey launched during the January community engagement meetings. These meetings were, in turn, informed by fall district-wide surveys. Key educational partner priorities that emerged from these processes included Safety, Transportation and Facilities, Communications, Enrichment and Intervention, Attendance and Wellness, Behavior Intervention, Hiring and Recruiting, College and Career, Extracurriculars and Athletics, Social Emotional Resources/Supports, Academic Resources/Supports, Diversity, Equity, and Inclusion, Literacy and Math, and Parent Education and Engagement. Educational partners were engaged in reviewing the results of these preliminary engagements along with a summary of key actions and services related to each of the district's five goals. This supported additional feedback through a follow-up ThoughtExchange to dig deeper into the priorities of the NUSD community.

The top priorities emerging from the final round of engagement included Staff Retention, Behavior and Discipline Support, High-Quality Educators, Academic Intervention, Special Education services, Arts and Music, Mental Well-Being of students, Social Emotional Resources, Teacher Training, Community and Parent Engagement, Credit Recovery Options, Diversity in Staff, and Communication. These priorities have reaffirmed the district's new goal structure and informed the specific framing of actions and services. Specifically:
- Goal 1 incorporates actions that address the priorities of Academic Intervention (Actions 1.16 - Elementary AVID Support, Arts and Music (Action 1.30 - Music Education), Special Education Services (Action 4.6 - Special Education Community Advisory Committee), and Credit Recovery Options (Action 1.18 - High School Summer Credit Recovery, Action 1.20 - APEX Credit Recovery Program)
- Goals 2 and 3 incorporates actions that address the priorities of Behavior and Discipline Support (Action 2.4 - Behavior Intervention) and Social Emotional Resources and Mental Well-being of students (Action 2.2 - Chronic Absenteeism Interventions, Action 2.8 - Increased Psychologists, Action 2.9 - Social Emotional Assessments, Action 2.11 - Social Workers, and Action 3.7 - Mentoring Program for Female Students)
- Goal 4 incorporates actions that address the priorities of Community and Parent Engagement and Communication (Action 4.7 - Family Engagement Department, Action 4.8 - Communications, Action 4.10 - Multilingual Family Engagement,
- Goal 5 incorporates actions that address the priorities of Staff Retention (Action 5.7 - Beginning Teacher Induction Program, Action 5.8 - Peer Assistance Review Program, Action 5.11 - Aspiring Leaders Program), High Quality Education, Teacher Training (Actions 5.1 and 5.2 - PD to support DEI), and Diversity in Staff (Action 5.10 - Diversity Recruitment Program).

The top priorities emerging from input related to the LCFF Equity Multiplier schools that informed goals 6 and 7 included:
- Increased community engagement/parent communication
- More varied academic intervention built into the school day (Tier I, II, and III plus enrichment)
- Earlier and stronger intervention for students falling behind
- Sustained social emotional learning resources
- Collaboration between school and home for specific ways to monitor and support their students' progress

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.

In addressing the pressing need to increase academic outcomes and foster a safe and welcoming educational environment, NUSD embarked on a comprehensive analysis of data to prioritize the learning needs and well-being of each student. Staff's approach to data collection utilized a multifaceted approach from collecting feedback from student, family and staff experiences through surveys and educational partner meetings, to analyzing formative feedback from classroom walkthroughs as well as assessment data. By analyzing this data, the district identified key areas for improvement and intervention, leading to the development of the goal to Maximize academic growth, responsibility and achievement for each student. 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.

Goal 1 was developed based on analysis of data points including, but not limited to: CAASPP proficiency, the NUSD writing assessments, diagnostic information from i-Ready and IXL, curriculum-embedded assessments, reclassification rates for English Learners, and district Advanced Placement and International Baccalaureate course enrollment and test pass rates.

The analysis of Dashboard data indicated a clear need to focus on English Language Arts (ELA) and Math instruction. In 2022-23, 35% of all students in grades 3-8 and 11 met or exceeded standards on the Smarter Balanced Assessments for ELA. In the same year, only 23% of of all students in grades 3-8 and 11 met or exceeded standards on the Math Smarter Balanced Assessments. This need is reinforced by local diagnostics (iReady, IXL) as described in the measuring and reporting results section below. Additionally, continuing to provide targeted supports for English Learners remains a priority, with 44.1% of English Learners making progress in 2022-23. 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.
Additional measures used to shape the priorities identified within this goal also include graduation rates, A-G rates, and our CTE completer rates. Data was analyzed according to the NUSD Theory of Action that ensures data is analyzed with an equity lens at the forefront and includes disaggregation by site, grade level, gender, and student group.

To measure progress as the key parts of this goal, the following are the five priorities 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 to be able to make decisions about their future college and career exploration, including A-G approved coursework, rigorous instructional frameworks, 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 reviewed were 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 Cycle of Continuous Learning and Improvement (CCLI) to refine, implement, and monitor student learning and progress serve as the means to course correct and adjust LCAP actions and goals to ensure we are providing support in ways to 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 metrics in some ways, including but not limited to: graduation rate, A-G completion, number of CTE pathways, our number of students enrolled in dual enrollment opportunities, representative enrollment through AP and IB coursework, and the increased number of students earning the State Seal of Biliteracy, there is still more work to be done to address increasing students' academic achievement. To begin addressing achievement, since our last LCAP cycle, internal metrics to assess progress including the development of an internal writing assessment, aligned rubrics, and diagnostics that have been added to the NUSD System of Assessments to help predict student achievement outcomes, differentiate intervention and enrichment in real-time, and improve instructional planning and modification.

However, continued focus on student groups to achieve equity in outcomes for example, increasing CAASPP proficiency for Black/African American students, drives the development of action and metrics. Further, ongoing focus will continue for English learners. As the number of English Learners identified continues to increase each year, the need to provide targeted training for our teachers who provide instructional and language support for our English learners, continues to grow.

Finally, district-wide instructional frameworks will be drafted for initial implementation in the 2024-25 school year to provide increased coherency in core materials, supplemental materials, assessments, scope and sequence, and instructional practices. The development of these frameworks will serve to ensure an explicit district-wide instructional focus that meets all learners' needs. The frameworks will outline the NUSD system for teaching and learning. 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 Goal #1 LCAP actions and related metrics are intended to:

- Continue to implement State Standards and the NUSD Instructional Frameworks by providing representative textbooks, instructional materials, technology, and instructional practices that reflect our students and staff
- Increase ELA and math proficiency
- Increase African American proficiency in Math and ELA
- Increase English Learner proficiency in Math and ELA
- Improve implementation of ELD standards
- Increase AP/IB pass rates
- Improve outcomes/progress for English Learner students
- Improve school-level academic interventions and acceleration for our students
- Improve school-level academic interventions and acceleration for African American students
- Improve school-level academic interventions and acceleration for English Learner students
- Improve school-level academic interventions and acceleration for Foster Youth students
- Improve school-level academic interventions and acceleration for Low-Income students
- Establish a baseline for the percentage of seniors and students earning the State Seal of Civic Engagement

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 Rate)			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%	
1.2	11th Grade A-G Completion: Percentage of 12th grade class with 11 or more A-G courses complete	77% (Class of 2024)			Maintain 75% or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Information System (Internal)					
1.3	A-G Completion Rate: Percentage of 12th graders who graduate with UC/CSU a-g requirements completed Source: DataQuest (CALPADS)	58% (2022-23 Rate)			65%	
1.4	CTE Pathway Completion Rate Source: California School Dashboard (CALPADS)	20% (2022-23 Rate)			25%	
1.5	Dual Enrollment Rate Source: Student Information System (Internal)	25% (Class of 2023)			30%	
1.6	ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	All: 35% 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%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Spring 2023)				
1.7	Math CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	All: 23% 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% HY: 14.6% SED: 15.5% SWD: 9.2% (Spring 2023)			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% HY: 23.1% SED: 24,0% SWD: 17.7%	
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)			30%	
1.9	Math CAASPP Improvement: Percentage of students scoring Level 1 on the prior CAASPP that go on to score a 2 or above State CAASPP Reporting (Internal calculations)	14% (Spring 2023)			25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	AP/IB Course Enrollment Source: Student Information System (Internal)	34% (Fall 2023)			Maintain at 35% or above	
1.11	AP/IB Test Taking Rate Source: College Board IBO reporting	26.5% (Spring 2023)			30%	
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 IBO reporting	48% (Spring 2023 Rate)			55%	
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 Rate)			50%	
1.14	English Learner Redesignation Rate Source: DataQuest (CALPADS)	11% (2022-23 Rate)			15%	
1.15	California State Seal of Biliteracy Source: DataQuest (CALPADS)	14.6% (2022-23 Rate)			20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2023 Post-Assessment Score)			55%	
1.17	K-8 Reading Diagnostic (iReady): Percentage of students on or above grade level Source: iReady platform	41% (May 2024)			50%	
1.18	Secondary Grade ELA Diagnostic (IXL): Percentage of students on or above grade level Source: IXL platform	Baseline to be established in Fall 2024			40%	
1.19	K-8 Math Diagnostic (iReady): Percentage of students on or above grade level Source: iReady platform	33% (May 2024)			38%	
1.20	Secondary Grade Math Diagnostic (IXL): Percentage of students on or above grade level Source: IXL platform	Baseline to be established in Fall 2024			25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Percentage of students with standards-aligned curriculum Source: Annual Board Certification	100% (2023-24)			Maintain 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 Rate)			15%	
1.23	Percentage of students earning the CA State Seal of Civic Engagement Source: CALPADS	0			10%	
1.24	Percentage of students placing in 'Prepared' level on College/Career Indicator on California School Dashboard Source: California School Dashboard (CALPADS)	All: 42.5% AA: 26.2% A: 62.6% F: 68.8% H/L: 34.4% 2+: 39.8% W: 51.6% EL: 18.5% HY: 26.9% SED: 34.0% SWD: 11.2% (2022-23)			All: 50% AA: 35.2% A: 70.1% F: 76.3% H/L: 43.4% 2+: 48.8% W: 59.1% EL: 27.5% HY: 35.9% SED: 43.0% SWD: 20.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Percentage of schools with classroom walkthroughs conducted to support state standards implementation Source: Internal formative feedback dashboard	100% (2023-24)			Maintain 100%	
1.26	Percentage of Ever-ELs (Includes current English Learners and Redesignated students) that are Long-Term English Learners (LTELs) Source: DataQuest	9.6% (2023-24)			6.6% (Decrease annually by 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	30.0% (2022-23)			40%	

Goal Analysis [2023-24]
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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 there)	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, 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) (2.0 FTE), an EL Coordinator, and a Director, all of which will support English Learner needs including redesignation, access/placement, and professional development (will include training specific to LTELs and designated and integrated ELD).	$637,619.00	Yes
1.6	English Learner Extended Day and Summer School Supports	NUSD will continue to provide extended day supports for English Learners and EL teachers and extended/supplemental summer school for English Learners.	$19,200.00	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. Stakeholders may contact Constituent and Customer Services where if non-Williams Act schools have curricular needs.NUSD will continue to meet Williams Act expectations by ensuring that all students have access to standards aligned materials. Stakeholders may contact Constituent and Customer Services where if non-Williams Act schools have curricular needs.	$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 Areas of Focus and the instructional framework. This funding will also be used to promote PBIS/Responsive classroom supplies, materials, and marketing.	$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Layered Academic and Social Emotional Support	NUSD will continue to implement an MTSS, Culture of Resilience (tiered academic and social emotional supports). This includes universal strategies as well as interventions and accelerations for our students and professional development for staff.	$50,000.00	Yes
1.10	State Seal of Civic Engagement	NUSD will implement, and monitor the State Seal of Civic Engagement program.	$4,500.00	No
1.11	Culturally Responsive Curriculum	NUSD will continue to purchase and implement culturally responsive curriculum, materials, and resources that is 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.	$75,000.00	No
1.12	Professional Development that Supports ELA and Math Instruction	Provide ongoing professional development focused on implementing the instructional framework.	$515,000.00	No
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, CECA in relation to the demographics of students who apply, are accepted, who enroll, and who complete the program to make sure students "gate-keeping" does not exclude students from applying and/or being admitted. (no additional cost)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	System of Assessments with alignment to the instructional framework.	Implement and monitor a System of Assessments aligned to the instructional framework articulating both centralized supports and the use of site funds to implement the framework and annual assessments. This includes the costs of IXL and iReady. This is two year action funded by LREBG through 2025-26.	$449,550.00	No
1.16	Elementary AVID Support	NUSD will continue providing a 1.2 FTE AVID TOSA to support instruction and assessment aligned to the instructional framework at 3 AVID designated elementary schools.	$200,000.00	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 and African American students. This includes College and Career Coordination Specialists at NHS and IHS.	$900,000.00	Yes
1.18	High School Summer Credit Recovery / Acceleration / Enrichment / ELD	NUSD will continue to provide a summer school program for students that addresses graduation and UC/CSU a-g original credit and credit recovery opportunities at all high schools who have taken an a-g course but earned a D or F.	$580,000.00	Yes
1.19	AP Capstone Program	NUSD will continue to implement an AP Capstone program.	$200,000.00	Yes
1.20	Secondary Math Supports	Secondary schools will launch a program titled "Building Thinking Classrooms" that incorporates collaborative learning strategies to support math development and improve math achievement. The action includes costs associated with required furniture upgrades.	$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	High School Graduation Supports	NUSD will continue to implement systemic APEX seats, extended day credit recovery program, to increase graduation rate by school and subgroup and increase UC/CSU a-g by subgroup.	$165,000.00	Yes
1.22	PK-12 International Baccalaureate (IB) Programs	NUSD will continue to implement the PK-12 IB Programme at multiple schools across the district.	$2,000,000.00	No
1.23	GATE Programs	NUSD will continue implement GATE testing for 1st graders and continue to offer GATE program access for referred students at all elementary schools during the school day. This funding also is for parent training, GATE program supplies and supports.	$33,000.00	No
1.24	State Seal of Biliteracy	NUSD will continue to implement the Seal of Biliteracy medals, awards and recognition events for students and families.	$3,970.00	No
1.25	Career Technical Education (CTE) Pathways	NUSD will continue to provide eleven (11) career technical education pathways for secondary students with dedicated staff to help lead program development and growth.	$1,983,388.00	Yes
1.26	Adult Education Program	NUSD will continue to implement an Adult Education Program as outline in the Capital Adult Education Regional Consortium (CAERC) grant.	$486,204.00	No
1.27				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was identified as one of the district's five goals during the Fall 2023 development process because the social-emotional well-being of all students remains a critical focus in Natomas Unified. This was one of the district's main focus areas prior to the pandemic and is now more important than ever. Providing a district program that cultivates students' well-being through intentional curriculum, utilizing restorative and trauma-informed practices, and supports positive attendance enables students to positively and fully engage in the school community and all aspects of their academic journey. In order to address performance gaps, NUSD is committed to increasing access for those who are historically underserved, and increasing the inclusivity of our schools. The district community will guide all of the efforts within this goal, consistent with our district's focus on Diversity, Equity, and Inclusion

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

Student Social-Emotional Resources and Supports: Promote a caring learning community to support the development of social-emotional skills for each student.
While over the last number of years, 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 very prevalent. The CoVitality survey indicators and other notification systems continue to indicate high levels of emotional distress (depression, anxiety, self-harm ideation, etc.). During the 2022-2023 school year 2335 students were referred and placed into social-emotional support services. Before the pandemic in 2018-2019, staff served 1210 students. In 2022-2023 there were 18,486 outbound calls, emails, and texts initiated by the Care Solace team to coordinate the successful warm handoff of 147 of our students and families to a trained clinician.
A key need that the district has identified in recent years is the implementation of a common social-emotional learning curriculum. This has recently been launched and is being piloted at the K-8 level. Ensuring that this curriculum is implemented with fidelity across sites and over time is a key need, as well as building towards a curriculum at the 9-12 level.

Behavior Intervention: Set clear expectations and provide multiple levels of support to develop student responsibility and positive behavior.

Over the last three years, NUSD has experienced a higher-than-normal suspension rate after the pandemic. Before the pandemic, NUSD's suspension rate was 6.1% (2019 Dashboard) and increased to 8.4% (2023 Dashboard). NUSD has been able to stabilize its suspension rate near 8% for the past two years, significantly above the 2019 Dashboard rate and well above the desired target of 5% or lower. Lowering the district's overall suspension rate will positively impact school climate and student outcomes.
NUSD continues to operate an alternative educational option through the 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 all sites will help to address the current District Wide suspension rate of (8.4%) for the 2022-23 school year and disproportionality in suspension rates for our African American (17.6%) and Two or more subgroups (9.7%).
Restorative Practices can also impact students' well-being with its attention to building relationships, fostering community and repairing relationships, which is a concern as evidenced by the safety and connectedness aspect of the Covitality survey.

Attendance & Wellness: Deliver support and resources for families to encourage daily school attendance and student wellness.
Over the previous two school years, as we have come out of the pandemic, NUSD experienced a significant increase in chronic absenteeism. On the 2023 California Dashboard, NUSD had a chronic absenteeism rate of 32.6%. Before the pandemic, the 2019 California Dashboard chronic absenteeism rate was 13.3%. From this data, it is evident that new approaches need to be taken to re-engage and connect students to school with a specific focus provided to our historically underserved student groups..
NUSD has maintained a high expectation for the overall attendance rate and desires to return to pre-pandemic levels over time. For reference, NUSD once had an attendance rate at 95%. As these levels decreased to just below 92% in the most recent year (2022-23), significant resources are being directed toward attendance interventions and proactive strategies to improve rates at each school as well as across the district.

Diversity, Equity, Inclusion: Celebrate, promote, and value the diverse cultural backgrounds of our community.
Over the course of 2022-2023 school year, NUSD engaged staff in specific professional development on culturally responsive pedagogy with the Culturally Linguistically Responsive Teaching and Learning.
Additionally, DEI Change Management group, including staff representatives from NUSD school sites participated in diversity and change management work in 2022-2023 October district-wide professional development and will continue to be ongoing.
Building Leaders and Activists with Collective Knowledge (BLACK) pilot programs started in 2023-2024 at two NUSD secondary schools, providing empowerment to 300 students with literary collective experience.

The metrics, actions, and services below are in alignment with the key areas identified above and provide specific context for NUSD's plan to achieve this goal.

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	2.7% (2022-23 Rate)			2.0% or below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest (CALPADS)					
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 Rate)			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%	
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% (2022-23 Rate)			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%	
2.4	Expulsion Rate Source: DataQuest (CALPADS)	0.2% (2022-23 Rate)			Maintain at or under 0.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School Dropout Rate: Number of dropouts in each grade level (7th, 8th) Source: CALPADS	Less than 5 (2022-23)			Maintain at less than 5 per grade level (7th, 8th)	
2.6	Attendance Rate: Overall percentage of days attended Source: DataQuest (CALPADS)	92% (2022-23 Rate)			95%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 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.	$75,000.00	Yes
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, African American, and Hispanic subgroups.	$70,000.00	No
2.3	Promise Program / Community Day School	NUSD will continue implementation of the Promise Program/Community Day options for secondary students	$100,000.00	Yes
2.4	Restorative Justice / Restorative Practices	NUSD will continue to implement Restorative Justice / Restorative Practices at school sites that have the need for services. This action will be implemented in conjunction with Goal 5, Action 9.	$80,000.00	No
2.5	Foster Youth Supports (Resources)	NUSD will continue to ensure Foster Youth have access to academic support, social-emotional interventions, and opportunities for engagement throught extracurricular activities.	$19,500.00	Yes
2.6	Increased Health Assistants	NUSD will continue the addition of Health Assistants for six hours a day which includes increased student health services and attendance monitoring.	$300,000.00	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 subgroups.	$400,000.00	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.	$25,000.00	No
2.9	Social Workers for SES	NUSD will allocate Social Worker positions at each school as an additional way to support student success through social emotional supports.	$1,500,000.00	Yes
2.10	Chronic Absenteeism System and Supports	Through 2024-2025, NUSD will continue to pilot an attendance software and management program to increase student attendance and attendance awareness. A part of this continued pilot, a Program Specialist will continue to assist with the ongoing training and monitoring for this program. Re-examine this program success and future recommendations during 2024-2025 school year.	$379,000.00	No
2.11	Homelessness Tutoring and Supports	NUSD will continue to prioritize tutoring services/options for students experiencing homelessness, increase connections to community resources, and early identification, and continue to operate a resource and support hotline. (no additional cost)	$0.00	No
2.12	Continue Expanded Health and Wellness Supports	NUSD will continue to provide a mobile health clinic that includes health and wellness support for students and staff such as immunizations and dental, vision, and health check-ups.	$150,000.00	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.

This goal was identified as one of the district's five goals for the purpose of ensuring that our students are provided with a safe and engaging learning environment where students can connect to school with multiple experiences and opportunities.

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

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

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.

Safety, Transportation & Facilities: Build and maintain safe, clean and inviting schools, services and facilities that support student learning.

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

Extra-Curricular and Athletics

One of the greatest ways that our students can connect to school has been through athletics programs in grades 4 through 12. Data from the 2022-2023 school year has demonstrated that participation in school-based athletics programs resulted in greater attendance than those that did not participate. Those students that did participate in athletics programs had an attendance rate of 94.3% compared to the 92% attendance rate for non-participants. That is a remarkable impact considering that 33% of students in grades 4 through 12 participated in athletics in that same year. This participation also promotes academic and positive behaviors at school, as students cannot participate in athletics programs without meeting academic and behavioral eligibility requirements.

NUSD has also established E-Sports Clubs at four schools to encourage students to participate in outside of the academic day programs.

NUSD's Theory of Action and Areas of Focus align with providing additional learning opportunities for students with demonstrated needs. Programs are established for locally-driven expanded learning programs, including after-school programs that partner public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. Priority is given to specific student

populations. In collaboration with CBOs (Community-Based Organizations), the program providers offer extended support in reading, writing, math, science, and healthy habits, including nutrition and organized fitness. Additional enrichment service providers are contracted to provide SEL (social-emotional learning), STEAM (Science, Technology, Engineering, Arts, and Math), and Health and Nutrition based programs to engage students in multi-week and semester-long sessions. NUSD's Theory of Action, as detailed in Board Policy and Administrative Regulation 0100, identifies Systematic Access, Academic Support, Social Emotional Support/Mental Health, and Climate as one of the major areas to be addressed. This area states, "It will be the district's practice that students are supported not as where they were or solely where they are academically, but where they can be." As such, student access will be focused on where student achievement expectations are and the support needed to help get them there. NUSD's LEAP Academy programming embodies the belief that we can help students progress and increase success academically, socially, and emotionally.

Mentoring programs are 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 is able to provide 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, career explorations, and more. Mentoring programs also help to connect students to trusted adults and peers which directly supports Goal 3 of creating a safe, engaging environment where students connect to school.

As part of the district's Administrative Regulation 0100, student voices will be utilized as a primary source of information to inform district actions. Site and district staff are expected to engage with students and develop issues of interest for the betterment of students' education. These intentional efforts are to be shared with students in age-appropriate formats and the voices of students should reflect the district's diversity in grade levels, ethnicities, cultures, socio-economics, and groups that have been traditionally underrepresented and underserved including the unhoused and foster youth.

The purpose of providing 1:1 student Chromebooks is to ensure students stay connected to school at all times. During the pandemic all students who wanted a Chromebook were issued a Chromebook to ensure equitable access to curriculum. Additionally, Go Guardian is connected to these Chromebooks and to student Google accounts, to measure the engagement of learning and alerts/notifications are sent to school administrators, social workers, and psychologistswhen students are searching suicidal ideaologies on line or in any documentation.

The purpose of the Safety and Safe Schools Department is to provide a multi-level safety and climate support system across the district to maintain the safety of our students, staff, and community. The focus of the Safety and Safe Schools Department is to provide a safe and welcoming learning environment where students feel connected to their schools while building a culture that embraces diversity. Additionally, the Safety and Safe Schools Department strives to provide ongoing social-emotional support and the integration of restorative practices. Ensuring that student and staff safety is addressed, and developing and maintaining a streamlined communication system, both at the district and school level, on-going training and monitoring to maintain preparedness for possible risks, while addressing facility safety at all sites remains a top priority.

The Safety and Safe Schools Department partners with the Sacramento Police Department to provide resources and support to sites. As part of this partnership and ongoing commitment to safety, School Resource Officers (SRO's) support safety efforts of students, staff, and families in our district. As an added layer to this department, Safety and Climate Liaisons have been assigned primarily to the elementary and K-8 schools to support safety and assist sites in the implementation of Restorative Practices, Trauma Informed Practices, Positive Behavior Intervention and Support and other programs that support students.

Additionally, Campus Safety Specialists have been assigned to all of our high school, middle school, and K-8 schools as an added layer of support for students and staff safety throughout the school day. Campus Safety Specialists focus on positive student interactions and support, being visible and responsive to the needs of students and staff on campus and being connected to the entire school culture.

In alignment with AR0100 Theory of Action, all areas of focus are implemented and monitored through the lens of diversity, equity, and inclusion. This includes the approach to extra-curricular programming. After school, intersession, and summer offerings are designed to increase connectedness as well as provide instructional intervention and enrichment that allows students to see themselves represented in their learning.

Transportation and facilities related supports also directly align to this Goal as well as alignment with the Williams Act. Related services and costs are included as actions to further meet this goal.

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 CoVitality social emotional health survey Source: CoVitality Survey	86% (Spring 2024)			90%	
3.2	Student perception of connectedness as reported on CoVitality social emotional health survey Source: CoVitality Survey	87% (Spring 2024)			90%	
3.3	VAPA Participation Rate: Percentage of students in secondary schools enrolled in a VAPA course	58% (2023-24 Rate)			65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Student Information System (Internal)					
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 Rates)			Grades 4-8: 40% Grades 9-12: 35%	
3.5	Percentage of school sites meeting or exceeding 'Good' rating on Facilities Inspection Tool (FIT) Source: Annual SARC Reporting	100% (Fall 2023)			100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 and 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. (no additional cost)	$3,000.00	No
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.	$601,000.00	Yes
3.3	School Facility Conditions	NUSD will continue to conduct the Facility Inspection Tool (FIT) every Fall at all district facilities. Maintenance and operations staff will conduct/coordinate all necessary maintenance and repairs at all District facilities.	$5,864,312.00	No
3.4	Transportation Services	NUSD will maintain current levels of transportation services and add LEAP/ELOP services where applicable.	$3,000,000.00	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 staff to continue to prepare students as college and career ready. (no additional cost)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Mentoring Programs for female students	NUSD will implement expanded/supplemental mentoring programs to support female students	$90,000.00	No
3.7	Implement the Improve Your Tomorrow (IYT)	NUSD will continue and expand 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 to attend and graduate from colleges and universities.	$500,000.00	No
3.8	Elementary Campus Safety Staff	NUSD will continue the additional campus safety/security staff at elementary and K-8 schools.	$200,000.00	No
3.9	Safety and Safe Schools Department to support Safety and Connectedness	Since 2022-23, the Safety and Safe Schools department provides additional safety resources, including safety training, to enhance and support the existing safety protocols and procedures across the district. This budget includes three Safety and Climate Liaisons supporting K-5, K-8 and middle schools, a Director, and a consultant for safety operations, training, and best practices. This action also supports safety, social-emotional supports and connectedness for all schools, all students.	$837,036.00	Yes
3.10	Music Education Supports	NUSD will continue to allocate 1.0 FE to Natomas High School, 1.0 FTE to Natomas Middle School, and 0.6 FTE at Inderkum High School for music instruction.	$300,000.00	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.

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

- Parent Education & Engagement: Provide meaningful parent education and engagement opportunities throughout the school year.
- Parent Advisories & Committees: Engage parent advisories and committees, recognizing families as partners in the education of their students.
- Communications: Utilize systems of communication throughout the district to keep families informed and engaged.
- Diversity, Equity, Inclusion: Maintain open lines of communication with all families to ensure diverse points of view are represented.

The district will continue to provide meaningful parent education and engagement opportunities throughout the school year. One example of how this will continue to be facilitated is through Parent University, which is a network and resource hub for families to take classes, attend informational workshops, and become informed through a variety of modalities including in-person, virtual, daytime and evening hours, and traditional and digital media. In addition to Parent University, the district's Communications and Family Engagement (CAFE) Department executes intentional efforts to engage with diverse families with a focus on families that have been traditionally underrepresented and underserved. Staff implements this with intentional sessions called Diverse Conversations, Coffee with CAFE at all NUSD school sites, and districtwide events where parent education and engagement are included.

The district has standard parent advisories and committees that regularly provide input to district staff on district actions. These parents are integral in providing diverse perspectives that help to guide the district's actions and services in determining focus areas and meeting goals.

To support the district's efforts of engaging with families, the district has developed a comprehensive communication strategy to keep families informed of school/district information. This includes a combination of traditional and digital media to reach the multifaceted needs of our diverse family population including but not limited to websites, ParentSquare, social media, newsletters, podcasts, etc.
All focus areas within this goal include intentional efforts with diversity, equity and inclusion. This is not isolated but embedded into all the focus areas that have been mentioned including but not limited to parents of diverse backgrounds, languages, cultures/ethnicities, socio-economics, grade-levels, residential geographics, unhoused, foster, and more to ensure diverse points of view are represented.

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)			20%	
4.2	Parent/guardian perception of student safety as reported on annual survey Source: Internal Survey	84.2% of respondents indicated their student is safe on school grounds (Spring 2024)			90%	
4.3	Parent/guardian perception of student connectedness as reported on annual survey Source: Internal Survey	88.3% of respondents indicated their student is connected to the school (Spring 2024)			90%	
4.4	Percentage of parents/guardians who reported that staff welcomed their suggestions Source: Internal Survey	86.3% of respondents (Spring 2024)			90%	
4.5	Percentage of students with 1 or more parents/	All: 80.9% Low Income: 76.9%			90% for all groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	guardians with a parent portal account in the Student Information System (Infinite campus) Source: Internal (Student Information System)	EL: 67.9% HY: 69.8% FY: 55.9%				
4.6	Percentage of parents/ guardians involved in Parent University Source: Internal (Community and Family Engagement Department)	18% (2023-24)			25%	
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 school site on an annual basis	
4.8	Number of LanguageLink uses Source: Internal (Constituent and Customer Services Department)	233 uses 21 different languages (July-December 2023)			200 or more uses per 6 month interval	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Number of diverse group engagement activities by site Source: Internal (Community and Family Engagement Department)	1 per site (15 total) (2023-24)			1 or more per school site on an annual basis	
4.10	Percentage of parents/guardians registered for the district communication platform, Parent Square Source: Internal (Community and Family Engagement Department)	75% (2023-24)			90%	
4.11	Average attendance at District English Language Advisory Committee (DELAC) meetings Source: Internal (Academic Office)	12 (2023-24)			16	
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)			95% closure rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	Number of families accessing Welcome Center services Source: Internal (Student Services and Attendance)	0			100 or more	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Action #	Title	Description	Total Funds	Contributing
4.2	Parent University	NUSD will continue to provide parent educational opportunities for UC/CSU a-g 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.	$230,000.00	Yes
4.4	DELAC Parent Supports	NUSD will provide DELAC meeting supports to allow increased member participation.	$5,000.00	Yes
4.5	Constituent and Customer Services (CCS)	The Constituent and Customer Services department serves as access 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.	$450,000.00	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 input and participation in programs for individuals with exceptional needs. (no additional cost)	$0.00	No
4.7	Communications and Family Engagement (CAFE) Department	NUSD continues the Communications and Family Engagement Department to increase stakeholder participation with diverse groups and families of unduplicated students.	$585,000.00	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	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	"On Track to College" letters to families	NUSD will provide information to families with high school students to engage and prepare parents and students with paths to college access.	$55,000.00	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.	$110,000.00	Yes
4.11	Welcome Center	NUSD will open a Welcome Center to provide a centralized location where families can enroll their child(ren), obtain educational program information, obtain technology equipment, obtain immunizations and general health services, enroll in after-school programs and care, etc. This action includes staffing, supplies, and set-up costs. The Welcome Center, as part of enrollment and overall connectedness promoting activities, will also support the onboarding efforts that were initially piloted as part of the 2023-24 Differentiated Assistance process.	$780,000.00	Yes
4.12	English Learner Reclassification recognition event	NUSD will host district-level reclassification recognition events for students and families.	$2,500.00	Yes

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.

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

- Hiring & Recruiting: Use a variety of creative methods to intentionally attract and retain high-quality, caring employees
- Training & Professional Development: Provide training and professional development to staff to effectively fulfill their job duties, prepare for advancement, and encourage lifelong learning
- Diversity, Equity, Inclusion: Recruit, hire, and retain staff that reflects the diversity of our community
- Resources & Supports: Provide appropriate resources and support for staff to be more efficient and effective in their areas of responsibility
- Value, Recognize, & Celebrate Staff: Value, recognize, and celebrate staff in ways that lead to increased job satisfaction

As California, and the nation as a whole, has seen a teacher shortage. With more people leaving the profession and less people entering into credentialing programs, it has become increasingly important to focus on hiring and retaining staff. This is also of high importance, as NUSD has continued to be a growing school district over the last several years. While the percentage of teachers appropriately assigned in the district has exceeded that of the county and state during the last two years, the percentage did decrease from 89.5% to 85.7% between 2020-2021 and 2021-2022. Therefore, a continued focus on consistently hiring and retaining high-quality staff is essential to the success of students. Of particular importance to NUSD is its 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 of those in our community. Since the inception of both programs in 2017, the percentage of teaching staff from a diverse staff has increased from 27% to 33.3%, and the percentage of managers from a diverse background has increased from 36% to 45.3%.

As evidenced by feedback from our staff through multiple surveys, over 75% of staff respondents, when developing the literacy plan, indicated they needed support in teaching writing. In subsequent surveys, support with writing remains the number one requested PD second only to classroom management. Continued professional development in a variety of areas, via a variety of modalities that support District initiatives is needed for our staff to serve a population with such diverse learning needs. This professional development is necessary to support the actions that are needed to support the other goals in this plan, and it also supports the retention of staff through increased earning potential. In the 2023-2024 school year, approximately 10% of eligible certificated staff qualified for a salary increase due to

completing professional development opportunities, provided both internally (through a well-developed catalog) and externally.

As a result of the COVID-19 pandemic, the District has become a 1:1 student device district, and the use of instructional technology has increased greatly. To support this increased prevalence of technology in the classroom, there is a need for NUSD to analyze what was learned as a result of the instruction during distance learning and subsequently provide or increase instructional technology professional development to staff in necessary and desired areas that will support the achievement of metrics identified in Goal 1.

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 Note: This is the most recent, publicly reported data available as of May 2024)			90% or above	
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)			Maintain 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)			90%	
5.4	Percentage of NUSD teaching staff from a diverse background	33.3% (Spring 2024)			36%	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$10,000.00	No
5.2	Professional Development to Support Diversity, Equity, and Inclusion.	NUSD will continue to implement ongoing professional development to improve the educational experiences, achievement of all learners, and disciplinary outcomes through Anti-Racist/Anti-Bias Training, Culturally Responsive Pedagogy, and Classroom Management in alignment with AR 0100.	$240,000.00	No
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 (pending). This action is directly tied to Goal 1, Action 3.	$15,829,475.00	Yes
5.5	Beginning Teacher Induction Program	NUSD will support teachers through the Beginning Teacher Induction Program.	$425,000.00	No
5.6	Peer Assistance Review (PAR) Program	NUSD will support teachers through the Peer Assistance Review (PAR) Program.	$15,000.00	No

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Focus Goal for American Lakes 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 American Lakes School (ALS) and Larry G. Meeks Academy (LGMA) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. American Lakes qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 26.2% and percentage of Socioeconomically Disadvantaged students (86.1%). 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%). Improving stability rates is a shared goal across the four (4) Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes.

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

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

Larry. G. Meeks did not have any student groups receive the lowest performance level on the 2023 Dashboard. Student groups that were in

the 'Orange' performance level included:

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

Key priorities that emerged from the district's engagement related to this goal included:
- Increased community engagement/parent communication
- More varied academic intervention built into the school day (Tier I, II, and III plus enrichment)
- Earlier and stronger intervention for students falling behind
- Sustained social emotional learning resources
- Collaboration between school and home for specific ways to monitor and support their students' progress

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic Absenteeism Rates Source: California School Dashboard	ALS (2023 Dashboard) All: 46.3% Student groups in 'Red' A: 25% B/AA: 53.3% EL: 37.1% HY: 65.9% SED: 48.1% SWD: 53.2% LGMA (2023 Dashboard) All: 18.5% Student group in 'Orange' B/AA: 26.9%			ALS: Move out of 'Red' Performance Level LGMA: Move out of 'Orange' Performance Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	English Language Arts (ELA) Performance (Distance from Standard) Source: California School Dashboard	ALS (2023 Dashboard) All: -90.6 Student groups in 'Red' B/AA: -106.2 EL: -127.3 H/L: -89.2 SED: -93.9 LGMA (2023 Dashboard) All: -33.4 Student groups in 'Orange' H/L: -47.9 SED: -43.1			ALS: Move out of 'Red' Performance Level LGMA: Move out of 'Orange' Performance Level	
6.3	Math Performance (Distance from Standard) Source: California School Dashboard	ALS (2023 Dashboard) All: -125.9 Student groups in 'Red' B/AA: -146.4 EL: -147.7 H/L: -126.7 SED: -128.7 SWD: -141.4 LGMA (2023 Dashboard) All: -58.5 Student groups in 'Orange' B/AA: -103.5 H/L: -84.3 SED: -78.4			ALS: Move out of 'Red' Performance Level LGMA: Move out of 'Orange' Performance Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	Non-Stability Rate Source: State Reporting (DataQuest)	ALS: 26.2% LGMA: 57.1% (2022-23)			Decrease Non-stability rate to below the 25% eligibility threshold	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 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	$90,088.00	No

Action #	Title	Description	Total Funds	Contributing
		engagement to provide for active participation in the socio-emotional and academic success of all students. (This position is shared with Larry G. Meeks Academy)		
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.	$111,681.00	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.	$132,668.00	No
6.4	Additional Teacher on Special Assignment (TOSA)	Expand school-specific academic supports, especially in the areas of English Language Arts (ELA) and Math. Conduct needs assessments and address identified student needs through intervention and improvements to Tier 1 academic instruction.	$111,681.00	No
6.5	Behavior Specialist	Provide dedicated behavior specialist support for students at American Lakes School. 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.	$152,260.00	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 academic intervention and enrichment and create a community centered space focused on shared responsibility for student success.	$91,575.00	No
6.7	Diversity, Equity, Inclusion Administrator	This position will support the district's broader efforts to implement the Diversity, Equity, and Inclusion priorities within the district's goals.	$91,577.00	No

Action #	Title	Description	Total Funds	Contributing
6.8	Additional District Support for Equity Multiplier Schools	Provides partial funding for additional district positions, including a safety liaison to provide coverage during after hours and staff in Research and Data/Enrollment (Welcome Center), will support Equity Multiplier School sites. This support will include ongoing needs assessment and data reporting, additional support to address the range of issues associated with high non-stability rates, and access to safety liaison staff in the evenings and other off-hours.	$90,468.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This focus goal specific to Natomas Middle School (NMS) and Discovery High School has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. NMS qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 31.6% and percentage of Socioeconomically Disadvantaged students (76.7%). DHS qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 71.8% and percentage of Socioeconomically Disadvantaged students (79.2%). Improving stability rates is a shared goal across the four (4) Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes.

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

Natomas Middle School
- 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
- Homeless Youth:
- 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

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

Key priorities that emerged from the district's engagement related to this goal included:
- Increased community engagement/parent communication
- More varied academic intervention built into the school day (Tier I, II, and III plus enrichment)
- Earlier and stronger intervention for students falling behind
- Sustained social emotional learning resources
- Collaboration between school and home for specific ways to monitor and support their students' progress

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Chronic Absenteeism Rate Source: California School Dashboard	NMS (2023 Dashboard) All: 30.5% Student groups in 'Red' A: 24.5% B/AA: 36.4% EL: 21.5% SED: 33.4% SWD: 39.5% W: 25.5%			Move out of 'Red' Performance Level	
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%			Move out of 'Red' Performance Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+: 23.9% SED: 25.1% SWD: 28.3% DHS (2023 Dashboard) All: 10.9% Student groups in 'Red' B/AA: 17.4% SED: 10.6%				
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			Move out of 'Red' Performance Level	
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			Move out of 'Red' Performance Level	
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%			Move out of lowest performance level	
7.6	Non-Stability Rate	NMS: 31.6% DHS: 71.8%			Decrease rate to below 25% eligibility threshold	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: State Reporting (DataQuest)	(2022-23)				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Family Engagement Liaison	Provide liaison services between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement information and educational programs with families and educators to benefit student academic success through the practice of family and community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and	$90,088.00	No

Action #	Title	Description	Total Funds	Contributing
		academic success of all students. (This position is shared with Discovery High School)		
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.	$111,681.00	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.	$183,425.00	No
7.4	Ongoing Classroom Management through restorative practices professional development	Provide additional professional development for staff to implement effective restorative practices across the Natomas Middle School campus.	$75,000.00	No
7.5	Diversity, Equity, Inclusion Administrator	This position will support the district's broader efforts to implement the Diversity, Equity, and Inclusion priorities within the district's goals.	$91,577.00	No
7.6	Additional District Support for Equity Multiplier Schools	Provides partial funding for additional district positions, including a safety liaison to provide coverage during after hours and staff in Research and Data/Enrollment (Welcome Center), will support Equity Multiplier School sites. This support will include ongoing needs assessment and data reporting, additional support to address the range of issues associated with high non-stability rates, and access to safety liaison staff in the evenings and other off-hours.	$90,468.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26059913	$2293405

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.016%	1.002%	$1,160,958.85	23.018%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** AP/IB Supports **Need:** Increase the number of unduplicated students who enroll in AP/IB courses, take the associated end of course exam, and successfully pass one or more exams. Evidence of need includes: 2023-24 AP/IB Enrollment (40% for all students vs. 28% for Low Income and 17% for ELs), 2022-23 AP/IB	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. Providing these supports at an LEA-wide level supports NUSD's value of open-access to advanced coursework, particularly for those student groups who are less represented historically in AP/IB, and creates a College and Career pathway without any family financial	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Test Taking Rate (27% for all students vs. 26% for Low Income and 6% for ELs), and AP/IB Test Pass Rate (48% for all students vs. 39% for Low Income and 21% for ELs) **Scope:** LEA-wide	barriers associated with supplemental AP/IB tutoring and other academic supports.	
1.2	**Action:** AP/IB Exam Fees **Need:** Eliminate financial barriers associated with AP/IB Exam fees and increase the number of unduplicated students who take one or more AP/IB exams. Evidence of need includes: 2022-23 AP/IB Test Taking Rate (27% for all students vs. 26% for Low Income and 6% for ELs), and AP/IB Test Pass Rate (48% for all students vs. 39% for Low Income and 21% 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 at an LEA-wide level supports NUSD's value of open-access to rigorous academic options and eliminates financial barrier, whether disclosed by a student/family or not. In addition, successful passage of AP/IB exams can reduce college tuition costs for families of unduplicated students.	AP/IB course enrollment (Metric 1.10), AP/IB Test Taking Rate (Metric 1.11), and AP/IB Test Pass Rate (1.12): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.3	**Action:** Increased Instructional Minutes (Aligned to action 5.4 - all expenditures reflected in that action) **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need includes: ELA CAASPP Achievement	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	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),

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
	(35.1% proficiency for all students vs. 25.9% for Low Income and 7.3% for EL) and Math CAASPP (22.9% proficiency for all students vs. 15.5% for Low Income and 7.6% for EL) **Scope:** LEA-wide	have more time to work together to improve student learning and students have more time learning together with their teacher during the school day. This is particularly important to low-income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the increased instructional minutes for unduplicated students, dedicated teacher collaboration time was also increased to promote staff knowing students by name by need, analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. More time with teachers and peers impacts academic growth for unduplicated students and language acquisition opportunities for English Learner students.	K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.8	**Action:** School site supplemental programs and services **Need:** Improve unduplicated student outcomes on California School Dashboard indicators districtwide. Evidence of needs includes: A review of NUSD's student group report for 2023 on the Dashboard shows that English Learners are RED in both Math and ELA, while all students are Orange for both. Homeless Youth are RED for Chronic Absenteeism, while all students are Orange. Socioeconomically Disadvantaged students are RED for Suspension Rate, while all students are Orange. Deeper analysis of specific outcomes reveal gaps in performance	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.	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
	for unduplicated students relative to the 'All students' results across the Dashboard metrics. **Scope:** LEA-wide		
1.9	**Action:** Layered Academic and Social Emotional Support **Need:** Improve unduplicated student academic and behavioral outcomes, in particular students in need of Tier 2 and 3 support. Evidence of need includes: As measured by i-Ready Diagnostics in Winter 23-24, 31% of all K-8 students were at or above grade level in Reading vs. 15% of ELs and 24% of Low Income students. 19% of all K-8 students were at or above grade level for Math vs. 8% of ELs and 14% of Low Income students. **Scope:** LEA-wide	NUSD's recent performance on Dashboard Indicators and local measures indicates a significant need for Tier 2 and 3 supports, 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 districts Math and ELA Diagnostics (Metrics 1.17 through 1.20) and key behavioral/engagement metrics including Suspension Rate (Metric 2.3) and Attendance Rate (Metric 2.6). Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
1.13	**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 2023 matriculating to a	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	Number of students accessing the district's CSU/UC fee reimbursement opportunity and percentage of students matriculating into a UC/CSU campus in the year following high school graduation.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	UC/CSU Campus (26.3% for all students, 23.8% for Low Income students, 10.9% for English Learners, 16.7% for Homeless Youth) **Scope:** LEA-wide	acceptance and identify a school that matches their needs into which they can matriculate.	
1.16	**Action:** Elementary AVID Support **Need:** Additional instructional support for Elementary School AVID implementation to strengthen instructional practices that will in turn improve student achievement, particularly for unduplicated students. Evidence for this need includes: ELA CAASPP Achievement (35.1% proficiency for all students vs. 25.9% for Low Income and 7.3% for EL) and Math CAASPP (22.9% proficiency for all students vs. 15.5% for Low Income and 7.6% for EL) **Scope:** Schoolwide	AVID (Advancement Via Individual Determination) that provides a variety of classroom activities, lesson plans, and professional learning that support improved classroom instruction. The AVID Elementary program reinforces academic behaviors and higher-level thinking from an early age. This is intended to create a ripple effect in the later grades, building habits and skills for success in middle school, high school, and college. These foundational habits and skills are particularly important for unduplicated students to close existing gaps in performance and accelerate growth to close gaps.	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7), ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
1.17	**Action:** College and Career Supports **Need:** Increase graduation rates and University of California (UC) a-g eligibility rates for unduplicated students. Evidence of need includes: NUSD's 2022-23 four-year graduation rate was 92.5% for all students vs. 81.5% for ELs and 90.7% for Low Income	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 support low-income students who are also Hispanic/Latino and/or /Black African American to increase graduation rates, decrease	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

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. NUSD's 2022-23 UC a-g completion rate was 58% for all students vs. 35% for English Learners and 50% for Low Income students. **Scope:** Schoolwide	dropout rates, and improve UC a-g completion rates at our high schools.	NUSD's annual District Progress Report (DPR).
1.18	**Action:** High School Summer Credit Recovery / Acceleration / Enrichment / ELD **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of need includes: NUSD's 2022-23 four-year graduation rate was 92.5% for all students vs. 81.5% for ELs and 90.7% for Low Income students. NUSD's 2022-23 high school dropout rate was 2.7% for all students vs. 6.5% for English Learners and 3.2% for Low Income students. **Scope:** LEA-wide	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, summer school programs provide support for students to get back on-track for graduation and UC/CSU a-g credit recovery opportunities. This is particularly important for unduplicated students who are more likely to need credit recovery options to stay in school and be on target to graduate.	High School Graduation Rate (Metric 1.1), UC a-g Completion Rate (Metric 1.3), 11th Grade a-g Completion Rate (Metric 1.2), and High School Dropout Rate (Metric 2.1). Disaggregated results for these metrics are part of NUSD's annual District Progress Report (DPR).
1.19	**Action:** AP Capstone Program **Need:** Increase the number of unduplicated students who enroll in AP/IB courses, take the associated end of course exam, and successfully pass one or more exams. Evidence of need includes: 2023-24 AP/IB	Studies and local data indicate that student enrollment and participation in AP/IB programs increase academic achievement, graduation rates, and opportunities for college access and success. The AP Capstone Program at Natomas High School serves a high number of unduplicated students in a rigorous, college preparatory program. This is particularly important for the high number of unduplicated students at Natomas High	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).

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
	Enrollment (40% for all students vs. 28% for Low Income and 17% for ELs), 2022-23 AP/IB Test Taking Rate (27% for all students vs. 26% for Low Income and 6% for ELs), and AP/IB Test Pass Rate (48% for all students vs. 39% for Low Income and 21% for ELs) **Scope:** Schoolwide	School who can specifically benefit from open access to a rigorous college-ready program as they prepare for graduation, college, and career.	
1.20	**Action:** Secondary Math Supports **Need:** Improve secondary school math outcomes, particularly at the comprehensive high schools for unduplicated students in grades 9-12. Evidence of this need includes: Math CAASPP (19.9% proficiency for all 11th grade students vs. 10.7% for Socioeconomically Disadvantaged 11th grade students and 0% for 11th grade English Learners **Scope:** Schoolwide	This action will support implementation of 'Building Thinking Classrooms' instructional strategies across 9-12 classrooms at the comprehensive high schools. Staff at Inderkum High School have been collaboratively piloting this work, which focuses on 14 key instructional practices that create the conditions for learner-centered, student-owned deep mathematical thinking and learning. 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 engaging with other in shared problem solving based in academic discussion, explaining their thinking, and moving beyond the initial phase of rote memorization.	Math CAASPP Achievement (Metric 1.7), Math CAASPP Improvement (Metric 1.9), and number of classrooms implementing instructional practices from Building Thinking Classrooms.
1.21	**Action:** High School Graduation Supports **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of need includes: NUSD's 2022-23 four-year graduation rate was 92.5% for all students vs. 81.5% for ELs and 90.7% for Low Income	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 career. In this action, NUSD will continue to provide open access to students who may require alternative credit recovery options to complete high school or a-g requirements. NUSD has invested in the APEX platform to provide an extended day credit	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

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. NUSD's 2022-23 high school dropout rate was 2.7% for all students vs. 6.5% for English Learners and 3.2% for Low Income students. **Scope:** Schoolwide	recovery program and credit recovery options during summer school. This is particularly important for unduplicated students who are more likely to need credit recovery options to stay in school and be on target to graduate.	NUSD's annual District Progress Report (DPR).
1.25	**Action:** Career Technical Education (CTE) Pathways **Need:** Increase the percentage of unduplicated students who are prepared for College and Career. Evidence of this need includes: 2023 Dashboard results for College and Career Indicator (42.5% for all students vs. 18.5% for English Learners and 34% for Low Income students). **Scope:** LEA-wide	Career Technical Education (CTE) Pathways will continue to be offered at all three NUSD high schools, including NUSD Continuation high school (Discovery High) as an important college and career preparation option. This is particularly important for unduplicated students to maximize the available opportunities to develop and demonstrate college and career readiness, as well as to explore and complete initial steps on specific career pathways that can lead to a distinct post-secondary career option.	Percentage of students placing 'Prepared' on the College and Career Indicator on the California School Dashboard (Metric 1.24) and CTE Pathway Completion Rate (Metric 1.4).
2.3	**Action:** Promise Program / Community Day School **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Evidence of needs includes: NUSD's 2022-23 four-year graduation rate was 92.5% for all students vs. 90.7% for Low Income students and 86.5% for Homeless Youth). NUSD's 2022-23 high school dropout rate was 2.7% for all students	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.	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).

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
	vs. 3.2% for Low Income students and 6.9% for Homeless Youth). **Scope:** LEA-wide		
2.6	**Action:** Increased Health Assistants **Need:** Address health issues that impact attendance in order to decrease chronic absenteeism rates, particularly for unduplicated students. Evidence of this need includes: Chronic Absenteeism Rates for 2022-23 (30.4% for all students vs. 35.9% 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 student groups. 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 these needs include: Chronic Absenteeism Rates for 2022-23 (30.4% for all students vs. 35.9% for Low Income students). **Scope:**	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 and a full-time health aide. 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).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.9	**Action:** Social Workers for SES **Need:** Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include: Chronic Absenteeism Rates for 2022-23 (30.4% for all students vs. 35.9% for Low Income students) and Suspension Rates 2022-23 (8.4% for all students vs. 10.6% for Low Income students and 16.2% for Homeless Youth). **Scope:** LEA-wide	This action will continue to provide additional wellness supports across schools.These social workers are based at NUSD school sites with an intentional 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).
2.12	**Action:** Continue Expanded Health and Wellness Supports **Need:** Address health and wellness needs, in particular for unduplicated students, to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include: Chronic Absenteeism Rates for 2022-23 (30.4% for all students vs. 35.9% for Low Income students). **Scope:**	NUSD will continue to provide a mobile health clinic that brings health and wellness services to families and students throughout the community. This is particularly important for unduplicated students, as they can often experience less access to health services outside of school.	Attendance Rate (Metric 2.6) and Chronic Absenteeism Rate (Metric 2.2).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Elementary and Middle School Sports **Need:** Increase student engagement in school and overall connectedness, particularly for unduplicated students. Evidence for this need includes: In 2022-23, 36% of elementary and middle school students participated in sports. **Scope:** Schoolwide	NUSD continues to provide resources for music and athletics to ensure all students have the opportunity to participate in extracurricular activities. In addition, NUSD invested in the expansion of music classes with additional instructors to provide students with more opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness.	Participation in Elementary and Middle School Sports (Metric 3.4)
3.9	**Action:** Safety and Safe Schools Department to support Safety and Connectedness **Need:** Increase student connectedness and decrease suspension rates, in particular for unduplicated students. Evidence of need includes: Suspension Rates 2022-23 (8.4% for all students vs. 10.6% for Low Income students and 16.2% 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 maximize 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	NUSD continues to provide resources for music and athletics to ensure all students have the opportunity to participate in extracurricular	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
	Need: Increase the percentage of unduplicated students participating in Music Education. Evidence of need includes Fall 2023 District Progress Report results for participation in VAPA (58% for all students, 56% for Low Income and 55% for English Learners). **Scope:** Schoolwide	activities. In addition, NUSD invested in the expansion of music classes with additional instructors to provide students with more opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness.	
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 includes Percentage of students with one or more parents/guardians with a parent portal account in the Student Information System (Infinite Campus): 80.9% for all students, 67.9% for English Learners, 69.8% for Homeless Youth, and 55.9% for Foster 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:**	NUSD will continue 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	Number of LanguageLink uses (Metric 4.8) and Number of individuals served by Constituent and

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
	Open access for all parents/guardians, in particular those of unduplicated students, to district staff dedicated to hearing, understanding, and responding to their needs. Evidence of need includes the use of LanguageLink services, which from July to December included 233 unique uses in 21 different languagaes. **Scope:** LEA-wide	provide high-quality customer service to students, staff, and families. In the absence of such a department, it is possible for the needs of some families, particularly low-income families and families of English Learner students, to have unmet needs or information. This service also includes a 24/7 answering service to provide emergency support.	Customer Services Department (Metric 4.12)
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 incudes the number of diverse engagement activities per school site (1 per site in 2023-24). **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. 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	Strategic engagement of families of targeted groups will continue through the Community and Family Engagement (CAFE) Department. In this action, CAFE will utilize the district communication platform (Parent Square) to provide parents/guardians whose home language is other than English full access to the array of district	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
	language other than English, consistent and frequent communications from district and schools. Evidence of need includes: Number of students whose home language is other than English (3,199 as of April 2024) **Scope:** LEA-wide	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 non-stability rate of 17.7%, Number of students whose home language is other than English (3,199 as of April 2024), and Chronic Absenteeism Rates for 2022-23 (30.4% for all students vs. 35.9% for Low Income students). **Scope:** LEA-wide	Provide all parents/guardians, 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)
5.4	**Action:** Increased Salaries and Instructional Minutes **Need:**	"(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	ELA CAASPP Achievement (Metric 1.6), Math CAASPP Achievement (Metric 1.7),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of need includes: ELA CAASPP Achievement (35.1% proficiency for all students vs. 25.9% for Low Income and 7.3% for EL) and Math CAASPP (22.9% proficiency for all students vs. 15.5% for Low Income and 7.6% for EL) **Scope:** LEA-wide	nearly 8 more days of instruction per year. Instructional minutes for middle schools and grades 7 and 8 were increased by 50 minutes per day, 250 minutes per week, or equivalent to nearly 25 more days of instruction per year. NUSD invested in increased instructional minutes and collaboration time which ensures that teachers have more time to work together to improve student learning and students have more time learning together with their teacher during the school day. This is particularly important to low-income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the increased instructional minutes for unduplicated students, dedicated teacher collaboration time was also increased to promote staff knowing students by name by need, analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. More time with teachers and peers impacts academic growth for unduplicated students and language acquisition opportunities for English Learner students."	ELA CAASPP Improvement (Metric 1.8), Math CAASPP Improvement (Metric 1.9), District Writing Assessment (Metric 1.16), K-8 Reading Diagnostic (1.17), and K-8 Math Diagnostic (Metric 1.19): Disaggregated results for all metrics are part of NUSD's annual District Progress Report (DPR).
5.8	**Action:** Diversity Recruitment Program **Need:** Increase the alignment between NUSD's teacher workforce and the diversity of the district's student population. Evidence of this need includes the Percentage of NUSD teaching staff from a diverse (non-white) background (33.3% in Spring 2024) relative to	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	Percentage of NUSD teaching staff from a diverse background (Metric 5.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the percentage of the student population from a diverse background (88.1% as of Fall 2023 CALPADS reporting). **Scope:** LEA-wide	candidates who would support the diversity of our community and serve as a pipeline for hard-to-fill subject areas by providing up to 80% of the one-year costs for their teaching credential program. They also will receive a $500 monthly allowance if they live within NUSD boundaries while earning a credential. Additional financial support will be provided to encourage diversity and to recruit in hard-to-fill subject areas.	
5.9	**Action:** Aspiring Leaders Program **Need:** Build a strong pipeline for school and district leaders who are skilled at supporting unduplicated students and families. Evidence of this need includes the annual turnover of administrators (Principals, Assistant Principals, and other) on an annual basis. For 2023-24, 11 total participants (6 in the year 1 county program and 5 in the year 2 NUSD program) are participating in the Aspiring Leaders Program. **Scope:** LEA-wide	NUSD is continuing targeted recruitment efforts to recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and exemplary. The district will continue the Aspiring Leaders Program to respond to the need for future leaders who are skilled at supporting our unduplicated students academically with social-emotional supports. This program supports current teaching and other staff who are considering or currently engaged in Administrator training. Support includes regular meetings with professional development and opportunities to engage with current district administrative staff.	Number of participants in Aspiring Leaders Program (Metric 4.13)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Supports **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need includes: 2023 Dashboard performance was Orange, with 44.1% of ELs making progress and a decline of 3.8% from the previous year. **Scope:** Limited to Unduplicated Student Group(s)	NUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and language redesignation. This work will be in alignment with the English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. Professional development to support language acquisition will continue to be a focus. Designated ELD instruction during WIN (Whatever I Need) time at elementary schools, designated ELD Courses (middle and high school), designated cluster models, and integrated ELD in all subject areas will continue. In addition, there will be an increased focus on Long Term English Learners (LTELs) in the cluster models and within Integrated ELD in all content areas.	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and English Learner-specific performance on ELA CAASPP (Metric 1.6), Math CAASPP (Metric 1.7), and Percentage of Ever ELs that are LTELs (Metric 1.26).
1.6	**Action:** English Learner Extended Day 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 includes: 2023 Dashboard performance was Orange, with 44.1% of ELs making progress and a decline of 3.8% from the previous year.	English Learners, and in particular those ELs who have recently immigrated to the United States, can benefit from additional support beyond the school day. Extended day and summer programs provide English Learners additional time that is dedicated specifically to their needs. During this time they can receive additional designated and integrated English Language Development (ELD) support to improve their fluency as well as their overall academic skills.	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 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
	Scope: Limited to Unduplicated Student Group(s)		
2.1	**Action:** Foster Youth Supports (Staffing) **Need:** Improve outcomes for Foster Youth, particularly in areas where they are disproportionately low relative to districtwide outcomes. Evidence of need from the 2023 California School Dashboard include: Academic ELA Indicator (113.8 points below standard v. 41.1 points below standard for all students), Academic Math Indicator (136.1 points below standard v. 79.4 points below standard for all students), and Suspension Rate (14.2% v. 8.4% for all students). **Scope:** Limited to Unduplicated Student Group(s)	Foster Youth are a population of students with unique needs that require specific support. After assessing the needs, conditions, and circumstances of our Foster Youth students, who represent 0.5% of the District's enrollment, or approximately 50 to 100 students annually, a social worker will continue to implement a Foster Youth System of Support. The system includes regularly connecting with each Foster Youth and family to provide incoming/outgoing academic support, social emotional support, health support, access to extracurricular activities for school connectedness, providing necessary school supplies and technology, and connections to related resources.	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).
2.5	**Action:** Foster Youth Supports (Resources) **Need:** Improve outcomes for Foster Youth, particularly in areas where they are disproportionately low relative to districtwide outcomes. Evidence of need from the 2023 California School Dashboard include: Academic ELA Indicator (113.8 points below standard v. 41.1 points below standard for all students), Academic Math Indicator (136.1 points below standard v. 79.4 points below	Foster Youth are a population of students with unique needs that require specific support. After assessing the needs, conditions, and circumstances of our Foster Youth students, who represent 0.5% of the District's enrollment, or approximately 50 to 100 students annually, a social worker will continue to implement a Foster Youth System of Support. The system includes regularly connecting with each Foster Youth and family to provide incoming/outgoing academic support, social emotional support, health support, access to extracurricular activities for school connectedness, providing necessary school	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
	standard for all students), and Suspension Rate (14.2% v. 8.4% for all students). **Scope:** Limited to Unduplicated Student Group(s)	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	
4.4	**Action:** DELAC Parent Supports **Need:** Increased engagement opportunities for parents/guardians of English Learners to support partnership between home and school to improve outcomes for English Learners. Evidence of need includes: 2023 Dashboard performance for ELPI was Orange, with 44.1% of ELs making progress and a decline of 3.8% from the previous year. 2022-23 Redesignation rate was 11%. **Scope:** Limited to Unduplicated Student Group(s)	NUSD provides transportation for families with English Learner students to support parents in the District English Learner Advisory Committee (DELAC). This action also supports increased translation services and other DELAC supports such as food and child care to support families with English Learners. With the increased use of virtual meeting software, engagement/tracking cameras will also help parents participate and the committee chair and staff to provide both in-person and virtual meeting options.	English Learner Progress (Metric 1.13), English Learner Redesignation Rate (Metric 1.14), and Attendance at DELAC meetings (Metric 4.11).
4.12	**Action:** English Learner Reclassification recognition event **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. Evidence of need includes: 2023 Dashboard performance was Orange, with 44.1% of ELs making progress and a	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
	decline of 3.8% from the previous year. 2022-23 Redesignation rate was 11%. **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 13 Social Worker costs for NUSD schools (Action 2.9) to support UPP students. Educational partners provided feedback and interest for social workers to support students as part of the 2024-2027 LCAP. In addition, the continuation of the Safety and Safe Schools department (Action 3.9), formed with staff and services to increase our support for school connectedness and safety, with an intentional focus on support for UPP students. Examples of such work include the addition of K-8 Safety and Climate Liasons.

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	31.5	21.3
Staff-to-student ratio of certificated staff providing direct services to students	20.6	17.0

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	118368066	26059913	22.016%	1.002%	23.018%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,710,531.00	$5,055,039.00	$0.00	$2,269,921.00	$48,035,491.00	$34,574,059.00	$13,461,432.00

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	3 years	$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 SchoolsHigh Schools	3 years	$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: K-5, K-8, and Middle Schools Grades 1, 2, 3, 7, 8, middle schools	3 years	$0.00	$0.00	$0.00				$0.00	
1	1.4	Technology Refresh	All	No			All Schools	3 years	$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	3 years	$637,619.00	$0.00	$73,987.00			$563,632.00	$637,619.00	
1	1.6	English Learner Extended Day and Summer School Supports	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	3 years	$19,200.00	$0.00	$19,200.00				$19,200.00	

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
					s)											
1	1.7	Williams Act Compliance	All	No			All Schools	3 years	$0.00	$700,000.00		$700,000.00			$700,000.00	
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	3 years	$619,788.00	$880,212.00	$1,500,000.00				$1,500,000.00	
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	3 years	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.10	State Seal of Civic Engagement	All	No			All Schools	3 years	$616	$3,884.00	$4,500.00				$4,500.00	
1	1.11	Culturally Responsive Curriculum	All	No			All Schools	3 years	$12,322.00	$62,678.00		$75,000.00			$75,000.00	
1	1.12	Professional Development that Supports ELA and Math Instruction	All	No			All Schools	3 years	$219,609.00	$295,391.00		$515,000.00			$515,000.00	
1	1.13	College Access Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	3 years	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.14	Specialized Programs	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
1	1.15	System of Assessments with alignment to the instructional framework.	All	No			All Schools	3 years	$0.00	$449,550.00		$449,550.00			$449,550.00	
1	1.16	Elementary AVID Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Designated AVID Elementary Schools	1 Year	$194,292.00	$5,708.00	$200,000.00				$200,000.00	
1	1.17	College and Career Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	3 years	$762,025.00	$137,975.00	$900,000.00				$900,000.00	
1	1.18	High School Summer Credit Recovery / Acceleration / Enrichment / ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	3 years	$75,000.00	$505,000.00	$185,000.00			$395,000.00	$580,000.00	

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	3 years	$165,232.00	$34,768.00	$200,000.00				$200,000.00	
1	1.20	Secondary Math Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: IHS and NHS	1 Year	$0.00	$375,000.00	$375,000.00				$375,000.00	
1	1.21	High School Graduation Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	3 years	$25,000.00	$140,000.00	$70,000.00			$95,000.00	$165,000.00	
1	1.22	PK-12 International Baccalaureate (IB) Programs	All	No			Specific Schools: IB Schools	3 years	$1,746,672.00	$253,328.00	$2,000,000.00				$2,000,000.00	
1	1.23	GATE Programs	All	No			All Schools	3 years	$1,577.00	$31,423.00	$33,000.00				$33,000.00	
1	1.24	State Seal of Biliteracy	All	No			Specific Schools: High Schools	3 years	$522.00	$3,448.00	$3,970.00				$3,970.00	
1	1.25	Career Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	3 years	$1,577,246.00	$406,142.00	$1,375,301.00	$496,798.00		$111,289.00	$1,983,388.00	
1	1.26	Adult Education Program	All Adult Education Students	No			Specific Schools: Discovery High School	3 years	$249,630.00	$236,574.00	$50,000.00	$436,204.00			$486,204.00	
2	2.1	Foster Youth Supports (Staffing)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	$75,000.00	$0.00	$75,000.00				$75,000.00	
2	2.2	Chronic Absenteeism Interventions	All	No			All Schools	1 year	$70,000.00	$0.00	$70,000.00				$70,000.00	
2	2.3	Promise Program / Community Day School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Middle and High	3 years	$0.00	$100,000.00	$100,000.00				$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	School 6-12									
2	2.4	Restorative Justice / Restorative Practices	All	No			Specific Schools: All Schools except Heron	3 years	$27,333.00	$52,667.00				$80,000.00	$80,000.00	
2	2.5	Foster Youth Supports (Resources)	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	3 years	$2,484.00	$17,016.00	$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	3 years	$300,000.00	$0.00	$300,000.00				$300,000.00	
2	2.7	Increased Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$400,000.00	$0.00	$400,000.00				$400,000.00	
2	2.8	Social Emotional Assessments	All	No			All Schools	3 years	$0.00	$25,000.00				$25,000.00	$25,000.00	
2	2.9	Social Workers for SES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,500,000.00	$0.00	$1,500,000.00				$1,500,000.00	
2	2.10	Chronic Absenteeism System and Supports	All	No			All Schools	1 year	$132,400.00	$246,600.00		$379,000.00			$379,000.00	
2	2.11	Homelessness Tutoring and Supports	Homeless Students	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
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	3 years	$75,000.00	$75,000.00	$150,000.00				$150,000.00	
3	3.1	Student Voices	All	No			All Schools	3 years	$0.00	$3,000.00	$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	Elementary and Middle	3 years	$312,153.00	$288,847.00	$211,750.00	$389,250.00			$601,000.00	

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
						Low Income	School									
3	3.3	School Facility Conditions	All	No			All Schools	3 years	$2,300,000.00	$3,564,312.00	$5,864,312.00				$5,864,312.00	
3	3.4	Transportation Services	All	No			Middle School Grades, IEP indicated, and HAS	3 years	$2,838,788.00	$161,212.00	$3,000,000.00				$3,000,000.00	
3	3.5	Senior Survey	Seniors	No			Specific Schools: High Schools 12th Grade	3 years	$0.00	$0.00	$0.00				$0.00	
3	3.6	Mentoring Programs for female students	Female Students	No			Specific Schools: HAH, NMS, IHS, and NHS	3 years	$21,936.00	$68,064.00		$90,000.00			$90,000.00	
3	3.7	Implement the Improve Your Tomorrow (IYT)	Young men of color	No			Specific Schools: IHS, NHS, DHS, NMS, JFS	3 years	$0.00	$500,000.00				$500,000.00	$500,000.00	
3	3.8	Elementary Campus Safety Staff	All	No			Specific Schools: Elementary Schools K-8	3 years	$200,000.00	$0.00	$200,000.00				$200,000.00	
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	3 years	$671,923.00	$165,113.00	$837,036.00				$837,036.00	
3	3.10	Music Education Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NHS, NMS, IHS		$300,000.00	$0.00	$300,000.00				$300,000.00	
4	4.1	Annual Parent Survey	All	No			All Schools	3 years	$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
4	4.2	Parent University	All	No			All Schools	3 years	$75,146.00	$74,854.00				$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	3 years	$0.00	$230,000.00	$230,000.00				$230,000.00	
4	4.4	DELAC Parent Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$0.00	$5,000.00	$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	3 years	$416,690.00	$33,310.00	$450,000.00				$450,000.00	
4	4.6	Special Education Community Advisory Committee	Students with Disabilities	No			All Schools	3 years	$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	3 years	$550,500.00	$34,500.00	$585,000.00				$585,000.00	
4	4.8	Communications through websites and social media	All	No			All Schools	3 years	$100,000.00	$0.00	$100,000.00				$100,000.00	
4	4.9	"On Track to College" letters to families	All	No			Specific Schools: Middle and High Schools	3 years	$0.00	$55,000.00	$55,000.00				$55,000.00	
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	3 years	$0.00	$110,000.00	$80,000.00			$30,000.00	$110,000.00	
4	4.11	Welcome Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$380,000.00	$400,000.00	$780,000.00				$780,000.00	
4	4.12	English Learner Reclassification recognition event	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	3 years	$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
					s)											
5	5.1	Instructional Technology PD	All	No			All Schools	3 years	$0.00	$10,000.00	$10,000.00				$10,000.00	
5	5.2	Professional Development to Support Diversity, Equity, and Inclusion.	All	No			All Schools	3 years	$164,644.00	$75,356.00	$240,000.00				$240,000.00	
5	5.3	Human Resource Systems	All	No			All Schools	3 years	$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: K-5, K-8, and Middle Schools Grades 1,2,3,7,8, middle schools	3 years	$15,829,475.00	$0.00	$15,829,475.00				$15,829,475.00	
5	5.5	Beginning Teacher Induction Program	All	No			All Schools	3 years	$215,000.00	$210,000.00	$105,000.00			$320,000.00	$425,000.00	
5	5.6	Peer Assistance Review (PAR) Program	All	No			All Schools	3 years	$15,000.00	$0.00	$15,000.00				$15,000.00	
5	5.7	Human Resource Information System	All	No			All Schools	3 years	$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	3 years	$0.00	$280,000.00	$280,000.00				$280,000.00	
5	5.9	Aspiring Leaders Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$10,000.00	$22,000.00	$32,000.00				$32,000.00	
5	5.10	Instructional Aide Training to Support Students with Disabilities	Students with Disabilities	No			All Schools	3 years	$0.00	$10,000.00		$10,000.00			$10,000.00	
6	6.1	Family Engagement Liaison	All	No			Specific Schools: American Lakes School and Larry G. Meeks Academy	Duration of LCFF Equity Multiplier Funding	$90,088.00	$0.00		$90,088.00			$90,088.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.2	Activities Director	All	No			Specific Schools: American Lakes School	Duration of LCFF Equity Multiplier Funding	$111,681.00	$0.00		$111,681.00			$111,681.00	
6	6.3	Additional Social Worker	All	No			Specific Schools: American Lakes School	Duration of LCFF Equity Multiplier Funding	$132,668.00	$0.00		$132,668.00			$132,668.00	
6	6.4	Additional Teacher on Special Assignment (TOSA)	All	No			Specific Schools: American Lakes School	Duration of LCFF Equity Multiplier Funding	$111,681.00	$0.00		$111,681.00			$111,681.00	
6	6.5	Behavior Specialist	All	No			Specific Schools: American Lakes School	Duration of LCFF Equity Multiplier Funding	$152,260.00	$0.00		$152,260.00			$152,260.00	
6	6.6	Restorative Learning Lab (Planning Year)	All	No			Specific Schools: American Lakes School	1 year	$23,310.00	$68,265.00		$91,575.00			$91,575.00	
6	6.7	Diversity, Equity, Inclusion Administrator	All	No			Specific Schools: American Lakes School, Discovery High School, Natomas Middle School, and Larry G. Meeks Academy	Duration of LCFF Equity Multiplier Funding	$91,577.00	$0.00		$91,577.00			$91,577.00	
6	6.8	Additional District Support for Equity Multiplier Schools	All	No			Specific Schools: American Lakes School, Discovery High School, Natomas Middle School, and Larry	Duration of LCFF Equity Multiplier Funding	$90,468.00	$0.00		$90,468.00			$90,468.00	

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
							G. Meeks									
7	7.1	Family Engagement Liaison	All	No			Specific Schools: Natomas Middle School and Discovery High School	Duration of LCFF Equity Multiplier Funding	$90,088.00	$0.00		$90,088.00			$90,088.00	
7	7.2	Activities Director	All	No			Specific Schools: Natomas Middle School	Duration of LCFF Equity Multiplier Funding	$111,681.00	$0.00		$111,681.00			$111,681.00	
7	7.3	Restorative Learning Lab (Planning Year)	All	No			Specific Schools: Natomas Middle School	1 year	$46,690.00	$136,735.00		$183,425.00			$183,425.00	
7	7.4	Ongoing Classroom Management through restorative practices professional development	All	No			Specific Schools: Natomas Middle School	Duration of LCFF Equity Multiplier Funding	$0.00	$75,000.00		$75,000.00			$75,000.00	
7	7.5	Diversity, Equity, Inclusion Administrator	All	No			Specific Schools: American Lakes School, Discovery High School, Natomas Middle School, and Larry G. Meeks Academy	Duration of LCFF Equity Multiplier Funding	$91,577.00	$0.00		$91,577.00			$91,577.00	
7	7.6	Additional District Support for Equity Multiplier Schools	All	No			Specific Schools: American Lakes School, Discovery High School, Natomas Middle School, and Larry	Duration of LCFF Equity Multiplier Funding	$90,468.00	$0.00		$90,468.00			$90,468.00	

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
							G. Meeks									

2024-25 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
118368066	26059913	22.016%	1.002%	23.018%	$27,390,749.00	0.000%	23.140 %	**Total:**	$27,390,749.00
								LEA-wide Total:	$24,938,812.00
								Limited Total:	$195,187.00
								Schoolwide Total:	$2,256,750.00

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: K-5, K-8, and Middle Schools Grades 1, 2, 3, 7, 8, middle schools	$0.00	
1	1.5	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$73,987.00	
1	1.6	English Learner Extended Day and Summer School Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,200.00	
1	1.8	School site supplemental programs and services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Layered Academic and Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.13	College Access Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$65,000.00	
1	1.16	Elementary AVID Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Designated AVID Elementary Schools	$200,000.00	
1	1.17	College and Career Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$900,000.00	
1	1.18	High School Summer Credit Recovery / Acceleration / Enrichment / ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$185,000.00	
1	1.19	AP Capstone Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Natomas High School	$200,000.00	
1	1.20	Secondary Math Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: IHS and NHS	$375,000.00	
1	1.21	High School Graduation Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$70,000.00	
1	1.25	Career Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$1,375,301.00	
2	2.1	Foster Youth Supports (Staffing)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$75,000.00	
2	2.3	Promise Program / Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High School 6-12	$100,000.00	
2	2.5	Foster Youth Supports (Resources)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$19,500.00	

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	2.6	Increased Health Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
2	2.7	Increased Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
2	2.9	Social Workers for SES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	
2	2.12	Continue Expanded Health and Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.2	Elementary and Middle School Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary and Middle School	$211,750.00	
3	3.9	Safety and Safe Schools Department to support Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$837,036.00	
3	3.10	Music Education Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NHS, NMS, IHS	$300,000.00	
4	4.3	Student Information System and the Parent Portal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
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	$450,000.00	
4	4.7	Communications and Family Engagement (CAFE) Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$585,000.00	
4	4.10	Multilingual Family Engagement application (ParentSquare)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
4	4.11	Welcome Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$780,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.12	English Learner Reclassification recognition event	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
5	5.4	Increased Salaries and Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: K-5, K-8, and Middle Schools Grades 1,2,3,7,8, middle schools	$15,829,475.00	
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	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$52,132,353.00	$49,358,686.00

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	$84,000.00	42000
1	1.2	AP/IB Exam Fees	Yes	$142,000.00	84000
1	1.3	Increased Instructional Minutes	Yes	$0.00	0
1	1.4	College Readiness Supports	Yes	$11,400.00	0
1	1.5	Technology Refresh	No	$1,306,250.00	750000
1	1.6	English Learner Supports	Yes	$329,394.00	480000
1	1.7	English Learner Extended Day and Summer School Supports	Yes	$19,200.00	7500
1	1.8	Williams Act Compliance	No	$701,104.00	701104
1	1.9	Textbook Adoption(s)	No	$750,000.00	1500000
1	1.10	School site supplemental programs and services	Yes	$1,244,936.00	1000000
1	1.11	Layered Academic and Social Emotional Support	Yes	$50,000.00	50000

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	State Seal of Civic Engagement	No	$4,000.00	325
1	1.13	Learning Recovery Plan	No	$2,290,929.00	1700000
1	1.14	Ethnic Studies and Culturally Responsive Curriculum	No	$99,980.00	60000
1	1.15	ELA and Math Literacy Development	No	$75,000.00	24000
1	1.16	Instructional Technology PD	No	$10,000.00	8118
1	1.17	Disparity and Disproportionality Professional Development	No	$100,000.00	60000
1	1.18	Commitment to Writing and Learning Recovery, Phase 2	No	$1,250,000.00	730000
1	1.19	Elementary AVID Support	Yes	$189,878.00	190500
2	2.1	College and Career Supports	Yes	$859,511.00	841000
2	2.2	High School Summer Credit Recovery	Yes	$557,157.00	300000
2	2.3	AP Capstone Program	Yes	$223,902.00	162000
2	2.4	High School Graduation Supports	Yes	$161,856.00	111000
2	2.5	Foster Youth Supports	Yes	$70,911.00	71500

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	2.6	PK-12 International Baccalaureate (IB) Programmes	No	$2,091,825.00	2000000
2	2.7	GATE Programs	No	$33,000.00	9600
2	2.8	State Seal of Biliteracy	No	$4,000.00	4000
2	2.9	Career Technical Education (CTE) Pathways	Yes	$2,502,344.00	2227000
2	2.10	Adult Education Program	No	$424,620.00	335000
2	2.11	College Access Supports	Yes	$65,000.00	57000
2	2.12	Specialized Programs Monitoring	No	$0.00	0
2	2.13	K-8 College and Career Specialist	No	$116,453.00	118708
3	3.1	Annual Parent Survey	Yes	$4,500.00	0
3	3.2	Parent University	No	$139,446.00	86000
3	3.3	Student Information System and the Parent Portal	Yes	$227,168.00	233000
3	3.4	DELAC Parent Supports	Yes	$10,000.00	4200
3	3.5	Constituent and Customer Services (CCS)	Yes	$431,385.00	431317

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	English Learner reclassification recognition events	No	$2,500.00	2500
3	3.7	Special Education Community Advisory Committee	No	$0.00	0
3	3.8	Family Engagement Department	Yes	$570,417.00	507532
3	3.9	Communications through websites and social media	No	$93,112.00	95200
3	3.10	"On Track to College" letters to families	No	$55,000.00	62885
3	3.11	Multilingual Family Engagement application	Yes	$125,000.00	70000
3	3.12	Student Voices	No	$0.00	0
3	3.13	3-Year Diversity, Equity, and Inclusion Professional Development	No	$150,000.00	150400
4	4.1	Chronic Absenteeism Interventions	Yes	$69,829.00	69700
4	4.2	Promise Program / Community Day School	Yes	$10,000.00	97651
4	4.3	Restorative Justice / Restorative Practices	No	$80,000.00	37600
4	4.4	Social Emotional and Culture Climate student survey	No	$10,000.00	0
4	4.5	Music Education	Yes	$100,000.00	75400

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Elementary and Middle School Sports	Yes	$530,114.00	356000
4	4.7	School Facility Conditions	No	$7,157,055.00	7157055
4	4.8	Transportation Services	No	$3,647,270.00	3647270
4	4.9	Foster Youth Supports	Yes	$19,500.00	14100
4	4.10	Music Education Supports	Yes	$275,492.00	285694
4	4.11	Student Voices	No	$3,000.00	1861
4	4.12	Senior Surveys	Yes	$0.00	0
4	4.13	Mentoring Programs supporting female students	No	$90,963.00	30000
4	4.14	Increased Health Assistants	Yes	$267,038.00	267038
4	4.15	Increased Psychologists	Yes	$336,683.00	350000
4	4.16	Improve Your Tomorrow (IYT)	No	$432,000.00	432000
4	4.17	Elementary Campus Safety/Security Staff	No	$130,607.00	147961
4	4.18	Social Emotional Assessments	No	$25,000.00	25000

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	4.19	Mental Health/Social Emotional Support Program	No	$0.00	0
4	4.20	Learning Recovery Plan	No	$0.00	0
4	4.21	Pandemic Response Actions	No	$3,215,224.00	2959605
4	4.22	Social Workers for SES	Yes	$1,933,195.00	1933195
4	4.23	Safety and Safe Schools Department to support Safety and Connectedness	Yes	$1,805,466.00	1861412
4	4.24	Chronic Absenteeism System and Supports	No	$373,560.00	506160
4	4.25	Homelessness Tutoring and Supports	No	$82,000.00	49000
5	5.1	Technology Support Staff	No	$310,119.00	333120
5	5.2	Human Resource Systems	No	$0.00	0
5	5.3	Increased Salaries and Instructional Minutes	Yes	$12,794,959.00	12794959
5	5.4	Beginning Teacher Induction Program	No	$297,601.00	295895
5	5.5	Peer Assistance Review (PAR) Program	No	$30,000.00	0
5	5.6	Human Resource Information System	No	$75,000.00	30000
5	5.7	Diversity Recruitment Program	Yes	$279,167.00	215100

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	5.8	Aspiring Leaders Program	Yes	$68,333.00	42521
5	5.9	Systemic Professional Development	No	$100,000.00	70000
5	5.10	Instructional Aide Training to Support Students with Disabilities	No	$6,000.00	6000

2023-24 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)
23339056	$23,383,138.00	$23,105,285.00	$277,853.00	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	$84,000.00	42000		
1	1.2	AP/IB Exam Fees	Yes	$142,000.00	64000		
1	1.3	Increased Instructional Minutes	Yes	$0.00	0		
1	1.4	College Readiness Supports	Yes	$11,400.00	0		
1	1.6	English Learner Supports	Yes	$91,340.00	91340		
1	1.7	English Learner Extended Day and Summer School Supports	Yes	$19,200.00	19200		
1	1.10	School site supplemental programs and services	Yes	$1,244,936.00	1244936		
1	1.11	Layered Academic and Social Emotional Support	Yes	$50,000.00	50000		
1	1.19	Elementary AVID Support	Yes	$189,878.00	190500		
2	2.1	College and Career Supports	Yes	$859,511.00	841000		
2	2.2	High School Summer Credit Recovery	Yes	$132,157.00	132157		
2	2.3	AP Capstone Program	Yes	$223,902.00	162000		
2	2.4	High School Graduation Supports	Yes	$42,359.00	42359		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Foster Youth Supports	Yes	$70,911.00	70911		
2	2.9	Career Technical Education (CTE) Pathways	Yes	$1,430,895.00	1430895		
2	2.11	College Access Supports	Yes	$65,000.00	57000		
3	3.1	Annual Parent Survey	Yes	$4,500.00	0		
3	3.3	Student Information System and the Parent Portal	Yes	$227,168.00	227168		
3	3.4	DELAC Parent Supports	Yes	$1,500.00	1500		
3	3.5	Constituent and Customer Services (CCS)	Yes	$431,385.00	431317		
3	3.8	Family Engagement Department	Yes	$570,417.00	507532		
3	3.11	Multilingual Family Engagement application	Yes	$95,000.00	70000		
4	4.1	Chronic Absenteeism Interventions	Yes	$69,829.00	69700		
4	4.2	Promise Program / Community Day School	Yes	$10,000.00	97651		
4	4.5	Music Education	Yes	$100,000.00	75400		
4	4.6	Elementary and Middle School Sports	Yes	$207,004.00	207004		
4	4.9	Foster Youth Supports	Yes	$19,500.00	14100		
4	4.10	Music Education Supports	Yes	$275,492.00	285694		
4	4.12	Senior Surveys	Yes	$0.00	0		
4	4.14	Increased Health Assistants	Yes	$267,038.00	267038		
4	4.15	Increased Psychologists	Yes	$336,683.00	336683		
4	4.22	Social Workers for SES	Yes	$1,162,208.00	1162208		

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	4.23	Safety and Safe Schools Department to support Safety and Connectedness	Yes	$1,805,466.00	1861412		
5	5.3	Increased Salaries and Instructional Minutes	Yes	$12,794,959.00	12794959		
5	5.7	Diversity Recruitment Program	Yes	$279,167.00	215100		
5	5.8	Aspiring Leaders Program	Yes	$68,333.00	42521		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
115898481	23339056	0.80	20.937%	$23,105,285.00	0.000%	19.936%	$1,160,958.85	1.002%

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:

  o 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]).

  o 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.

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

  o 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,

  o 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) (California Legislative Information)](#) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

- 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

o   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)**

  o   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)**

  o   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)**

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

California Department of Education
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Natomas Unified School District (NUSD) LCAP 2024-2027
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.

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, HJ/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) 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.

Dashboard Indicator	Student groups	Aligned LCAP Actions	Aligned LCAP Metrics
English Learner Progress Indicator	EL	- 1.5 (EL Supports) - 1.6 (EL Extended Day and Summer School)	1.13 (English Learner Progress)
Chronic Absenteeism Rate	AA, AI, A, F, H/L, 2+, W, EL, HY, SED, SWD	- 2.2 (Chronic Absenteeism Interventions) - 2.6 (Increased Health Assistants) - 2.7 (Social Emotional Health Assessment) - 2.10 (Chronic Absenteeism System and Supports)	2.2 (Chronic Absenteeism Rate)
Suspension Rate	ALL, AA, AI, A, H/L, 2+, W, EL, HY, SED, SWD	- 2.4 (Restorative Justice/Restorative Practices) - 2.5 (Social Workers for Social Emotional Support)	2.3 (Suspension Rate)
Graduation Rate	None	- 1.21 (High School Graduation Supports)	1.1 (HS Graduation Rate)
Academic Indicator: ELA	AA, H/L, 2+, EL, SED, SWD	- 1.3 (Increased 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) - 1.22 (PK-12 IB Programs) - 1.20 (Secondary Math Supports)	1.6 (ELA CAASPP Achievement)
Academic Indicator: Math	AA, AI, H/L, EL, SED, SWD		1.7 (Math CAASPP Achievement)
College Career Indicator	H/L, SED	- 1.1 (AP/IB Supports) - 1.2 (AP/IB Exam Fees) - 1.14 (Specialized Academic Programs) - 1.17 (College and Career Supports) - 1.18 (High School Credit Recovery) - 1.19 (AP Capstone Program) - 1.25 (CTE Pathways)	1.24 (College/ Career Indicator)

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

American Lakes School

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

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

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

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

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

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

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

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

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

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

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

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

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

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