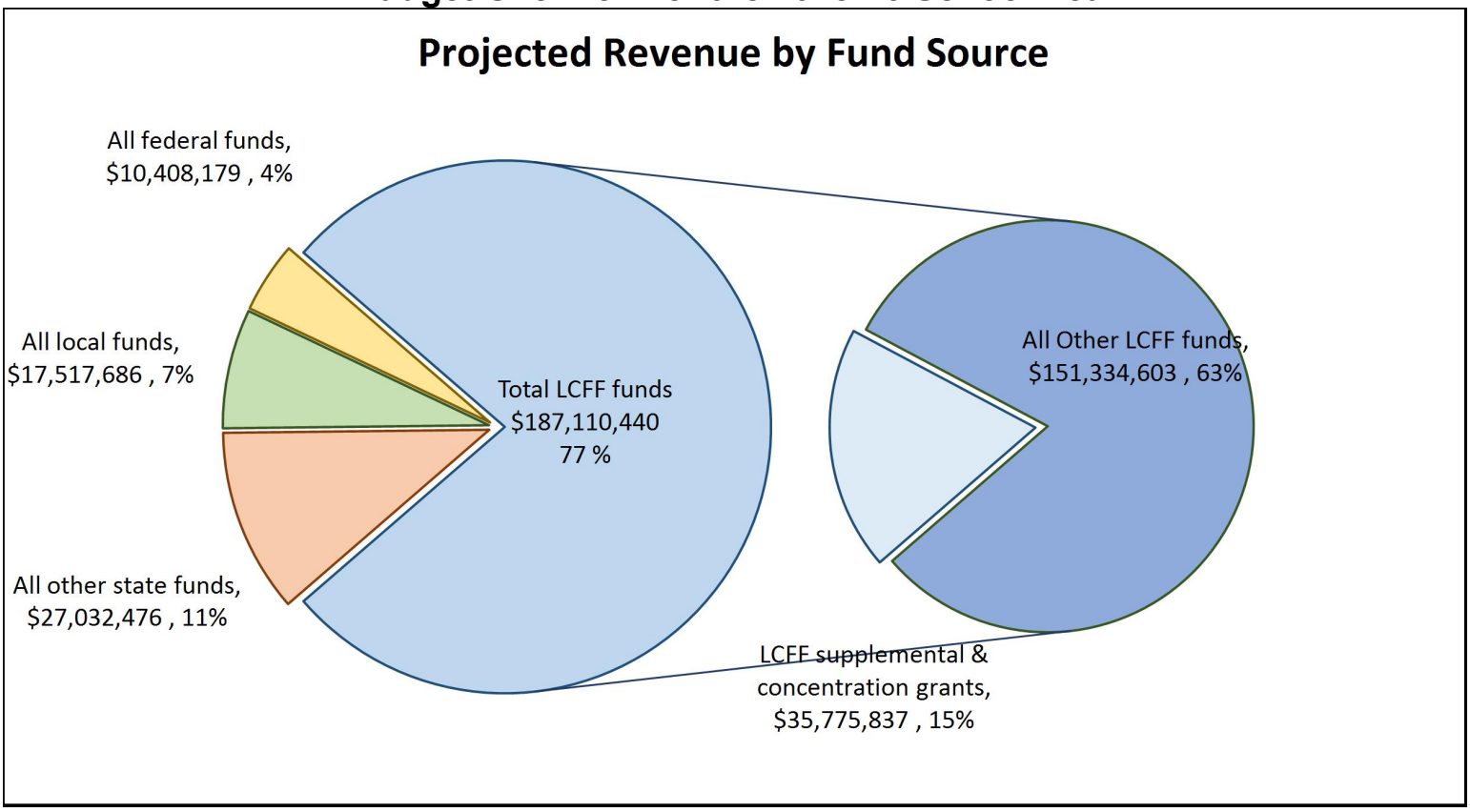
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Turlock Unified School District
CDS Code: 5075739
School Year: 2025-26
LEA contact information:
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

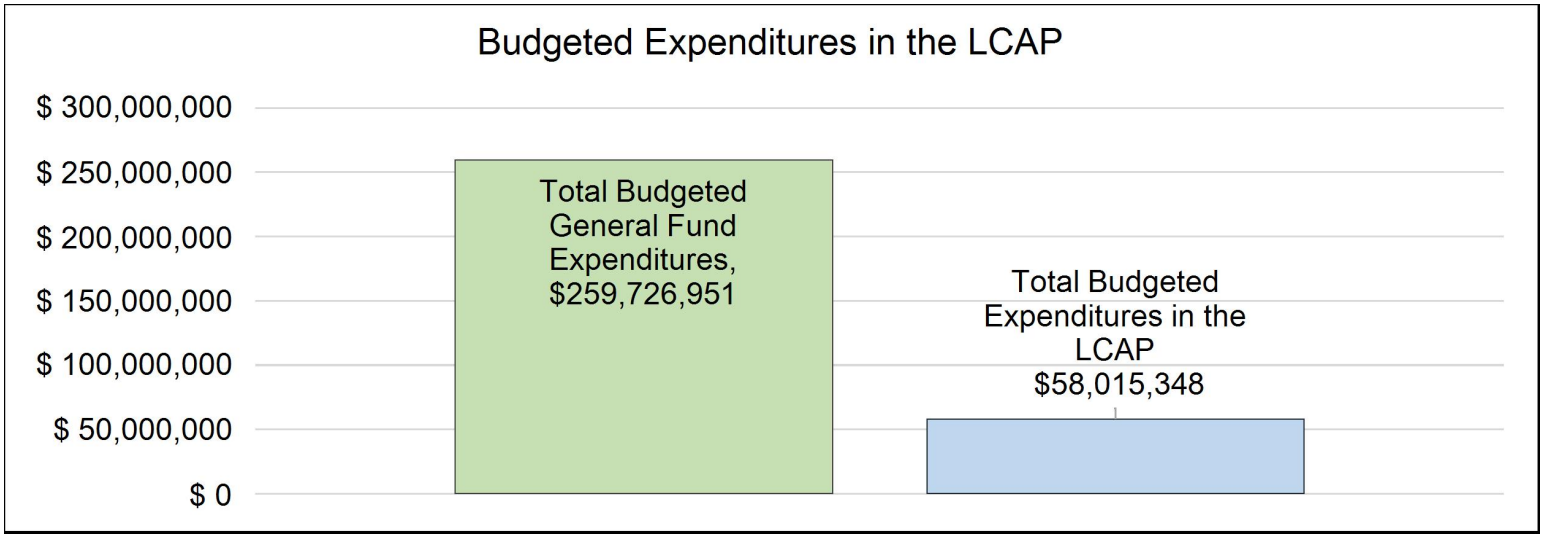


This chart shows the total general purpose revenue Turlock Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Turlock Unified School District is $242,068,781, of which $187,110,440 is Local Control Funding Formula (LCFF), $27,032,476 is other state funds, $17,517,686 is local funds, and $10,408,179 is federal funds. Of the $187,110,440 in LCFF Funds, $35,775,837 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Turlock Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Turlock Unified School District plans to spend $259,726,951 for the 2025-26 school year. Of that amount, $58,015,348 is tied to actions/services in the LCAP and $201,711,603 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

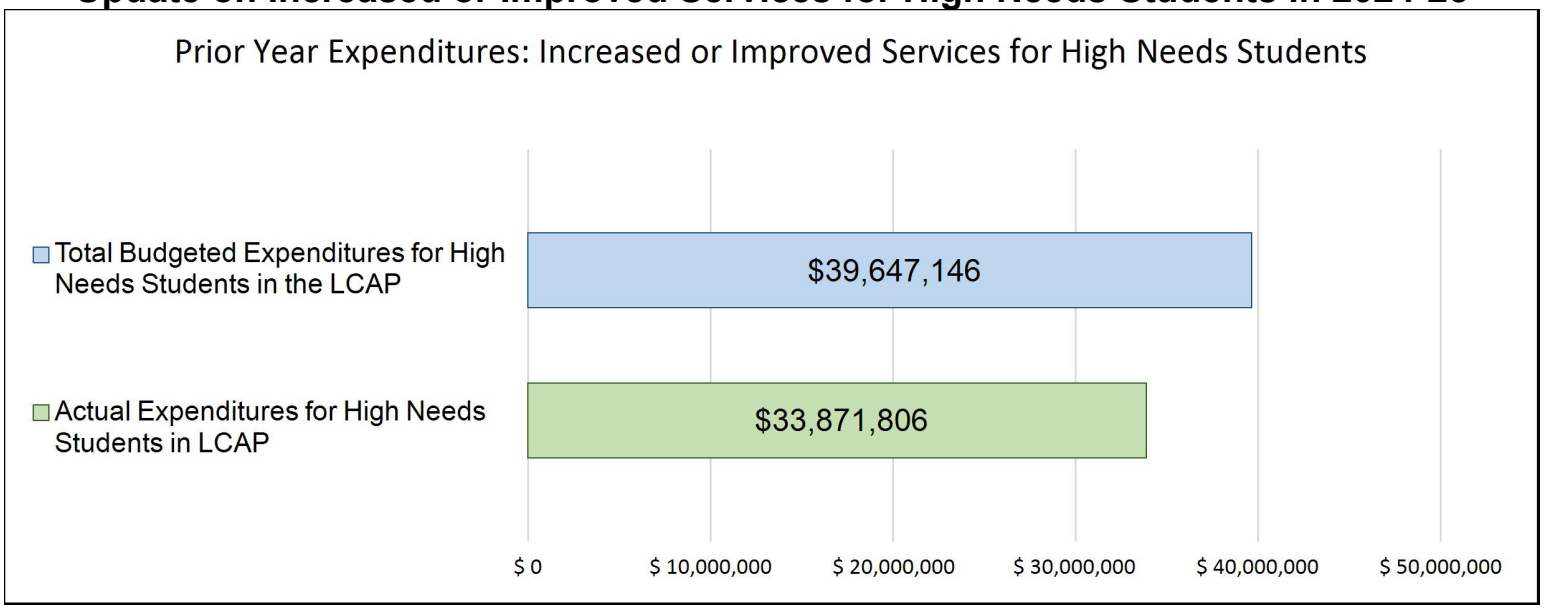
General Fund Budget Expenditures for the school year not included in the LCAP are related to the District's core educational and operational programs. These expenditures include general salaries & benefits, supplies, equipment, utilities, legal fees, property insurance, and general operating expenditures.

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

In 2025-26, Turlock Unified School District is projecting it will receive $35,775,837 based on the enrollment of foster youth, English learner, and low-income students. Turlock Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Turlock Unified School District plans to spend $37,119,579 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Turlock Unified School District's LCAP budgeted $39,647,146 for planned actions to increase or improve services for high needs students. Turlock Unified School District actually spent $33,871,806 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,775,340 had the following impact on Turlock Unified School District's ability to increase or improve services for high needs students:

The difference between actual and budgeted expenditures for actions and services for high needs students in 2023-24 did not impact the actions and planned services. Actions and services were implemented; however, the funding source of some these actions, specifically summer school & intervention teachers, were changed from LCFF funds to utilize restricted grant funding, which resulted in the action not counting as increasing or improving services for high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Turlock Unified School District	Marjorie Bettencourt Asst. Supt, Finance & Accountability	mbettencourt@turlock.k12.ca.us (209) 667-0632 ext 2400

Plan Summary [2025-26]

General Information

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

TUSD is located in the heart of the northern San Joaquin Valley with our community's economy primarily based on agriculture and related industry. Our District employs approximately 800 certificated, and 900 classified, staff to serve over 13,000 students. TUSD's unduplicated count of English Learners, Socio-Economically Disadvantaged, and Foster Youth comprise approximately 71% of our student population.

TUSD maintains nine elementary schools ranging in enrollment from 590-900 students, including two magnet schools (a two-way immersion academy and a math/science, visual/performing arts program) in addition to a TK-6 dual immersion-strand campus. Furthermore, TUSD maintains one middle school, one junior high school, two comprehensive high schools, a continuation high school, and an adult transition Special Education Program. TUSD's continuation high school, Roselawn High, will receive LCFF Equity Multiplier funding in 2025-26. Additionally, TUSD maintains a Head Start & State Preschool program, a dependent charter school, one of the largest Adult School/CTE programs in the Central Valley, and a District farm that supports TK-12 students' learning with agriculture, NGSS, STEM, and energy education.

TUSD's Vision: All students will become self-motivated, responsible citizens who graduate college and career ready.

TUSD's Mission: Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community.

The following demographics define TUSD's student population:

- Socio-Economically Disadvantaged: 65.1%
- Students with Disabilities: 14.9%
- Migrant: 0.2%
- GATE: 7.9%
- Foster Youth: 0.4%
- English Learners: 26.1%
- Homeless: 0.9%
- Hispanic/Latino: 59.1%
- American Indian: 0.6%
- Asian: 6.7%
- Black or African American: 1.7%
- Pacific Islander: 0.4%
- White: 26.1%
- Two or More Races: 3.7%
- Filipino: 0.2%
- Not Reported: 1.6%

Reflections: Annual Performance

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

The following TUSD schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Brown: ELA
- Crowell: ELA, Math
- Cunningham: ELA
- Medeiros: English Learner Progress
- Wakefield: ELA
- Dutcher: Suspension
- Turlock Junior High: Suspension
- Pitman HS: Suspension
- Turlock HS: Suspension
- Roselawn: Suspension

The following student groups within TUSD received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- English Learners: Suspension, ELA, Math
- Foster Youth: Suspension, ELA, Math

- Homeless: Suspension, ELA, Math
- Socioeconomically Disadvantaged: Suspension
- Students with Disabilities: Suspension
- African American: Suspension
- American Indian/Alaska Native: Suspension

The following student groups, within a TUSD school, received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- Brown: Hispanic (ELA, Math)
- Crowell: English Learners (ELA, Math); Socioeconomically Disadvantaged (ELA, Math);Students with Disabilities (Math); Hispanic(Math)
- Cunningham: English Learners (ELA, Math); Socioeconomically Disadvantaged (ELA); Hispanic (ELA)
- Earl: Students with Disabilities (ELA, Math); Asian (Chronic Absenteeism)
- Osborn: Students with Disabilities (ELA, Math)
- Medeiros: Students with Disabilities (Suspension)
- Wakefield: English Learners (ELA, Math); Socioeconomically Disadvantaged (ELA); Students with Disabilities (Math); Hispanic(ELA)
- Dutcher: English Learners (ELA, Math, Suspension); Socioeconomically Disadvantaged (Math, Suspension); Students with Disabilities (ELA, Math); Hispanic (Math, Suspension)
- Turlock Junior High: English Learners (ELA, Math, Suspension); Socioeconomically Disadvantaged (Math, Suspension); Students with Disabilities (Math, Suspension); Hispanic (Math, Suspension); Two or More Races (Suspension)
- Pitman HS: English Learners (ELA, Math, Suspension); Socioeconomically Disadvantaged (Math, Suspension); Students with Disabilities (ELA, Math, Suspension); African American (Suspension); Hispanic (Math, Suspension); Two or More Races(Suspension)
- Turlock HS: English Learners (Suspension); Socioeconomically Disadvantaged (Suspension); Students with Disabilities(Suspension); African American (Suspension); Hispanic (Suspension)
- Roselawn: English Learners (Suspension); Socioeconomically Disadvantaged (Suspension); Students with Disabilities (Suspension);Hispanic (Suspension); White (Suspension)

TUSD recognizes opportunities to improve student achievement evidenced by state indicators on the 2023 Dashboard. Overall, TUSD students demonstrated low levels of achievement in ELA & Math with suspension rates higher than rates at county and state. Specific student groups also stand out as needing improvement. TUSD approaches these needs for improvement through the lens of its Multi-Tiered System of Supports (MTSS). During the 2023-2024 school year, the District worked to define research-based best practices and expectations at each Tier and provide professional development (PD) to ensure all educators have the means to meet these expectations through use of best practices. On the 2024 Dashboard, overall, TUSD maintained in ELA, increased in mathematics, and declined in suspension and chronic absenteeism. Specific student groups also stand out as needing improvement - English Learners, LTELs, and Students with Disabilities. During the 2024-2025 school year, the District continued to define research-based best practices and expectations at each Tier and provide professional development (PD) to support such.

Professional Development (related to work in Action 3.5)

TUSD focused on PD and targeted instructional leadership expectations during the 2024-2025 school year. The Educational Services Team identified mathematics as a focus, and as such, professional development was provided on the Standards for Mathematical Practices. Other professional development focused on improving suspension and chronic absenteeism rates, and included topics such as PBIS, Restorative Practices, Trauma-Informed Strategies, implementation of SWIS, and training in the area of attendance for community liaisons. Throughout this school year, this work has been accomplished through a Multi-Tiered System of Support (MTSS) for addressing academic achievement, social-emotional learning, and behaviors.

TUSD continued to invest in Professional Learning Communities (PLC) by sending school teams to Solution Tree's PLC Institute to further develop the infrastructure used to build the MTSS framework. This institute is designed for administration to work closely with new and veteran teachers in learning the philosophy behind PLCs and the practices that define the collaborative culture created to increase student achievement. While the District has been sending educators to this institute for over 10 years, ensuring all new administration and teachers get the opportunity to learn and work together as needed is a priority. Additionally, another opportunity was afforded to several school administrators and teachers to attend Solution Tree's Response to Intervention (RTI) conference with more focus given to defining essential standards and effective supports when students need Tier 2 interventions. The following schools that received the lowest performance rating in ELA and math were represented at both conferences: Brown (ELs), Crowell (SWD), Cunningham (ELs, SED, SWD, Hispanic), TJHS (ELs, LTELs, SED, Hispanic), & THS (LTELs, SWD).

MTSS: Academics
TUSD started the 2024-25 school year focusing on work at the Tier 1 level of instruction with an emphasis on high-leverage and research-based instructional practices aligned with District-adopted mathematics curricula. At the elementary level, August PD focused on the Standards for Mathematical Practices. Training was provided by our County Office of Education. At the secondary level, PD focused on utilizing assessment data to inform instruction as well as differentiated instruction strategies to meet the needs of all learners, particularly ELs. All new elementary teachers were provided curriculum trainings; it was determined such training was needed for the District to move forward confidently knowing all teachers had received the training on a curriculum. District-wide instructional norms were revised as reminders of what strong classroom instruction needs to be to improve student achievement. These norms are aligned to the informal data collection "Educational Rounds" tool which is used to identify patterns of teachers' instructional practices and use of District-adopted curriculum. Additionally, a partnership with the Stanislaus County Office of Education (SCOE) brought "math walks" to TUSD, allowing District and school administrators as well as teacher teams the opportunity to observe mathematics instruction and determine alignment to the Mathematics Teaching Practices (MTP) and Student Mathematics Practices (SMP). This data collection is being used to move grade level teams and schools forward to increase student achievement in mathematics at the MTSS Tier 1 level. Work continues to develop each schools' capacity to deliver effective Tier 2 practices to address student learning within the general education classroom. Each elementary school benefited from having at least one math intervention teacher this year who provided intensive small group or 1:1 intervention at Tier 3 for students needing additional supports. These students, who were identified as being two or more grade levels behind, saw significant growth overall, and the District will continue to use these intervention teachers and a newly adopted supplemental intervention curriculum, "Bridges." Elementary Resource Programs (RSP) are also using "Bridges" for math intervention; this intervention model is in place at all elementary schools to address the following concerns related to the lowest state indicator in Math achievement on the 2023 dashboard: 1) Math achievement for all students at Crowell Elementary School; 2) ELs at all schools; 3) Homeless students at all schools; 4) Foster Youth at all schools; 5) Hispanic students at Brown, Crowell, Cunningham, & Wakefield; 6) ELs at Crowell, Cunningham, & Wakefield; 7) SED students at Crowell & Wakefield; & 8) SWDs at Crowell, Earl, Osborn, & Wakefield, as well as the 2024 dashboard. (Related to the work in

Actions 1.2, 1.29).

At the secondary level, similar PD opportunities were provided for math curriculum training for new teachers, and additional trainings offered in Building Thinking Classrooms, interventions at the secondary level, and academic discourse to increase student communication and productive struggle within math classrooms. Turlock High continued to invest in math-specific training with a Solution Tree coach, & the math departments worked with Solution Tree to identify essential standards, effective assessment practices, reteaching, and grading practices. Again, District & site administration worked with SCOE to gather data on effective math instruction practices through math walks to confirm next level of work for the 2025-26 school year focused on Mathematical Teaching Practices and Student Mathematics Practices. These PD opportunities are aligned to address the concerns related to the lowest state indicator in Math achievement on the 2023 dashboard: 1) Math achievement of ELs at Dutcher, TJHS, & PHS; 2) Math achievement of SEDs at Dutcher, TJHS, & PHS; 3) SWDs at Dutcher, TJHS, & PHS; & 4) Hispanic students at TJHS, Dutcher, & PHS(Related to work in Action 3.5).

Similar investments were made to address student achievement in ELA with a focus on the Science of Reading by training teachers and administrators in the Language Essentials for Teachers of Reading & Spelling (LETRS). Several cohorts of 40 teachers have been certified in LETRS. A newly adopted supplemental curriculum, University of Florida Literacy Institute (UFLI) was implemented at Tier 1 & Tier 2 levels to build early literacy skills. Students identified as being two or more grade levels behind are being referred, through the SST process, to Tier 3. Work will continue to develop Tier 2 interventions to take place within the classroom moving forward. All elementary schools have established this MTSS model for reading intervention and have implemented intervention/block schedules to ensure all student needs are being met. This intervention model is addressing the following concerns related to the lowest state indicator in ELA achievement on the 2023 dashboard: 1) ELA achievement for all students at Brown, Crowell, Cunningham, & Wakefield; 2) ELs across TUSD; 3) Foster Youth across TUSD; 4) Homeless students across TUSD; 5) Hispanic students at Brown, Cunningham, & Wakefield; 6) ELs at Crowell, Cunningham, & Wakefield; 7) SED students at Crowell, Cunningham, & Wakefield; & 8) SWDs at Earl & Osborn. (Related to work in Action 1.2, 1.21, 3.11).

The addition of the iReady assessment & Personalized Learning platform has proven effective this year, evidenced by increases in student achievement compared to last year. The Personalized Learning tool has provided valuable practice to meet students at their levels to grow academically. Additionally, the assessments/diagnostics provide logistical tools that can group students by ability levels for tiered interventions. Due to iReady not having a 9-12 Personalized Learning component, secondary sites explored and revisited administering the IABs for the 2025-26 school year.

Students with Disabilities (related to work in Actions 1.9, 3.5)
TUSD started the 2023-24 school year (first year of differentiated assistance) confident SDC teachers were equipped with SRA to support students with disabilities (SWDs). Additionally, PD was provided in the math intervention “Bridges” curriculum adopted this year and used in RSP programs as well as core curriculum alongside their general education colleagues. An emphasis was placed on all schools and special education educators to ensure SWDs are accessing core curriculum. Increased awareness of which electives students are accessing has occurred as well as an increased focus on literacy across all subject areas. Secondary teachers received training related to best practices for including SWDs in the general education classroom and research is underway to explore team teaching to increase more access to core instruction. This work addresses the following concerns related to the lowest state indicator in ELA & Math achievement on the 2023 dashboard: 1) Math & ELA achievement at Dutcher & PHS & 2) Math achievement at TJHS as well as the 2024 dashboard: 1) Math & ELA achievement at Crowell, Cunningham, and THS, 2) Math achievement at Brown and Osborn, and 3) ELA achievement at Earl, Medeiros, and

TJHS.

TUSD has made significant progress since the beginning of the 2023-2024 school year where the re-introduction of the student study team (SST) intervention has allowed for enhanced support to site administrators facilitated by the special education department. This collaborative effort has built a solid foundation in the first two years of the implementation period. In the 2024-2025 school year, there was a pivotal shift from a focus solely on the SST process, to a broader program called Beyond SST. Beyond SST has enabled sites to electronically track their SST and section 504 work, ensuring better alignment within the multi-tiered systems of supports (MTSS) framework. At the elementary level, a robust SEL curriculum has been implemented for both Tier 1 and Tier 2 interventions; this curriculum is designed to support student needs effectively and aligns with the SST process and Positive Behavioral Interventions and Support (PBIS) processes. The establishment of Tier 2 teams at the elementary and secondary levels has reinforced these initiatives promoting a comprehensive approach to social and behavioral learning, as well as starting to tie in the academics. Overall, the advancements in the model illustrated commitment to enhancing student support systems and integrating exceptional educational frameworks. The implementation of Tier 2 teams across all educational levels is a significant step in enhancing the support mechanisms for students. These teams are closely tied to the student study team process ensuring that reading and math interventions are also effectively aligned with the broader educational goals of the district. Additional next steps include development of handbooks and processes with best practices, roles, and responsibilities. By addressing these areas, the district can further strengthen its framework in supporting students to ensure that all interventions are aligned and effectively communicated across various teams and levels. This will ultimately lead to improved outcomes for students in both academic and social emotional domains.

The Resource Inclusion program has been effectively implemented over the last four school years within PK-8. The creation of this program has significantly contributed to the definition and practice of inclusion within the educational framework of the district. Inclusion in context refers to the integration of students with disabilities into general education classrooms, enabling students with disabilities to learn alongside typically developing peers. Students in the Resource Inclusion model have designated spots in general education classrooms receiving full day instruction alongside their general education peers rather than being placed in a special day class setting. A special day class (SDC) setting is defined as a separate classroom designed for students with significant disabilities who require individualized support and tailored curriculum. A key aspect of the resource inclusion model is its focus on addressing the academic needs of students within smaller group settings while also utilizing evidence-based practices (EBP) for effectively supporting struggling learners within the general education setting. EBPs are instructional strategies that have been rigorously tested and shown to produce positive outcomes for students with autism, including applied behavior analysis, social skills training, and visual supports, to name a few. By implementing these EBPs, the goal is to support the whole learner, addressing their social-emotional, academic, and behavioral needs within the general education setting. The role of the resource inclusion specialist is instrumental in fostering collaboration between special education and general education teachers. These specialists provide essential support by offering strategies to scaffold instruction and adapt learning activities, ensuring that all learners, including those with complex needs, can thrive in an inclusive educational environment. This approach aligns with the California Department of Education monitoring standards which emphasize the importance of ensuring that a higher percentage of students, specifically those who are fully included in the general education setting for more than 80% of their school day, receive appropriate supports and resources.

English Learners (related to work in Actions 1.2, 3.3, 3.5)
English Learners' (ELs) achievement declined based on the 2024 Dashboard by 5.3% from the previous year. Additionally, ELs have flatlined at 10% Met/Exceeded in ELA and at 6% Met/Exceeded in math on the Smarter Balanced Summative Assessments. Reclassified Fluent

English Proficient (RFEPs) students continue to show achievement on the Smarter Balanced Summative Assessments in both ELA & Math. RFEP students have continued to perform slightly above 61% Met/Exceeded in ELA and at 34% Met/Exceeded in math for the last two years. IFEPs continue to show achievement in SBAC ELA, 53%, and in SBAC math, 45%. ELs dropped slightly, 1.51%, on the Summative ELPAC Overall Performance Level 4 from the previous year. The District continues to increase reclassifying the number of ELs with IEPs, with a total of 11 students reclassified in 2024-2025. Approaches and supports for ELs continue to include the following: Instructional Norms, Ed Rounds classroom visits, implementation of the EL Platform Ellevation, a District Newcomer Program, ELD paraprofessionals at some sites that serve at-risk and LTELs, and PD in strategies supporting ELs with Integrated and Designated ELD. PD for the 2024-2025 school year included topics such as Integrated ELD & Talk Moves Promoting Academic Discourse. Additionally, Instructional Norms were defined for the first time since the pandemic, and included the Learning Objective, Academic Discourse/Vocabulary, Scholar Interaction, Differentiation, & Checking for Understanding.

TUSD is in its fifth year of implementation of the EL Platform, Ellevation. This tool automates the reclassification & RFEP monitoring process and includes instructional activities that support teachers. The District has an average of 60% of teachers using the instructional activities. The District added a third District Itinerant ELD teacher & a District Itinerant ELD para in the 2024-2025 school year. As of February 2025, the ELD staff served 167 Newcomers. Pre, mid, & post assessments are given to the Newcomers throughout the year. Assessment data shows Newcomers made 85% progress on language proficiency, 85% on basic skills and phonics, and 57% of the students increased one or more levels on the District reading benchmark. Schools with a high number of Newcomers, at-risk LTELs, and LTELs, hired EL site paras. EL site paras serve approximately 20-35 ELs. Pre, mid, & post assessments were administered, and data shows 50-60% of ELs making progress on language proficiency and basic skills and phonics.

Identified Needs of ELs are based on the following data: ELs had a performance color Orange on the 2024 Dashboard, which was previously a performance color Green. On the 2023-24 Smarter Balanced Summative Assessments, ELs performed at 10% Met/Exceeded in ELA and at 6% Met/Exceeded in math. Data shows 42.4% of LTELs are making progress on the 2024 Dashboard (performance color Orange) which is a decline of 2.9%. The percentage of ELs progressing an ELPI level dropped 6.6%. The domain performance level for Listening, Speaking, and writing were above 70% somewhat/moderately and well developed, whereas the Reading domain was 56% somewhat/moderately and well developed on the 2023-2024 Summative ELPAC. RFEPs increased in ELA (0.14%) and math (4.65%). The focus continues on “shoring the core,” training, and implementation of Effective Mathematics Teaching Practices & Student Mathematics Practices, Instructional Norms, and Ed Rounds Visits. Work continues with a focus on schools with a decline in ELs making progress: Brown - Red/decline 10.4%, Julien - Red/decline 27.8%, TJHS - Red/decline 20.6%, and THS - Red/decline 2.1%, as well as Cunningham, Earl, Wakefield, and PHS whose LTELs/ELs received the lowest performance level on a state indicator.

MTSS: Social Emotional Learning and Behavior
TUSD’s suspensions continue to show a reduction as evidenced by more than 40% reduction through March 2025 as compared to the 2023-2024 school year. The Educational Services Department collaborated closely with school administration to develop an inventory of interventions and supports to utilize in lieu of exclusionary discipline or suspension. A revised Behavior Learning Matrix was developed which limited suspensions to serious violations on the first offense and required utilization of other means of correction.

Further, the District is developing behavioral, social, and emotional supports/interventions which include a social emotional learning curriculum, restorative practices containing restorative conversations and circles, and trauma-informed strategies. Led by the Student

Services Department and in coordination with SCOE, a renewed focus on Positive Behavior Interventions and Supports (PBIS) and restorative practices was implemented as evidenced by the SCOE walkthroughs in March 2025. These revealed that all schools scored 80% or higher on the Tier I behavioral expectations and social-emotional reinforces as evidenced by a random student and staff in person interview administered by SCOE. PBIS leadership teams were provided up to four release days to identify, develop, and implement Tier I and Tier II protocols at their schools which included the development of Tier II support teams at each school site. The PBIS teams implemented clear and consistent behavioral expectations that were reviewed at monthly PBIS leadership meetings at each school site and also developed/shared at staff meetings with teachers. The teams reviewed the progress each month and identified areas of intervention/supports needed based on behavioral data. The PBIS leadership teams provided additional training to teachers which included behavioral, restorative, and trauma-informed strategies to remediate minor classroom level & major behaviors referred to administration. TUSD continues to gain significant momentum in PBIS and restorative practices. This school year the District, in collaboration with SCOE, trained all staff and fully implemented the School Wide Information System (SWIS) at the TK-8 grade levels to track behavior data and identify behaviors in need of interventions and supports, as well as to understand the root cause or function of behavior for individual students in order to provide support to teach and reinforce expected behaviors. Additionally, the district trained all administrators and staff at the 9-12 level to utilize the SWIS system and is in the beginning stage of implementation. All schools demonstrated an increase in the use of restorative practices (e.g., restorative conversations and circles) and counseling as alternatives to suspension this year. A paradigm shift continued in deployment and utilization of mental health clinicians to increase support of PBIS Tier 2 and Tier 3 interventions as part of the support teams at the school sites. Clinicians worked to increase collaboration with school teams to determine the level of service upon receiving a referral and to provide staff with feedback and progress monitoring. Referrals related to social-emotional behaviors and mental health services continue to be included as Other Means of Correction and used as PBIS Tier 2 and Tier 3 Interventions. Mental Health Clinicians will continue to work collaboratively as a Tier 3 SEL and Behavior intervention moving forward. Engaging school counselors and mental health clinicians at Tier 2 and 3 has been a significant shift in the SEL/Behavior MTSS model this year, and work has begun to specifically define Tier 1, 2, and 3 curriculum & interventions, along with data thresholds, to determine when a student should move through the levels of support. This work is being done through the District's ongoing Mental Health Leadership Team and will address the following concerns related to the lowest state indicators on the 22023 dashboard: 1) Suspension rate at the following schools: Dutcher Middle School (DMS), Turlock Junior High School (TJHS), Pitman High School (PHS), Turlock High School (THS), & Roselawn High School (RHS); & 2) Suspension rate among the following student groups: ELs (DMS, TJHS, PHS, THS, RHS), Foster Youth, Homeless, SEDs (Dutcher, TJHS, PHS, THS, RHS), SWDs (Medeiros, TJHS, PHS, THS, RHS), African American (PHS, THS), Hispanic (DMS, TJHS, PHS, THS, RHS), & White (Roselawn). (Related to work in Actions 1.2 & 1.15).

Learning Recovery and Emergency Block Grant (related to work in actions 1.2D, 1.15A)
TUSD has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1, Actions 2D (elementary reading & math intervention teachers) and 15A (elementary counselors).

The TUSD needs assessment substantiated findings from the 2024 Dashboard related to low performance on the ELA and Math indicators. A review of state and local data indicates specific students, including ELs, SWD, SED, and Hispanics, are performing two or more grade levels behind and would benefit from research-based, small group intervention. Based on this, Goal 1, Action 2D directly address the need to close the learning gap by offering targeted, Tier 3 intervention in both ELA & math. Additionally, seven of the nine elementary schools had a status level of high or very high on the chronic absenteeism indicator. This, coupled with local behavior data documented in the SWIS system, reflected the need for mental health/social-emotional supports at the elementary level to assist students with positive attendance and

behavior strategies. Therefore, Goal 1, Action 15A was created to provide counseling support to elementary students to increase attendance and reduce barriers to student learning.

These actions align to allowable uses of funds in the areas of accelerating progress to close learning gaps through small group learning supports, and integrating counseling supports to address other barriers to learning.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, TUSD has no new eligibility for Differentiated Assistance (DA). TUSD remains eligible for a second year of Differentiated Assistance (based on 2023 Dashboard) in the following areas:

- State Priority Student Achievement: English Language Arts & Mathematics Indicators for English Learners, Foster Youth, & Homeless student groups
- State Priority School Climate: Suspension Indicator for English Learners, Foster Youth, & Homeless student groups
- State Priority Outcomes in a Broad Course of Study: College & Career Indicator for Homeless student group

TUSD, in collaboration with the Stanislaus County Office of Education (SCOE), developed a Support Plan for Continuous Improvement. The following is listed in the support plan: 1) Administration: Systems Support- SCOE team provided multiple days of planning, oversight, & monitoring of the DA Support Plan in collaboration with the Ed Services Team; 2) Mathematics: SCOE provided professional development (related to work in action 3.5) for teachers new to TUSD, focused on the effective use of the adopted core curriculum (Eureka Math K-8, MVP 9-12). All teachers had the opportunity to attend professional development at SCOE focused on mathematics instructional strategies (i.e. Building Thinking Classrooms, Framework, Number Talks, Discourse). Throughout the year, SCOE facilitated elementary teacher math walks and secondary administrator walks at every school site. These walks focused on supporting effective use of the adopted core curricula and mathematical teaching practices. Visits included a focus on student groups within general ed classrooms, special education, & math intervention. SCOE provided support for Math Intervention and Resource teachers (related to Action 1.2), focused on use of adopted supplemental math curriculum, Bridges Intervention. SCOE also provided District Support Network (DSN) meetings monthly to collaborate/share current practices centered around state priorities & local indicators. SCOE Coordinators provided ongoing guidance with improvement science tools to analyze & address TUSD practices to reach all students, including ELs, foster, homeless, & SWDs. Throughout the DSN meetings, math pathways to increase student access were analyzed and plans were developed to address potential barriers.

District teams attended SCOE workshops & other professional learning opportunities focused on continuous improvement that aligns with the DA support Plan that include the following: 1) Start Stronger with SCOE; 2) Counselor & Clinician Summit; 3) Eureka Math Training; 4) OpenUp Mathematics; 5) Mathcon; 6) PBIS Booster Days; 7) Building Thinking Classrooms, Elementary & Secondary; 8) District Support Network meetings monthly; & 9) TUSD Staff PD day with sessions facilitated by SCOE. As part of the DA Support Plan, SCOE & TUSD identified specific PD opportunities (related to action 3.5) to continue to meet the identified student needs to improve outcomes for students. Those include the following: 1) Teacher PD focused on SMPs and MTPs; 2) Teacher Math Walks in the 2025-26 school year to build teachers knowledge & use of SMP/MTPs; 3) Elementary Intervention & RS support around curriculum; 4) Implementation of IABs as diagnostic at secondary level; 5) Identification of teacher needs through induction program; & 6) Monthly meetings/collaboration with SCOE

for DA and Compliance & Improvement Monitoring (CIM). To address school climate indicators, TUSD received assistance from SCOE to further develop PBIS systems & frameworks (related to action 1.24). Schools were grouped by PBIS tier levels & site leadership teams received appropriate training over four sessions. Additionally, five schools implemented Tier I and Tier II Cal ISP modules.

SCOE & TUSD focused the PBIS support based on site needs/readiness, District needs/readiness, Site Tiered Fidelity Inventory (TFI) Scores, site PBIS action plans, & CA-ISP grant requirements. District-wide work focused on developing referral pathways for students which included an intervention inventory and alignment to SEL curriculum and the SST/MTSS process, along with initial SWIS training for PBIS site leadership teams. The scope of work covered during the four full days of PBIS included, but was not limited, to the following: 1) Behavior Expectations & Teaching Behavior Expectations; 2) Acknowledgment Systems; 3) Restorative Practices for Discipline; 4) Behavior Flowchart, Consistent Definitions; 5) Classroom Procedures; & 6) Restorative Practices (Circles).

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.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Steering Committee (Teachers, principals, administrators, other school personnel, parents, students, community members)	The 55-member LCAP Steering Committee is comprised of representatives from all schools in TUSD, including teachers, counselors, administrators, parents, and support staff. District administration, two members of the School Board, community members, and secondary students from each high school comprise the remainder of the committee. The Steering Committee met on January 9, 2025 to review the LCAP process, LCFF, academic & SEL data, as well as to provide feedback on current LCAP goals & actions, and receive input regarding additional actions needed for the 2025-26 LCAP.
LCAP Cohort (Teachers, principals, administrators, other school personnel, parents, community members)	The 30-member LCAP Cohort is a sub-group of the LCAP Steering Committee. The Cohort met on February 6, March 6, and April 10 to review input from educational partners, quantitative & qualitative data, and prioritize specific actions to increase or improve services for TUSD students.
Superintendent's Parent Advisory Council (Superintendent, District administrators, parents)	This Council is comprised of 16 parents and the Superintendent, including various District administrators as presenters. The Council meets monthly to receive information and provide input on the following: LCAP, Family Resource Center, PBIS, progress of student achievement (including CTE), MTSS, social emotional learning, facilities, and campus safety.
Large Cabinet (District administrators)	Large Cabinet consists of District administrators from all departments, including the Superintendent, Educational Services, Business Services, Human Resources, and Finance & Accountability. Large Cabinet meets monthly to provide updates on projects from their

Educational Partner(s)	Process for Engagement
	perspective departments, as well as provide input on department needs to increase & improve services for students.
Union leadership (teachers, other school personnel)	Although union leaders from all three unions within TUSD (TTA, CSEA, & TFCE) serve on the LCAP Cohort, an additional consultations take place with the Presidents & Vice Presidents of all three unions to review LCAP input received and the work of the LCAP Steering Committee & Cohort to determine effectiveness of current actions and considerations for 2025-26 actions.
Certificated & Classified Forums (District administrators, teachers, other school personnel)	Forums take place quarterly and include members of Cabinet, teachers, and a classified employee from each school. These forums are an opportunity to receive input from site representatives on successes, needs, and/or concerns relating to their designated school.
DELAC (Administrators, parents)	The District English Learner Advisory Committee (DELAC) is comprised of District & site administrators as well as parent representatives from each site. The Committee meets five times throughout the year to review data and discuss needs of English Learners. They review LCAP actions and provide input on effectiveness of actions and considerations for future actions based on the needs of English Learners.
Superintendent Scholar Senate (Administrators, students)	Annually, the TUSD Superintendent conducts Superintendent Scholar Senates at each school to collect input on a set of specific questions that pertain to school culture, safety, needs, and resources. Scholars selected by their school administrators and staff reflect the demographics of the school's student population and varied program participation. In 2024-25, 217 students participated on their respective school's senate to share relevant feedback and ideas to improve schools. Such recommendations were then brought forward by our Superintendent to the LCAP Cohort for consideration of improving school culture, resources, and programs at all 15 schools.
TUSD educational partners (staff, parents, community members)	The LCAP Survey was administered in January with 2,286 responses received (1,031 staff & 1,255 parent/community). Survey questions involved perceptions of school culture & climate, as well as services, actions, and programs that should be implemented.
SELPA (Director)	Annual LCAP consultation is conducted with our SELPA Director to collect input and confirmation for TUSD's goals and actions

Educational Partner(s)	Process for Engagement
	specifically related to special education; this year, the review occurred beginning of May. As a regionalized provider, TUSD works to ensure that all special education programming meet the needs of TUSD and neighboring scholars so insight and feedback from our SELPA Director reinforces that necessary services and resources are provided to students and families.
Roselawn High School staff & ELAC (Administrators, teachers, other school personnel, parents, students)	Roselawn High School staff and community partners met to review goal & actions for LCFF Equity Multiplier funding. Students & staff discussed information related to career development options, CTE courses, academic achievement, and mental health supports/services. Discussions took place with Roselawn's ELAC where the committee agreed with the continued need for a Career Navigator for job placement. Additionally, the Roselawn staff (principal, teachers, counselor, paraeducators, clerical) met to review data regarding implementation of the specific actions.
TUSD Student Equity Advisory Council (students grade 7-12)	This group of diverse students represent secondary campuses and engage in discussions regarding equity, inclusion, and school culture. Information regarding the LCAP was shared in January and feedback was received regarding specific actions and services these students would like to be prioritized in the district's LCAP.

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

Feedback received from educational partners focused on academic interventions, English Learners, MTSS, mental health, & professional development specific to special education. Elementary reading & math intervention teachers, as well as elementary counselor positions derived from our needs assessment were directly influenced from staff and parent input regarding effectiveness of such. Additionally, input from DELAC, Student Services, and EL families, along with specific data on newcomers and LTELS influenced the decision to increase focus on services provided to newcomers, including continuing a summer academy. Survey results from all educational partners depicted the need for increased site support related to managing student behaviors, SSTs/IEPS, and PBIS. This had a direct impact on additional requests for a MTSS Site Specialist at the three elementary sites who did not receive one this year. Roselawn's student input directly influenced the decision to maintain CTE courses and certifications, while their ELAC supported maintaining the Career Navigator. Staff at Roselawn influenced the decision to increase student academic achievement through alternative approaches to learning via supplemental curriculum and project-based learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being and promote college & career readiness among all students.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 was developed to prioritize the learning and well-being needs of all students in TUSD through an array of resources and supports that prepare students for post-secondary education and career endeavors upon graduating from high school. Specific actions within this goal will help achieve the desired outcomes for increasing student success during their educational experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CTE pathway completion	26.30% of PHS seniors completed a CTE pathway; 11.96% THS of seniors completed a CTE pathway; 18.03% of seniors completed a CTE pathway (AERIES 2023)	20.60% of PHS seniors completed a CTE pathway; 17.02% THS of seniors completed a CTE pathway;. 18.90% of seniors completed a CTE pathway		25% of seniors complete a CTE pathway (AERIES)	PHS = Decreased 5.7% THS = Increased 5.06% All = Increased 0.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Aeries 2023-2024)			
1.2	College/Career Indicator	All = 49.1% prepared/Medium Level EL = 16.5% prepared/Low Level SED = 41.8% prepared/Medium Level FY = 9.1% prepared/No Performance Level (2023 Dashboard)	All = 44.3% prepared/ Medium level EL = 19.4% prepared/ Low level SED = 37.4% prepared/ Medium level FY = Data not available (less than 11 students) (2024 Dashboard)		All = 55% prepared/HighLevel EL = 35% prepared/Medium Level SED = 55% prepared/High Level FY = 15% prepared/Low Performance Level (Dashboard)	All = Decreased 4.8% EL = Increased 2.9% SED Decreased 4.4% FY = N/A
1.3	English Language Arts Indicator	All = 32.3 points below standard. Status Level = Orange (2023 Dashboard); EL = 81 points below standard. Status Level = Red (2023 Dashboard); SED = 53.1 points below standard. Status Level = Orange (2023 Dashboard);	All = 34.4 points below standard. Status Level = Orange (2024 Dashboard); EL = 83 points below standard. Status Level = Red (2024 Dashboard); SED = 53.2 points below standard. Status Level =		All = Increase average to 5 points below standard level/Green (Dashboard); EL = Increase average to 65 points below standard/Yellow (Dashboard) SED = Increase average to 38 points below	All = Declined 2.1 points EL = Declined 2 points SED = Declined 0.1 points FY = Increased 34.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY = 146.2 points below standard. Status Level = Red (2023 Dashboard)	Orange (2024 Dashboard); FY = 112.1 points below standard. Status Level = Orange (2024 Dashboard);		standard/Yellow (Dashboard) FY = Increase average to 100 points below standard/Orange (Dashboard)	
1.4	Mathematics Indicator	All = 73.2 points below standard. Status Level = Orange (2023 Dashboard); EL = 114.5 points below standard. Status Level = Red (2023 Dashboard); SED = 92.5 points below standard. Status Level = Orange (2023 Dashboard); FY = 194.9 points below standard. Status Level = Red (2023 Dashboard)	All = 70.1 points below standard. Status Level = Yellow (2024 Dashboard); EL = 113.4 points below standard. Status Level = Red (2024 Dashboard); SED= 89.3 points below standard. Status Level = Yellow (2024 Dashboard); FY= 130.5 points below standard. Status Level = Orange (2024 Dashboard);		All = Increase average to 25 points below standard/Green (Dashboard); EL = Increase average to 84.5 points below standard/Yellow SED = Increase average to 62.5 point below standard/Yellow FY = Increase average to 145 points below standard/Orange	All = Increased 3.1 points EL = Increased 1.1 points SED = Increased 3.2 points FY = Increased 64.4 points
1.5	Suspension Rate	7.1% suspended at least once/Status Level: Orange (2023 Dashboard); Student Groups:	4.2% suspended at least once/Status Level: Green (2024 Dashboard);		3.0% suspended at least once/Green (Dashboard);	All = Decreased 2.9% African American = Decreased 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = 14.3% American Indian/Alaska Native = 10.7% Asian = 2.3% Filipino = 0% Hispanic/Latino = 8% Pacific Islander = 5.0% White = 5.5% Two or more Races = 7.8% ELs = 8.3% FY = 31% Homeless = 14.9% Socioeconomically Disadvantaged = 8.3% Students with Disabilities = 10.4% (2022-2023 DataQuest)	Student Groups: African American = 9.9% American Indian/Alaska Native = 6.1% Asian = 1.4% Filipino = no data. Hispanic/Latino = 4.6% Pacific Islander = 3.6% White = 3.5% Two or more Races = 4.4% ELs = 4.6% FY = 18.9% Homeless = 9.7% Socioeconomically Disadvantaged = 5.1% Students with Disabilities = 6.4% (2023-2024 DataQuest)		Comparable rate among all Student Groups: All student groups fall within 3% of the median student group score. (DataQuest)	American Indian/Alaska Native = Decreased 4.6% Asian = Decreased 0.9% Filipino = N/A Hispanic/Latino = Decreased 3.4% Pacific Islander = Decreased 1.4% White = Decreased 2% Two or More Races = Decreased 3.4% ELs = Decreased 3.7% FY = Decreased 12.1% Homeless = Decreased 5.2% SED = Decreased 3.2% SWD = Decreased 4%
1.6	Dropout Rate	DMS=2 TJHS=1 PHS=7 THS=20 RHS=24 (CALPADS 2022-2023)	DMS=0 TJHS=1 PHS=10 THS=19 RHS=11 (CALPADS 2023-2024)		DMS – 0 TJHS – 0 PHS – 3 THS – 8 Roselawn – 12 (CALPADS)	DMS = Decreased 2 TJHS = No difference PHS = Increased 3 THS = Decreased 1 RHS = Decreased 13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Attendance Rate	District = 92.69% (Aeries - May 2024)	District = 93.01% (May 2025)		Increase by a minimum of 1% each year: District = 96% (AERIES May, 2027)	Increased 0.32%
1.8	Chronic Absenteeism Indicator	25.3% Chronically Absent. Status Level = Yellow (2023 Dashboard)	19.5% Chronically Absent. Status Level = Yellow (2024 Dashboard)		Decrease by at least 5.1% each year: 10% chronically absent/Green (Dashboard)	Decreased 5.8%
1.9	Graduation Rate	95% graduated. Status Level = Blue (2023 Dashboard)	94.4% graduated. Status Level = Green (2024 Dashboard)		Increase by at least 1% each year = 98% graduated/Blue (Dashboard)	Decreased 0.6%
1.10	California Science Test	All = 23.99% Met or Exceeded Standard EL = 2.94% Met/Exceeded SED = 17.28% Met/Exceeded FY = Not reported. (2023 CAASPP)	All = 22.40% Met or Exceeded Standard EL = 2.23% Met/Exceeded SED = 15.54% Met/Exceeded FY = 0% Met/Exceeded (2024 CAASPP)		All= 40% Met or Exceeded Standard EL = 20% Met or Exceeded Standard SED = 35% Met or Exceeded Standard FY = 20% Met or Exceeded Standard (CAASPP)	All = Decreased 1.59% EL = Decreased 0.71% SED = Decreased 1.54% FY = N/A
1.11	CA Healthy Kids Survey	Average percentages for grades 7, 9, 11: Connectedness: 52%; 56%; 50% Academic	Average percentages for grades 7, 9, 11:		Increase in all areas by at least 2% each year.	Connectedness = +5%, -4%, +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Motivation: 67% 62% 61% Caring adult relationships: 53%; 53%; 59% High Expectations: 67% 68% 68% Meaningful Participation: 21% 22% 24% Parent Involvement: 50%; 48%; 40% School Perceived as Safe or Very Safe: 52%; 58%; 51% (2023-2024 CHKS)	Connectedness: 57%; 52%; 57% Academic Motivation: 70% 61% 63% Caring adult relationships: 56%; 50%; 60% High Expectations: 70% 65% 72% Meaningful Participation: 25% 20% 28% Parent Involvement: 55%; 44%; 46% School Perceived as Safe or Very Safe: 53%; 56%; 59% (2024-2025 CHKS)			Academic Motivation = +3%, -1%, +2% Caring adult relationships = +3%, -3%, +1% High Expectations = +3%, +3%, -4% Meaningful Participation = +4%, -2%, +4% Parent Involvement = +5%, -4%, +6% School Perceived as Safe or Very Safe = +1%, -2%, +8%
1.12	iReady Data	K-8 End of Year Diagnostic 3 ELA = 43% K-8 End of Year Diagnostic 3 Math = 36% (2023-24)	K-8 End of Year Diagnostic 3 ELA = 44% K-8 End of Year Diagnostic 3 Math = 39% (2024-25)		K-8 End of Year Diagnostic 3 ELA = 50% K-8 End of Year Diagnostic 3 Math = 45%	ELA = increase 1% Math = increase 3%
1.13	SWIS	New program. Discipline Referrals=7477, Number of students=1824, Staff Input=368. (May 2025)	Discipline Referrals=7477, Number of students=1824, Staff Input=368. (May 2025)		Reduce the Total Number of Office Discipline Referrals by 5% each school year from 2024-25 Baseline Data for a	Year 1 is baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					total reduction of 10%. For significant student groups: All student groups within 3% of the median for significant student groups.	
1.14	ELPAC	14.23% Proficient Overall 4 (Summative ELPAC 2022-2023)	12.72% Proficient Overall 4 (Summative ELPAC 2023-2024)		Increase by 2% each year for a total of 20.23% Proficient Overall 4 (Summative ELPAC)	Decreased 1.51%
1.15	Early College Course Completion Rate	48 students initially enrolled, 36 completed with earning a C or higher, 9 did not pass and 3 dropped before the official deadline, not impacting transcripts. Initial enrollment of 48; passing rate of 80% of those who continued the course. (Fall 2023)	CSUS Early College Completion : PHS- 26 THS- 11 80% completion rate Enrollment 60% capacity (Fall 2024)		Enrollment target of 100% capacity, which would be 64 students. 90% pass rate of those completing program	Enrollment = Decreased 11 Completion rate = no difference
1.16	Credit Completion Progress	83.5% of Grade 10 students have 80 or more credits (Aeries 2023-24)	81.9% of Grade 10 students have 80 or more credits (Aeries 2024-25)		90% of Grade 10 students have 80 or more credits (AERIES 2026-2027)	Decreased 1.6%
1.17	CALPADS	Trainings by Data Systems 8 trainings and 96 participants	Trainings by Data Systems 8 trainings and 85 participants		Maintain the number of participants attending trainings	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24)	(2024-25)			
1.18	Study Trip Participation	20,640 students participated in study trips during the 2023-24 school year. (Transporation Dept. Data)	35,099 students - 674 study trips (2024-25)		Maintain opportunities for students and the number of students participating in study trips. Target = 20,640 students participate.	Increased 14,459 students
1.19	Farm Attendance/Student Projects	TUSD Farm Attendance, includes study trips, special education CBI, FFA projects, 1st grade Farm G & V experience (unduplicated): 1,175 Student Projects: 77 (unduplicated) (2023-24)	TUSD Farm Attendance, for study trips (unduplicated): 1,137 Student Projects: 102 (unduplicated) (2024-25) (December 2024)		Student Farm Attendance shall increase by 5% each year. Student projects to grow up to 1% each year (near capacity in 2023-24)	Farm attendance = Decreased 38 Student Projects = Increased 25
1.20	Outdoor Ed Participation	796 (81% of all 6th graders) students participated in Outdoor Education. (2023-24)	775 (80% of all 6th graders) students participated in Outdoor Education. (2024-25)		90% of 6th grade students participated in Outdoor Education	Decreased 1%
1.21	Foster Youth Data	Chronic Absenteeism Orange/34.2% & Suspension Red/34.2% (2023 Dashboard)	Chronic Absenteeism Yellow/26% & Suspension Orange/18.9% (2024 Dashboard)		Decrease by 5% each year from Baseline Rate for a Chronic Absence Rate of 10% or lower.	Chronic Absenteeism = Decreased 8.2% Suspension = Decreased 15.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Suspension Rates decrease by 1.5% each year from the Baseline Rate for a Suspension Rate of 3% or lower.	
1.22	College Workshop Participation	FAFSA workshops attendance: (PHS) 553 + 335 (THS) = 888 total College application workshops attendance : (PHS)1137 + 715 (THS)= 1852 total (2023-24)	College Workshops: PHS-1155 THS -720		Maintain workshop sessions and increase participation by 10%.	Decreased 865 students
1.23	PSAT	PSAT – NMSQT PHS: 2 (.03%) – 10th Graders, 35 (7.6%) – 11th Graders THS: 38 (7%)– 10th Graders, 18 (3.4%) – 11th Graders (2023-24)	PSAT – NMSQT PHS: 1 (.02%) – 10th Graders, 16 (3.4%) – 11th Graders THS: 16 (2.6%)– 10th Graders, 16 (3%) – 11th Graders (2024-25)		PSAT – NMSQT PHS: 5% – 10th Graders, 15% – 11th Graders THS: 15%– 10th Graders, 15% – 11th Graders	PHS = Decreased 0.01% 10th graders and 4.2% 11th graders THS = Decreased 4.4% 10th graders and 0.4% 11th graders
1.24	Reclassification Rate	133 of 3346 ELs (3.97%) Redesignated Fluent-English-Proficient. (2022-2023 Dataquest)	199 of 3495 ELs (5.69%) Redesignated Fluent-English-Proficient. (2023-2024 Dataquest)		10% of ELs Reclassified (Dataquest)	Increased 1.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Data Reports	253 total (2023-2024 District and/or Sites - CAASPP, Dashboard, Grades, Ed Rounds, Suspensions, Chronic Absenteeism, Family Resource Center, Community Liaisons, Student Welfare & Attendance)	268 total (2024-25 District and/or Sites - CAASPP, SARC, CA Dashboard, Principals Summit, DLI Framework, Grades, Ed Rounds, Suspensions, AP Test Results, Chronic Absenteeism, CTE, Family Resource Center, Community Liaisons, ELD - Newcomer testing, Student Welfare & Attendance, WASC, School Plan for Student Achievement, CHKS, Power BI Tracking ,CAA,i-Ready Diagnostics,PFT Testing)		Maintain or increase number of Data Reports	Increased 15
1.26	Recognition Data	Number of students participating in Superintendent Scholar Senate = 181; Number of students earning perfect scores on Smarter Balance Assessments = 39;	Number of students participating in Superintendent Scholar Senate = 218 Number of students earning perfect scores on		Maintain participation in recognition events.	Superintendent Scholar Senate = Increased 37 Smarter Balanced = Decreased 1 Character = Decreased 13 FOG = Increased 162

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of Students Recognized for Character = 319 Number of Students Participating in FOG = 643 (2023-24)	Smarter Balance Assessments = 38 Number of Students Recognized for Character = 306 Number of Students Participating in FOG = 805 (2024-25)			
1.27	State Seal of Biliteracy	State Seal of Biliteracy (SSB): PHS – 37 students THS – 59 students (May 2024)	State Seal of Biliteracy- SSB: PHS – 34 students THS – 62 students (May 2025)		100 or more students earn the SSB each year	PHS = Decreased 3 THS = Increased 3
1.28	Implementation of Academic Standards Local Indicator	Average rating on self-reflection tool: Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Overall = 4.6;ELD = 4; Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where	Average rating on self-reflection tool: Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Overall = 4.4;ELD = 4; Progress in making instructional materials that are		Average rating on self-reflection tool of 4.8 in each category; ELD rating of 5	Professional Learning Overall = Decreased 0.2; ELD maintained Instructional materials Overall = Decreased 0.2; ELD maintained Instruction Overall = Decreased 0.4; ELD = Decreased 1 Standards = Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the subject is taught: Overall = 4.8; ELD = 5; Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted academic standards and/or curriculum frameworks: Overall = 4; ELD = 4; Implementation of Standards = 3 Engagement of School Leadership = 5 (2023 self-reflection tool)	aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught: Overall = 4.6; ELD = 5; Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted academic standards and/or curriculum frameworks: Overall = 3.6; ELD = 3; Implementation of Standards = 3 Engagement of School Leadership = 4.67			Engagement = Decreased 0.33

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024 self-reflection tool)			
1.29	Summer School	This is a new metric with baseline data to be generated in the 2025-26 year.	N/A		Secondary students = passing rate of 95%; Elementary students = show positive growth as a reflected in pre/post assessment	N/A
1.30	Intervention Data	This is a new metric with baseline data to be generated in the 2025-26 year.	N/A		Growth using both mClass Dibels/mClass Lectura and Bridges Intervention Assessments	N/A

Goal Analysis [2024-25]

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

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

TUSD successfully implemented a majority of actions within this goal.

Successful Implementation:

- Action 1.1 CTE - Successfully offered CTE courses across 13 pathways and maintained 12-14 articulation agreements at each site with Modesto Junior College. Additional business partnerships have been established.
- Action 1.2 MTSS - Implemented iReady Personalized Learning in grades K-8 in reading and math. All FTEs for secondary site math intervention were filled. PHS and THS have incorporated Pride Time and Bulldog Boost into their schedules for site-based embedded intervention models. Two Reading and one math intervention teacher(s) have been hired for each elementary site. Tier I and II SEL curriculum is fully implemented at TK-6 sites and is being piloted at secondary sites. The District updated the Learning Behavior Matrix to focus on alternates to suspension. MTSS Site Specialists were hired at Brown, Crowell, Cunningham, Earl, Medeiros, and Wakefield.

- Action 1.3 Guaranteed & Viable Learning Experiences - All designated learning experiences were implemented at each grade level.
- Action 1.4 Summer School - Elementary summer school was successfully implemented at all nine sites in June & July of 2024. A total of 73 classes were provided in addition to an EL summer strand. Secondary summer school was also implemented, providing opportunities for credit recovery, as well as ELA and math support offerings for ELs and students below grade level. In 2024, 334 students attended ESY.
- Action 1.5 STEM - In 7th & 8th grade, 250 students are enrolled in the STEM pathway program at TJHS. Additionally, there are five sections of STEM Shop with 125 total students who are not enrolled in the STEM program. Two sections of the STEM hybrid elective are now offered to students outside of the STEM pathway program. Numerous STEM related elective and core offerings are provided in grades 9-12. Participation for Science Olympiad took place at THS.
- Action 1.6 College Program - Partnership with CSU Stanislaus continued with 25-40 students enrolled each semester in the one campus college credit course taught by a CSU professor.
- Action 1.7 Music - Maintained music education for all students, and repaired several instruments.
- Action 1.8 District Assessments - Teachers utilized and administered Pear Assessment, IABs, and iReady diagnostics. Staff analyzed results of assessments in various PLC meetings.
- Action 1.11 Study Trip Transportation - Numerous study trips for college and career exposure have been implemented with the use of these funds.
- Action 1.12 Concurrent Opportunities - Students who were credit deficient were provided the opportunity to enroll concurrently in Turlock Adult School in order to make progress towards graduation.
- Action 1.13 District Farm - The TUSD Farm provided educational opportunities for hands-on learning in agriculture.
- Action 1.14 Outdoor Education - All elementary sites participated in Foothill Horizon Outdoor Education. The Special Education Department worked closely with sites to ensure health and behavioral accommodations were provided to meet the needs of specific students.
- Action 1.15 Educational Services - All counseling positions were filled at each school site. The Coordinator of Special Education position was filled, and there are currently ten Program Specialists. The Director of Student Services provided supports to families, as well as serving as the District Foster Youth liaison to coordinate support with foster agencies & advocates. The Director of Student Services also coordinates enrollment support, including school supplies & backpacks for foster and homeless youth.
- Action 1.16 College/Career Counseling - A college/career counselor is employed at both THS and PHS supporting students with the following: college applications, FAFSA completion, dual enrollment, articulation credits, college/career focused workshops, career fairs, Future Pathways community event, and college or CTE related study trip support.
- Action 1.17 PSAT - Any interested student was able to participate in the PSAT/NMSQT.
- Action 1.18 Eligible Student Support - All sites received additional funding based on the number of ELs to increase or improve services for our unduplicated students.
- Action 1.19 SLPAs - TUSD employed six full time SLPAS.
- Action 1.20 SPED Case Managers - All SPED Case Managers were provided the opportunity for up to two days of release time to complete required reports.
- Action 1.22 Data Analyst - The District maintained the Data Analyst position, whose key responsibilities include providing all data reports for the District and schools.
- Action 1.23 Student Welfare Attendance Specialist - The District employed two full-time Attendance Specialists that have focused on the high schools to provide support services to students that are chronically absent.

- Action 1.24 Events & Recognitions - Festival on the Green was held on March 15, 2025. Site & District level recognitions included such things as reclassification ceremonies, student of the month, character recognition, and attendance awards. The Spring Recognition event was held on April 16, 2025. Numerous trainings took place with SCOE to implement PBIS.
- Action 1.25 Community Resources - Students continue to access supports at Jessica's House. Sites continue to utilize TUPE funds to support PHAST clubs, while Prodigal Sons and Daughters provides substance prevention supports at the secondary sites.
- Action 1.26 Health Support - All TK-8 sites were provided equitable hours/services of health support. The special education office supports eight 1:1 LVNs at this time. All sites are provided with a minimum of one Mental Health Clinicians to service general and special education students.
- Action 1.27 Student Input - The California Healthy Kids Survey was successfully administered, with a 93% response rate at the secondary level and a 50% response rate at the elementary level.
- Action 1.28 State Seal of Biliteracy - Seal of Biliteracy Students are recognized at the annual Scholar and Staff Recognition program.
- Action 1.29 Support Networks - TUSD maintained participation in district support networks through SCOE.

Implementation Challenges:

- Action 1.9 BRIDGE - Modification to the THS BRIDGE program required adjustments to criteria for student placement. Elimination of BRIDGE at PHS required a new independent studies strand for students needing to recover credits or seeking long-term independent studies for various reasons.
- Action 1.10 Data Entry - Sites were allocated funds for additional data entry, but not all sites utilized such. Beyond SST was implemented, but not all sites have utilized the system and are still learning the steps and process. Data entry training was limited.

Modified Implementation:

- Action 1.21 Universal Reading Diagnostics - Although iReady was implemented, it did not serve as a reading diagnostic. Additionally Renaissance Start Reading was only implemented at Dutcher for their immersion program because the other dual immersion sites wanted to pilot iStation Lectura.

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

The District planned $30,747,712 in expenditures for this goal with estimated actual expenditures totaling $30,754,226. Material differences are found in the following actions:

- Action 1.2 - MTSS: Estimated actual expenditures where about $130,000 higher than planned due to salary placement for staff.
- Action 1.4 Summer School: Estimated actual expenditures were lower than planned because of reduction of sites where summer school is offered. Limiting the sites help with summer District Operations/Maintenance.
- Action 1.8 District Assessments: Estimated actual expenditures were about 20% less than budgeted due to discount pricing on iReady, and limited training on IABs.
- Action 1.17 PSAT: Estimated actual expenditures were lower because of the decline in the number of students taking the PSAT.
- Action 1.26 Health Support: Estimated actual expenditures were approximately $200,000 higher than planned due to increased LVN and mental health support needs.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative and qualitative data.

Strong Effectiveness:

- Action 1.7 Music - All elementary sites received music education. Instrument inventory was maintained & repairs were made. Several hundred students participated in Festival on the Green as a result of our music programs & is a major factor in positive attendance rates.
- Action 1.11 Study Trip Transportation - Study trips focused on college/career exposure have increased almost 70% and been well attended. This participation played a role in positive attendance as well as increasing exposure to hands-on learning experiences. Study trips have proven more effective for our ELs, with an increase of 2.9% prepared on the CCI.
- Action 1.15 Educational Services - The District maintained all positions and support services to meet the social-emotional and academic needs of students, including enrollment support and coordination with agencies for foster youth. Counselors have provided Tier 3 support and reduced barriers to student achievement, as evidenced by local data through SWIS. Chronic absenteeism and suspension rates of Foster Youth decreased by 8.2% and 15.3%, respectively.
- Action 1.19 SLPAs - TUSD was able to employ six SLPAs to provide support to SLPs. This is an effective route to provide services as TUSD remain short-staffed with SLPs.
- Action 1.21 Universal Reading Diagnostic - iReady provides overall placement level as well as placement by domain for students in K-11. For students in grades K-8, instructional groupings are provided as well as personalized instruction. The typical as well as stretch growth are accurate predictors of Smarter Balanced Assessments. The data from iReady Diagnostic 2 showed increased growth of about 4%, and the ELA indicator reflected a maintained status overall (slight decline of 2 points). ELA data for our Foster Youth showed growth, increasing 34.1 points. Additionally, the reclassification rates for our ELs increased 1.72%.
- Action 1.23 Student Welfare Attendance Specialist - The Dashboard indicates a significant reduction in chronic absenteeism across all school sites with a 5.8% decrease district-wide. The SWAs coordinate over 300 District & school attendance review conferences with students, parents, and guardians this year.
- Action 1.24 Events & Recognitions - Events such as Festival on the Green, reclassification ceremonies, and the TUSD Spring Recognition event have high attendance & participation rates. The number of students on the Superintendent's Scholar Senates increased to provide more opportunities to receive feedback on our unduplicated students. Additionally, the number of students participating in Festival on the Green increased 25%, due in large part to the additional arts & music opportunities afforded by Proposition 28.
- Action 1.28 State Seal of Biliteracy - TUSD had 96 students earn the state seal of biliteracy and three staff members participated in the interview process. This is the same number of students that participated in the prior year.

Effective:

- Action 1.1 CTE - 238 students completed a pathway in 2024. The number of articulation agreements and CTE course offerings increased. However, the College/Career Indicator reflects a decrease of 4.8% of all students being prepared, with ELs increasing 2.9% and SED decreasing 4.4%
- Action 1.2 MTSS - Local data (iReady) shows an increase in ELA & Math achievement during Diagnostic 2 & site-based intervention models have come back with varying degrees of effectiveness. The Mathematics indicator reflects an overall average increase of 3.1 points, however the ELA indicator shows a slight decline of 2.1 points. Data from reading and math intervention teachers showed high percentages of students moving out of Tier 3 intervention. Suspension rates have declined because of focus on alternates to suspension. Data from the MTSS Site Specialists reflect high numbers of restorative conversations. Results of the CHKS show an increase in student connectedness & caring adult relationships at grades 7 and 11. Overall, the number of drops outs decreased by 13 students.
- Action 1.3 Guaranteed & Viable Learning Experiences - all grade level experiences were implemented and reinforced grade level content standards with the exception of sixth grade. More work needs to be done to ensure all sixth graders are accessing their experience. Data shows increased attendance rates on days when the experiences took place, and an overall decrease in chronic absenteeism of 5.8%.
- Action 1.6 College Program - Enrollment numbers each semester have fluctuated, with Fall at 61% capacity and Spring at 45% capacity. Completion rate during Fall was 80%, and 76% during Spring.
- Action 1.8 District Assessments - Although utilization of Pear Assessment decreased, those that used such found it an effective way in checking for understanding. Secondary sites explored implementation of IABs, however, with low implementation rates it was difficult to determine effectiveness. All teachers utilized iReady, and data reflected on target growth throughout the school year, and the Math indicator with an overall increase of 3.1 points.
- Action 1.12 Concurrent Opportunities - Although only six students needed concurrent enrollment for credit deficiency, all six made up the necessary credits and are on track to graduate.
- Action 1.13 District Farm - Student projects at the Farm have increased by 33%. Floral design class field trips to the Farm to apply agriculture classroom education increased. Special Education students visit the Farm to practice community-based instruction and vocation skills. Child Nutrition utilizes the fruit harvest to expose students to fresh fruit. The Coordinator oversees and supports agriculture in the classroom and school garden programs across TUSD elementary sites. The Farm motivates many students to attend school, which decreases our chronic absenteeism rates. However, we are waiting to see the effects of Farm study trips on the CAST, as currently there is a slight decrease in scores.
- Action 1.14 Outdoor Education - All 6th grades students were provided access & opportunity to participate in Outdoor Education, with the participation rate slightly decreasing (1%) from the prior year. Accomodations were provided to ensure participation of our SWDs needing additional supports.
- Action 1.17 PSAT - All secondary students were provided the opportunity and access to participate in the PSAT/NMSQT; however, participation has declined in recent years.
- Action 1.18 Eligible Student Support - Sites have utilized the additional funding to increase or improve services for their unduplicated students. Approximately 75% use Ellevation, which is credited to the increased English proficiency for our Newcomers. Our reclassification rates increased, however, there is a slight decrease in ELPAC scores. However, CHKS results show an increased in connectedness, which could be attributed to the additional access & opportunities for our unduplicated students.
- Action 1.20 SPED Case Managers - TUSD continue to fund up to two-days release time for SPED Case Managers to complete reports/paperwork. Feedback received reflects appreciation for uninterrupted time to complete the numerous reports and paperwork; however, these are also days away from the classroom and have to be meticulously planned.

- Action 1.22 Data Analyst - Approximately 268 reports have been provided to be reviewed and analyzed, regarding SBAC, LCAP metrics, CHKS, Achievement & Accountability workshop, SARCS, and various other workshops/trainings throughout the year, which is an increase of 15 reports.
- Action 1.25 Community Resources - The district uses the listed community resources on an as-needed basis, which have proven effective with students struggling with grief or substance abuse.
- Action 1.26 Health Support - The Health Technicians, LVNs, and Mental Health Clinicians provided services to hundreds of students and met their critical health needs as well as reduce barriers to attendance and learning. As such, there has been a decrease in suspension rates and chronic absenteeism district-wide of 2.9% and 5.8% respectively as well as for all student groups.
- Action 1.27 Student Input - Overall, TUSD increased an average of 3.43% in all measured areas of the California Healthy Kids Survey in grade 7, and 2.71% in grade 11, only decreasing in one area (High Expectations). However, grade 9 reflected an average decrease of 1.86% across all areas, only increasing in one area (High Expectations).
- Action 1.29 Support Networks - TUSD participated in a variety of support networks with SCOE, focusing on PBIS, math walks, and English Learner supports. Throughout the year, TUSD saw an increase in the use of Standards for Mathematical Practices and building thinking classrooms. Data from math walks showed increasing alignment to the Mathematics Teaching Practices and Student Mathematics Practices. Data from SCOE walkthroughs reflected an increase of PBIS and restorative practices with all schools scoring80% or higher on the Tier 1 behavioral expectations and social-emotional reinforcements.

Emerging Effectiveness:

- Action 1.4 Summer School - During summer of 2024, over 700 students enrolled in secondary summer school, with 90.8% passing their coursework. A pre/post assessment is needed to measure student achievement for elementary students which will be added as a new metric for the 2025-26 school year. The current metrics of ELA, Math, Graduation Rate, iReady, and ELPAC are not effective specific to our summer school program.
- Action 1.5 STEM - Challenges have remained in identifying appropriate curriculum for core science offerings in grades 9-12, as well as with analysis of the CAST scores, which declined. The STEM program at TJHS have full enrollment and participation in the STEM hybrid elective course is high. Participation in science & math competitions is low, with only THS participating in Science Olympiad.
- Action 1.10 Data Entry - Data Systems provided trainings to sites in the following areas: enrollment, attendance, end-of-year, and site-specific needs. Participation in trainings was low. The District will explore more 1:1 meetings or ways to increase participation is specific trainings. Additionally, all sites were trained in BeyondSST, but have different levels of implementation, and therefore different levels of effectiveness.
- Action 1.9 BRIDGE - THS had 12 of 16 students earn more credits than they had previously completed their freshman year, with four moving to an alternate placement or returning to the comprehensive setting. PHS had 19 students enroll in long-term independent study in Fall, and 13 in Spring. This is a new process this year and evaluation is ongoing at each site to determine impact.
- Action 1.16 College/Career counseling - These positions have fulfilled needs for additional guidance to students in navigating the college application process, FAFSA, and alternative post-secondary education options. Workshop attendance decreased significantly because less workshops were offered, and student feedback stated they hope to learn about these services during their Freshmen year. Additionally, the overall CCI decreased 4.8%.

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.

There are no changes to the goal, or target outcomes for the coming year.
Metrics:

- Added Metric 1.29 Summer School to focus on the coursework passing rate for secondary students, and growth from a pre/post assessment for elementary students.
- Added Metric 1.30 Intervention Data to monitor the effectiveness of the reading and math intervention teachers from the LREBG. The reading intervention teachers will be using the progress monitoring within mClass DIBELS/mClass Lecutra, and the math intervention teachers will be using assessments from the Bridges Intervention curriculum.

Actions:

- 1.2D Revised to include LREBG funding requirements.
- 1.2E Removed the word pilot because the pilot took place in 2024-25 and will be implemented at all sites in 2025-26.
- 1.4 Summer school - revised the metrics effectiveness of this action to focus on specific growth and coursework related to summer school.
- 1.9 Re-worded the action to maintain the modified BRIDGE program at THS and the Independent Study program at PHS which was in a pilot year in 24-25.
- 1.10B Added the words "classified staff" to additional flexible hours to provide clarity and distinction between data entry and Beyond SST data entry.
- 1.15A Revised to include LREBG funding requirements. Separated elementary counselors from secondary counselors to clearly identify the LREBG action.
- 1.21 Removed iReady because this was in Action 1.8. Added iStation Lectura for our Dual Immersion sites, and the newly required Reading Difficulties Risk Screener.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CTE	Maintain/expand CTE pathways for grades 7-12 to promote college & career readiness: A. CTE courses & necessary materials/supplies B. Articulation Agreements and dual credit opportunities with community colleges, including funding for textbooks for dual enrollment courses C. Business partnerships & recognitions D. Work-based learning experiences, including career training programs (e.g. internships, apprenticeships)	$4,679,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	MTSS	Provide a Multi-Tiered System of Supports in academics, social-emotional learning (SEL), & behavior: A. Online reading & math programs, including iReady Personalized Learning B. Additional FTEs for secondary site math intervention: DMS - 0.34; TJHS - 0.6; THS - 0.40; PHS - 0.40 C. Site-based embedded intervention models: PHS Pride Time & THS Bulldog Boost D. LREBG Action - Reading & Math Intervention teachers for each elementary site. Research shows that interventions focused on explicit instruction, small group settings, and targeted strategies aligned with grade-level standards can significantly improve student outcomes. Additionally, research indicates that early and targeted interventions can build foundational skills and significantly improve academic outcomes. Metric 1.30 will be used to monitor this action. Approximately $2,700,000 in LREBG funds will be used per year to support this action through 2027-2028. E. Tier I SEL curriculum, including professional development F. Alternates to suspension focusing on opportunities to promote vital life skills & positive behavior, with a focus on student groups that received the lowest performance level on the Suspension Indicator (SWD, African-American, American Indian, Hispanic, EL, FY, Homeless) G. MTSS Site Specialists at designated elementary sites that demonstrate increased programming & low-socioeconomic status	$6,455,227.00	Yes
1.3	Guaranteed & Viable Learning Experiences	Expand opportunities within & outside of the school day to provide academic enrichments & student engagement for all students: A. R.A.M. Pumpkin study trip (Grades TK/K) B. TUSD Farm study trip (Grade 1) C. Modesto Children's Museum (Grade 2) D. AgEdventure study trip (Grade 3) E. Columbia State Park (Grade 4) F. MJC Planetarium (Grade 5)	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		G. Micro:Bits (Grade 6) H. Living History: Renaissance (Grade 7 DMS); Construct an Aqueduct (Grade 7 TJHS) I. Living History: Civil War (Grade 8 DMS); Model fort construction (Grade 8 TJHS)		
1.4	Summer school	Expand learning opportunities during summer to provide academic interventions and/or enrichments: A. Elementary summer school B. SPED summer school (ESY) C. Secondary summer school	$2,570,886.00	Yes
1.5	STEM	Maintain/expand the following in regards to STEM: A. STEM pathway/elective options to include 7th-12th, including PD. B. STEM hybrid elective course at TJHS for eligible students in grades 7-8 who do not participate in formal STEM program. C. Participation & stipends for math & science clubs/competitions such as Odyssey of the Mind, Math Blast, & Science Olympiad.	$121,893.00	Yes
1.6	College Program	Provide Early College Program with CSUS for two semesters at PHS & THS, including instructor & material expenses.	$25,000.00	Yes
1.7	Music	Maintain/expand music education for all students while increasing instrument inventory & maintenance.	$75,000.00	Yes
1.8	District assessments	Utilize Pear Assessment (formerly Edulastic), Interim Assessment Blocks, iReady, or other programs, including training, to increase feedback & data related to student achievement on State, District, & local assessments.	$228,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	BRIDGE	Maintain the modified BRIDGE program at THS to address scholar needs site-wide. The BRIDGE program at PHS was eliminated and replaced with a site Independent Study program.	$256,721.00	Yes
1.10	Data Entry	Maintain an improved formalized process of data entry/record keeping: A. Training to improve accuracy & volume of student enrollment, data entry, & record keeping B. Additional flexible hours for classified staff to provide for specific, uninterrupted time for data entry C. Implement BeyondSST data management tool to facilitate & streamline the SST process.	$68,000.00	Yes
1.11	Study Trip Transportation	Allocate additional transportation funding to sites for college & career study trips, including those that align with a CTE pathway.	$100,000.00	Yes
1.12	Concurrent opportunities	Maintain course offerings with Turlock Adult School to provide concurrent opportunities for credit deficient students.	$5,000.00	Yes
1.13	District Farm	Maintain/expand District Farm to support agriculture education & enrichment: A. Equipment/materials/maintenance B. Applied Horticulture & Environmental Science Studies Coordinator to manage District Farm and support agriculture, STEM, natural resources, & energy education	$230,722.00	Yes
1.14	Outdoor Education	Participate in Foothill Horizons Outdoor Education, including health & behavioral accommodations & personnel.	$385,162.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Educational Services	Maintain the following services to meet the social-emotional and academic needs of all students, including foster youth: A. LREBG Action - Counseling services at elementary sites. Research consistently demonstrates the crucial role of elementary school counselors in promoting student well-being, academic achievement, and positive school environments. Studies have also shown they are instrumental in supporting student's personal, social, and academic development, often focusing on building foundational skills and addressing mental health needs. Metric 1.13 will be used to monitor this action. Approximately $1,130,000 in LREBG funds will be used per year to support this action through 2027-28. B. Counseling services at secondary sites C. Student service support at the District level D. Support with foster agencies & advocates E. Enrollment support, including school supplies & backpacks F. Special Education Coordinator & Program Specialists	$6,951,675.00	Yes
1.16	College/Career Counseling	Maintain the following college/career resources: A. College/career counselors at THS & PHS B. Career Center guidance and support at THS & PHS	$465,980.00	Yes
1.17	PSAT	Administer PSAT/NMSQT to all interested students District-wide.	$10,000.00	Yes
1.18	Eligible Student Support	Allocate site funds based on the number of English Learners to support academic achievement and student success.	$1,319,250.00	Yes
1.19	SLPAs	Maintain Speech/Language Pathology Assistants to provide supports to students with speech & language impairments.	$738,995.00	No

Action #	Title	Description	Total Funds	Contributing
1.20	SPED Case Managers	Provide additional time for Special Education case managers to complete required reports.	$147,508.00	No
1.21	Universal Reading Diagnostic	Utilize universal reading diagnostics to increase consistent interventions in literacy: A. Renaissance Star Reading at Dutcher B. iStation Lectura at Osborn & Wakefield C. Reading Difficulties Risk Screener	$171,500.00	Yes
1.22	Data Analyst	Maintain a Data Analyst to gather, analyze, & disseminate data to increase monitoring of student achievement with focus on unduplicated students, while identifying and monitoring all metrics.	$126,614.00	Yes
1.23	Student Welfare Attendance Specialists	Maintain Student Welfare Attendance Specialists with focus on high school sites with unduplicated pupil percentage above 55%.	$215,583.00	Yes
1.24	Events & Recognitions	Embed daily character education District-wide to promote community engagement, including recognitions of such: A. Festival on the Green B. Site & District level recognitions C. TUSD Spring Recognition event D. Positive Behavior Interventions & Support (PBIS)	$110,000.00	Yes
1.25	Community Resources	Utilize community resources to provide counseling & support at specified sites: A. Jessica's House B. Prodigal Sons & Daughters C. Tree House Club D. Character Coaches E. TUPE	$22,450.00	No

Action #	Title	Description	Total Funds	Contributing
1.26	Health Support	Maintain medical and/or behavioral supports/personnel to accommodate medically, emotionally, and/or behaviorally fragile students: A. Equitable service of health support (health techs and/or nurses) at TK-8 sites (District - 4 hours; Sites - 2 hours) B. LVN's/Health Materials C. Mental Health Clinicians	$5,771,991.00	Yes
1.27	Student Input	Administer the California Healthy Kids Survey, or equivalent, to measure student perceptions to school connectedness and safety.	$7,000.00	Yes
1.28	State Seal of Biliteracy	Recognize students earning the State Seal of Biliteracy, including staff participation of assessment process.	$9,000.00	Yes
1.29	Support Networks	Maintain participation in district support networks through SCOE including work related to differentiated assistance in the following areas: A. Mental Health B. Instructional Support C. English Learner Network	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Access & Opportunity: Create practices & experiences to increase achievement for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #2 was developed to increase achievement outcomes for all students in TUSD and in order to foster a culture that welcomes and values differences and embodies respect for all and their circumstances. Actions to support attainment of Goal 2 will work to increase student achievement by providing resources necessary to maximize potential for strong academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	District = 92.69% (AERIES May 2024)	District = 93.01% (Aeries May 2025)		Increase 1% each year: District = 96% (AERIES May 2027)	Increased 0.32%
2.2	Chronic Absenteeism	25.3% Chronically Absent. Status Level = Yellow (2023 Dashboard)	19.5% Chronically Absent. Status Level = Yellow (2024 Dashboard)		Decrease by at least 5.1% each year: 10% chronically absent/Green (Dashboard)	Decreased 5.8%
2.3	Staff Demographics	African American = 1.30% American	African American = 1.04% American		Diversified staff that reflects	African American = -0.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indian/Alaska Native = 1.12% Asian = 3.07% Filipino = .09% Hispanic/Latino = 43.35% Pacific Islander = .47% White = 34.70% Two or more Races = 15.91% Not Reported = 0% (Digital Schools 2024)	Indian/Alaska Native = .88% Asian = 3.11% Filipino = .08% Hispanic/Latino = 44.22% Pacific Islander = .56% White = 32.75% Two or more Races = 17.37% Not Reported = 0% (Digital Schools 2025)		student body population. (Digital Schools)	American Indian/Alaska Native = -0.24% Asian = +0.04% Filipino = -0.01% Hispanic/Latino = +0.87% Pacific Islander = +0.09% White = -1.95% Two or More Races = +1.46% Not Reported = maintained
2.4	Materials & trainings	54 Trainings, 208 Participants (2023-24)	Grading for Equity-18 CRSL- THS 6, PHS 7 Cult Res Book study – 11		Maintain number of trainings and increase participation by 10% annually for 277 participants	Trainings = Decreased 51 Participants - Decreased 166
2.5	AP/Honors/GATE participation	AP participation: 32.41%; Honors participation: DMS = 20.95%; TJHS = 10.67%; PHS = 46.17%; THS = 36.21% Gate Participation: Julien - 72, Cunningham - 25 (AERIES 2023-24)	AP participation: 36.04%; Honors participation: DMS = 16.3%; TJHS = 11.9%; PHS = 45.1%; THS = 36.9% Gate Participation: Julien =82, Cunningham = 24		AP participation: 40%; Honors participation: DMS = 25%; TJHS = 15%; PHS = 50%; THS = 45% Gate Participation: Julien - 96, Cunningham - 96 (AERIES)	AP = +3.63% Honors: DMS = -4.65%, TJHS = +1.23%, PHS = -1.07%, THS = +0.69% GATE: Julien = +10, Cunningham = -1
2.6	Advance Placement results scoring 3 or higher	58% scores of 3 or higher. (AP Student Datafile 2023)	59% scores of 3 or higher. (AP		75% scores of 3 or higher.	Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student Datafile 2024)		(AP Student Datafile)	
2.7	Suspension Rate	7.1% suspended at least once/Status Level: Orange (2023 Dashboard); Student Groups: African American = 14.3% American Indian/Alaska Native = 10.7% Asian = 2.3% Filipino = 0% Hispanic/Latino = 8% Pacific Islander = 5.0% White = 5.5% Two or more Races = 7.8% ELs = 8.3% FY = 31% Homeless = 14.9% Socioeconomically Disadvantaged = 8.3% Students with Disabilities = 10.4% (2022-2023 DataQuest)	4.2% suspended at least once/Status Level: Green (2024 Dashboard); Student Groups: African American = 9.9% American Indian/Alaska Native = 6.1% Asian = 1.4% Filipino = no data. Hispanic/Latino = 4.6% Pacific Islander = 3.6% White = 3.5% Two or more Races = 4.4% ELs = 4.6% FY = 18.9% Homeless = 9.7% Socioeconomically Disadvantaged = 5.1% Students with Disabilities = 6.4% (2023-2024 DataQuest)		3.0% suspended at least once/Green (Dashboard); Comparable rate among all Student Groups (DataQuest): All significant student groups fall within +/- 3% of the median significant student group score.	Decreased 2.9% African American = -4.4% American Indian/Alaska Native = -4.6% Asian = -0.9% Filipino = N/A Hispanic/Latino = -3.4% Pacific Islander = -1.4% White = -2% Two or More Races = -3.4% ELs = -3.7% FY = -12.1% Homeless = -5.2% SED = -3.2% SWD = -4%
2.8	Expulsion Rate	0% Expulsion Rate. (Aeries and Data Quest Expulsion Rate 2023-24)	0% Expulsion Rate. (Aeries and Data Quest Expulsion Rate 2024-25)		No students expelled	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	SWIS	New program. Discipline Referrals=7477, Number of students=1824, Staff Input=368. (May 2025)	Discipline Referrals=7477, Number of students=1824, Staff Input=368. (May 2025)		Reduce the Total Number of Office Discipline Referrals by 5% each School Year from 2024-25 Baseline Data for a Total Reduction of 10%. For significant student groups: All student groups within 3% of the median for significant student groups.	Year 1 is baseline data
2.10	ELA Indicator	All = 32.3 points below standard. Status Level = Orange (2023 Dashboard); EL = 81 points below standard. Status Level = Red (2023 Dashboard); SED = 53.1 points below standard. Status Level = Orange (2023 Dashboard); FY = 146.2 points below standard. Status Level = Red (2023 Dashboard)	All = 34.4 points below standard. Status Level = Orange (2024 Dashboard); EL = 83 points below standard. Status Level = Red (2024 Dashboard); SED = 53.2 points below standard. Status Level = Orange (2024 Dashboard); FY = 112.1 points below standard. Status Level =		All = Increase average to 5 points below standard level/Green (Dashboard); EL = Increase average to 65 points below standard/Yellow (Dashboard) SED = Increase average to 38 points below standard/Yellow (Dashboard) FY = Increase average to 100	All = Declined 2.1 points EL = Declined 2 points SED = Declined 0.1 points FY = Increased 34.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Orange (2024 Dashboard)		points below standard/Orange (Dashboard)	
2.11	Mathematics Indicator	All = 73.2 points below standard. Status Level = Orange (2023 Dashboard); EL = 114.5 points below standard. Status Level = Red (2023 Dashboard); SED = 92.5 points below standard. Status Level = Orange (2023 Dashboard); FY = 194.9 points below standard. Status Level = Red (2023 Dashboard)	All = 70.1 points below standard. Status Level = Yellow (2024 Dashboard); EL = 113.4 points below standard. Status Level = Red (2024 Dashboard); SED= 89.3 points below standard. Status Level = Yellow (2024 Dashboard); FY= 130.5 points below standard. Status Level = Orange (2024 Dashboard)		All = Increase average to 25 points below standard/Green (Dashboard); EL = Increase average to 84.5 points below standard/Yellow SED = Increase average to 62.5 point below standard/Yellow FY = Increase average to 145 points below standard/Orange	All = Increased 3.1 points EL = Increased 1.1 points SED = Increased 3.2 points FY = Increased 64.4 points

Goal Analysis [2024-25]

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

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

TUSD successfully implemented a majority of actions within this goal.

Successful Implementation:

- Action 2.1 Transportation - Transportation was maintained and provided to our magnet school, Walnut, and our Dual Immersion site, Osborn, as well as to those homeless & foster youth students in need.
- Action 2.2 HR Practices - Staff recruitment was extended to job fairs in Fresno and the Bay area. Compensation for substitutes was maintained and comparable to surrounding districts.
- Action 2.4 AP Testing - AP testing was offered to all interested students.
- Action 2.6 Equity Audits - The Coordinator of Equity Initiatives was maintained for the school year. Ed Services piloted an updated equity walks tool. Data is being collected from classroom visits and the Advisory Council continues to meet.

Modified Implementation:

- Action 2.3 Diversity & Inclusion Supports - Trainings shifted focus to trauma-informed strategies and restorative practices. Teams explored grading for equity practices at the secondary math level only.

Not Implemented:

- Action 2.5 Ethnic Studies - Ethnic studies is in the planning phase only. The course outline has been created and Board approved, along with curriculum adoption of Newsela. Ongoing professional development and SCOE community of practice meetings continue to support lesson development prior to pilot option.

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

The District planned $5,008,050 in expenditures for this goal, with estimated actual expenditures totaling $4,840,428. Material differences are found in the following actions:

- Action 2.4 AP Testing: Estimated actual expenditures were approximately three times budgeted expenditures because of covering the entire costs of the AP exam fees at both high schools.
- Action 2.5 Ethnic Studies: Estimated actual expenditures were about half of what was planned because the planning and implementation of this course will cover two years instead of one.

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

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

Effective:

- Action 2.1 Transportation - Transportation was provided to bus riders throughout the year, with about 65% being unduplicated students. Participation in transportation to choice schools/programs increased by 22%. The school district contracted with Kango to provide transportation to homeless & foster youth students in need. District attendance increased by 0.32% and chronic absenteeism decreased by 5.8%.
- Action 2.4. AP Testing - AP participation increased by 3.63%, with 59% scoring 3 or higher on AP exams, an increase of 1%.

- Action 2.6 Equity Audits - Equity audits took place weekly, with data reviewed between site and district administration. There was a decrease in both suspension for ELs, SED, and FY students of 3.7%, 3.2%, and 12.1% respectively. Additionally, chronic absenteeism rates decreased an average of 5.8% and there were zero expulsions this year.

Emerging Effectiveness:

- Action 2.2 HR Practices - The number of job applicants did not increase by attending job fairs out of the area. Our staff demographics remained relatively the same as prior year. However, the substitute pool was maintained because of the comparable compensation to that of other districts.
- Action 2.3 Diversity & Inclusion Supports - Over time, more data will be collected to determine the effectiveness of trainings involving trauma informed strategies, restorative practices, and equity in grading. The number of trainings and participants decreased tremendously because of the narrowed focus to the topics mentioned above.
- Action 2.5 Ethnic Studies - The Ethnic Studies course has not been fully implemented; however, the planning phase continues and has elicited positive discussion and feedback.

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

Based on educational partner feedback and political uncertainty, a variety of changes were made within Goal 2.

Goal:

- Re-worded the goal to remove specific wording pertaining to equity and diversity and focused on creating practices and experiences to increase student achievement for all students.

Metrics:

- Revised Metric 2.4 to focus on materials and trainings that focus on awareness of the needs of our school communities.

Actions:

- 2.2 HR Practices - revised encouragement of diversity of applicants to expand applicant pool with a variety of skillsets, experiences, and backgrounds.
- 2.3 Trainings & Materials - revised title, removed wording pertaining to equity & inclusion, and revised trainings & materials to increase awareness and representation of our school communities.
- 2.6 Focused Supports - revised title, re-named Coordinator of Equity Initiatives, redefined Coordinator role to focus on student support, and revised equity audits to audits of instructional practices & school climate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Home-to-School Transportation	A. Maintain home-to-school transportation, including a minimum of 6 hours for bus drivers. B. Provide transportation to choice schools/programs. C. Provide transportation for Homeless and/or Foster Youth who reside outside District boundaries.	$3,566,878.00	Yes
2.2	HR Practices	A. Extend staff recruitment outside of region to expand applicant pool with a variety of skill sets, experiences, and backgrounds. B. Maintain increased compensation for certificated substitutes to remain comparable to surrounding districts.	$1,086,318.00	Yes
2.3	Trainings & Materials	A. Provide meaningful trainings and/or presentations for students & staff to increase awareness of the needs of our school communities (e.g. grading policies & practices, cultural responsiveness). B. Provide a variety of reading materials/curriculum that represent our school communities.	$125,000.00	Yes
2.4	AP Testing	Provide funding to sites to assist with AP Testing expenses.	$145,000.00	Yes
2.5	Ethnic Studies	Implement Ethnic Studies course per AB 101.	$107,177.00	No
2.6	Focused Student Supports	A. Redefine the work of the former Coordinator of Equity Initiatives as Coordinator of Student Support. B. Conduct audits of instructional practices & school climate procedures through data collected from classroom visits. C. Continue Family Engagement & Outreach Advisory Council to analyze data, services, & programs.	$392,711.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #3 was developed to ensure that all students in TUSD are provided an equitable, effective education that includes grade-level standards, adopted curriculum, and related experiences to support rigor and high expectations for all students across all schools. Actions and metrics will help achieve this goal by providing data focused on compliance within basic services & conditions, as well as assessment data and observations to confirm viable learning & effective instructional practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Basic Services & Conditions Local Indicator	100% of staff appropriately assigned in compliance with Williams Act; Zero findings Williams Act Instructional Materials (2023-24)	100% of staff appropriately assigned in compliance with Williams Act; Zero findings Williams Act Instructional Materials (2024-25)		100% of staff appropriately assigned in compliance with Williams Act; Zero findings Williams Act Instructional Materials	No difference
3.2	Teacher Induction Program completion	Year 1 candidates = 22	Year 1 candidates = 31,		100% completion rate for all candidates within	No difference in completion rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Early Completion Option (ECO) candidates = 5 Year 2 candidates = 19 Candidates will complete induction this year = 23 Mentors = 37 100% of year 2 candidates and "regular" ECO candidates will complete induction. (2023-24)	Year 2 + ECO = 26. Candidates completing induction this year = 26 Mentors = 39 100% of year 2 + ECO will complete induction (2024-25)		TUSD induction program	
3.3	English Learner Progress Indicator	47% making progress towards English language proficiency (2023 Dashboard)	41.7% making progress towards English language proficiency (2024 Dashboard)		53% making progress towards English language proficiency (Dashboard)	Decreased 5.3%
3.4	EL Reclassification rate	133 of 3346 ELs (3.97%) Redesignated Fluent-English-Proficient. (2022-2023 Dataquest)	199 of 3495 ELs (5.69%) Redesignated Fluent-English-Proficient. (2023-2024 Dataquest)		10% of ELs Reclassified	Increased 1.72%
3.5	ELPAC	47% making progress towards English language proficiency (2023 Dashboard); Summative ELPAC 14.23% proficient (22-23)	41.7% making progress towards English language proficiency (2024 Dashboard); Summative ELPAC 12.72% proficient (23-24)		Increase by 2% each year for a total of 20.23% Proficient Overall 4	Decreased 1.51% Proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	iReady	K-8 End of Year Diagnostic 3 ELA = 43% K-8 End of Year Diagnostic 3 Math = 36% (2023-24)	K-8 End of Year Diagnostic 3 ELA = 44% K-8 End of Year Diagnostic 3 Math = 39% (2024-25)		K-8 End of Year Diagnostic 3 ELA = 50% K-8 End of Year Diagnostic 3 Math = 45%	ELA = increase 1% Math = increase 3%
3.7	ELA Indicator	All = 32.3 points below standard. Status Level = Orange (2023 Dashboard); EL = 81 points below standard. Status Level = Red (2023 Dashboard); SED = 53.1 points below standard. Status Level = Orange (2023 Dashboard); FY = 146.2 points below standard. Status Level = Red (2023 Dashboard)	All = 34.4 points below standard. Status Level = Orange (2024 Dashboard); EL = 83 points below standard. Status Level = Red (2024 Dashboard); SED = 53.2 points below standard. Status Level = Orange (2024 Dashboard); FY = 112.1 points below standard. Status Level = Orange (2024 Dashboard)		All = Increase average to 5 points below standard level/Green (Dashboard); EL = Increase average to 65 points below standard/Yellow (Dashboard) SED = Increase average to 38 points below standard/Yellow (Dashboard) FY = Increase average to 100 points below standard/Orange (Dashboard)	All = Declined 2.1 points EL = Declined 2 points SED = Declined 0.1 points FY = Increased 34.1 points
3.8	Professional Development/Trainings	3 Full PD days for certificated, 46 PD opportunities (2024-2025): 4 MTSS	3 Full PD days for certificated, 53 single counted PD options (2024-25)		Maintain over the next three years	Full PD Days = Maintained PD opportunities = Increased 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Mathematics Indicator	All = 73.2 points below standard. Status Level = Orange (2023 Dashboard); EL = 114.5 points below standard. Status Level = Red (2023 Dashboard); SED = 92.5 points below standard. Status Level = Orange (2023 Dashboard); FY = 194.9 points below standard. Status Level = Red (2023 Dashboard)	All = 70.1 points below standard. Status Level = Yellow (2024 Dashboard); EL = 113.4 points below standard. Status Level = Red (2024 Dashboard); SED= 89.3 points below standard. Status Level = Yellow (2024 Dashboard); FY= 130.5 points below standard. Status Level = Orange (2024 Dashboard)		All = Increase average to 25 points below standard/Green (Dashboard); EL = Increase average to 84.5 points below standard/Yellow SED = Increase average to 62.5 point below standard/Yellow FY = Increase average to 145 points below standard/Orange	All = Increased 3.1 points EL = Increased 1.1 points SED = Increased 3.2 points FY = Increased 64.4 points
3.10	Classroom Technology	For the 2023-24 school year, all classrooms were equipped with the following technology: Teacher computer with dual monitors, document camera, Logitech Meetup camera, 75” interactive panel with Chromebox or a digital projector, and an audio amplification system.	All classrooms were equipped with the following technology: Teacher computer with dual monitors, document camera, Logitech Meetup camera, 75” interactive panel with Chromebox or a digital projector, and an audio		Maintain classroom technology in all classrooms	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			amplification system.			
3.11	A-G Completion Rate	44.13% of graduates meeting UC/CSU requirements (2022-23 CALPADS)	44.59% of graduates meeting UC/CSU requirements (2023-24 CALPADS)		50% of graduates meeting UC/CSU requirements (CALPADS)	Increased 0.46%
3.12	Graduation Rate	95% graduated. Status Level = Blue (2022-2023 DataQuest)	94.4% graduated. Status Level = Green (2024 Dashboard)		Increase graduation rate by 1% each year with 98% graduation rate.	Decreased 0.6%
3.13	College & Career Indicator	49.1% prepared/Medium level (2023 Dashboard)	44.3% prepared/Medium level (2024 Dashboard)		Increase by at least 2% each year = 55.1% prepared/High (Dashboard)	Decreased 4.8%
3.14	CAASPP - Writing Claim	63.6% Near & Above Standard (2022-2023)	62.1% Near & Above Standard (2023-2024)		70% Near & Above Standard	Decreased 1.5%
3.15	Access to a Broad Course of Study Local Indicator	EL: 100% have access to core curriculum; 71.22% enrolled in one or more elective courses SWD: 100% have access to core curriculum; 57.57% enrolled in one or more elective courses (AERIES 2023-24)	EL: 100% have access to core curriculum; 74.2% enrolled in one or more elective courses SWD: 100% have access to core curriculum; 88.9% enrolled in one or more elective courses (AERIES 2024-25)		EL: 100% have access to core curriculum; 80% enrolled in one or more elective courses SWD: 100% have access to core curriculum; 65% enrolled in one or more elective courses (AERIES)	EL = increased 5.8% SWD = Increased 31.33%

Goal Analysis [2024-25]

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

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

TUSD successfully implemented a majority of actions within this goal.

Successful Implementation:

- Action 3.1 Highly Qualified Staff - Early recruitment of staff was possible with early notification of retirement.
- Action 3.2 Teacher Induction - The Teacher Induction Program was successfully implemented to 58 teachers this year, with all required observations and meetings taking place.
- Action 3.3 English Learners - FTEs were filled at both THS & PHS providing additional support for ELs. District Itinerant ELD teachers supported Newcomers at elementary sites. EL Summer School Academy was offered in 2024 and will be again in 2025. High school master schedules continue to accommodate college prep SDAIE sections in core courses with ELs strategically grouped. Professional development opportunities in strategies supporting ELs and LTELs were offered throughout the year.
- Action 3.4 Early Literacy Specialists - All Early Literacy Specialists were maintained with focus on grades K-2. Intervention was prioritized for first grade students.
- Action 3.5 Professional Development - The District provided a wide variety of professional development opportunities for PK-12. Professional development opportunities were chosen based on data, feedback from unions, and student groups that scored lower on Dashboard indicators.
- Action 3.6 Classroom Technology - All 1:1 devices were purchased/maintained and classrooms were maintained with District-standard instructional technology. Additional STEM-specific technology equipment/programs were purchased at secondary sites.
- Action 3.7 Technology Staff - All technology positions were maintained.
- Action 3.8 PLC - PLCs continued for all sites with emphasis on data analysis and fidelity to the four critical questions of the PLC for student learning.
- Action 3.9 Curriculum - Various committees met (TK, science, math) throughout the year to review curriculum. The math framework committee met regularly and attended PD from SCOE regarding the math framework.
- Action 3.10 State & Federal Reviews - Reviews for 2024-25 included Early Childhood Education, CIM, and Office of Civil Rights, with no findings. Additionally, three staff were sent on WASC visitations to sites outside of the area.
- Action 3.12 21st Century Skills - This course remains fully implemented, with summer school opportunities for students to earn advance credit prior to high school. Implementation of CCGI is in the early phase and set to replace the My 10 Year Plan currently being utilized.

Modified Implementation:

- Action 3.11 Decodables - The District purchased UFLI supplemental curriculum that has decodable text within.

Not Implemented:

- Action 3.1 Highly Qualified Staff - Employee Improvement Program was not needed, and therefore not implemented this year.
- Action 3.13 Writing Continuum - The writing continuum was not revisited or updated this year.

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

The District planned $12,261,785 in expenditures for this goal, with estimated actual expenditures totaling $9,807,448. Material differences are found in the following actions:

- Action 3.9 Curriculum: Only $1.4 million was spent from the $3.1 million budget. We did not move forward with a curriculum adoption this year.
- Action 3.11 Decodables: No funding was spent on decodables because the District purchased supplemental curriculum that had decodable text within.
- Action 3.13 Writing Continuum: No funding was spent on the writing continuum because it was not revisited or updated this year.

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

Based on analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualitative data.

Strongly Effective:

- Action 3.2 Teacher Induction - All 58 candidates needing to clear their credential were able to participate and assigned a mentor. There were 32 Year 1 candidates, 22 Year 2 candidates, and 4 Early Completers, with all Year 2 candidates successfully completing the program.
- Action 3.6 Classroom Technology - All classrooms were equipped with the following technology: Teacher computer with dual monitors, document camera, Logitech Meetup camera, 75″ interactive panel with Chromebox or a digital projector, and an audio amplification system, which were maintained from the prior year. Additionally, all students had access to a chromebook as part of their basic instructional materials.

Effective:

- Action 3.1 Highly Qualified Staff - Because of the early notification of retirement, we were able to plan on 12 retirements and recruit staff earlier, securing fully credentialed staff for all positions. 100% of staff were appropriately assigned in compliance with the Williams Act. The effectiveness of the Employee Improvement Program is unable to be determined because it has yet to be implemented.
- Action 3.3 English Learners - Additional FTEs for EL Support periods have proven effective based on student course grades. District Newcomer support was provided to 164 students speaking 11 home languages from 21 different countries. Local data shows 85% growth in oral language proficiency and phonics. Reclassification rates have increased by 1.72%, however there was a decrease of 5.3% on the ELPI as well as 1.51% proficient on the Summative ELPAC.
- Action 3.4 Early Literacy Specialists - iReady data shows an increase of K-2 students on grade level. However, ELA met/exceeded declined for 3rd graders by 6.75%.

- Action 3.5 Professional Development - Professional Development opportunities were provided before & during school, focusing on mathematical practices, PBIS, trauma-informed strategies, Pro-Act, LETRS, content-specific, building thinking classrooms, RTI, & equitable grading practices, all as a result of Dashboard and iReady data. The number of PD options increased by 7.
- Action 3.7 Technology Staff - all positions were effectively used, resulting in increased cybersecurity and more efficient use of the ticketing/help desk process.
- Action 3.8 PLCs - PLC collaboration time is provided every Wednesday, with focus on data and the four essential questions. This collaboration has led to structured rotations based on data at the elementary level, and building thinking classrooms at the secondary level. Growth in mathematics scores on both iReady and CAASPP, as well as the increase in EL reclassification rates were attributed to data-driven decisions within the PLC.
- Action 3.9 Curriculum - Various committees met throughout the year regarding curriculum. The elementary and secondary math framework committee developed a vision statement for math and finds value in the collaborative work.
- Action 3.10 State & Federal Reviews - There were no findings in any of the reviews submitted. Additionally, those that served on WASC panels/visits to other sites found the experience very informative.
- Action 3.11 Decodables - iReady results supported focus on the science of reading. Supplemental curriculum that has decodable text within proved more effective and efficient than separate materials.
- Action 3.12 21st Century Skills - The new Ethnic Studies requirement will fully replace the College/Career Seminar in 2026-27, with a pilot offering in 2025-26. Nearly all TUSD students in 7th-12th grades have a registered account in CCGI. The college/career indicator declined, but the A-G completion rate slightly increased.

Ineffective:

- Action 3.13 Writing Continuum - The District did not make revisiting the writing continuum a priority this year to improve effectiveness of this tool.

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.

There are no changes to the goal, metrics, or target outcomes for the coming year. Changes to specific actions include the following:

- Action 3.11 - Changed the title to the Science of Reading and removed decodables within the action because of decodable text embedded within the supplemental curriculum.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Staff	Attract & retain highly qualified & professional staff members:	$12,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Early recruitment of staff, including participation at job fairs within & outside the region, as well as teacher preparation programs outside of only CSU Stanislaus B. Utilize Employee Improvement Program when necessary		
3.2	Teacher Induction	Maintain TUSD Teacher Induction Program, including Coordinator, video platform for required observations, & other related training materials.	$567,207.00	No
3.3	English Learners	Provide English Learner students, including LTELs, with appropriate, standards-based, daily designated/integrated ELD instruction: A. 0.60 FTE increase for both THS Newcomer ELD Academy & PHS EL Support periods. B. Director of English Learners, Assessment, & Special Programs C. District ELD teachers to support Newcomers & LTELs at elementary sites D. EL Summer School Academy E. SDAIE college prep courses with ELs strategically grouped F. Professional Development in strategies supporting ELs & LTELs, including Academic Discourse & Deisgnated & Integrated ELD	$1,710,836.00	Yes
3.4	Early Literacy Specialists	Maintain Early Literacy Specialists at all elementary sites.	$1,433,442.00	Yes
3.5	Professional Development	Provide District-wide professional development opportunities and/or trainings for staff grades Preschool-12 as deemed by quantitative & qualitative data, including student group data that has led to Technical Assistance.	$859,206.00	Yes
3.6	Classroom Technology	Maintain all classrooms with current technology to support effective teaching & learning that include a balance of teacher instructional tools & student engagement resources:	$1,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. 1:1 student to device ratio District-wide B. STEM-specific technology devices at secondary sites C. Classrooms with District-standard instructional technology		
3.7	Technology Staff	Maintain increased Technology staff: A. Application Specialist B. Tech Support Specialist/Help Desk C. A-V Technicians D. Network Engineers E. Network Technician	$996,203.00	No
3.8	Professional Learning Communities	Continue consistent collaboration time at all sites to monitor student achievement, with focus on DuFour's Four Critical Questions of PLCs for student learning: A. PLC Leads & stipends B. Additional site collaboration time/funding C. Weekly Wednesday PLC part-time teacher compensation	$449,829.00	Yes
3.9	Curriculum	Establish committees of qualified educational partners to review & select standards-based instructional materials: A. Material costs for consumables (e.g. Eureka Math, MVP, Adelante, Wonders) B. Reviews/adoptions	$3,100,000.00	No
3.10	State & Federal Reviews	Coordinate State/Federal program reviews & mandates (accommodations, duplication, subs).	$10,000.00	No
3.11	Science of Reading	Increase materials to align with science of reading.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	21st Century Skills	Maintain a "21st Century Skills" required course with revisions that focus on Ethnic Studies, students' 10-year plans, & use of CCGI, as well as health & character education.	$1,147,744.00	Yes
3.13	Writing Continuum	Revisit the District-wide TK-12 writing continuum, including related training/PD.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #4 was developed to create opportunities for enhanced parent/family engagement, knowing that parent involvement and partnership with school and District initiatives has a profound impact on students' educational experiences and success. Specific actions within this goal will work to increase family engagement in TUSD, with participation monitored at all school & district events, including social media engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent & Family Engagement Local Indicator, including SED, EL, FY, and SWD	Building Relationships: 4.75, Building Partnerships: 4.75, Seeking Input: 4.5 (Local Indicators - Parent & Family Engagement) (2024)	Building Relationships: 5, Building Partnerships: 4.75, Seeking Input: 4.5 (Local Indicators - Parent & Family Engagement)		Maintain Building Relationship: 4.75, Building Partnerships: 4.75, Increase Seeking Input: 4.75 (Local Indicator - Parent & Family Engagement)	Building Relationships = +0.25 Building Partnerships = 0 Seeking Input = 0
4.2	Agendas & sign-in sheets documenting parent participation in	Parent participation in: ELAC: 38 meetings, 201 participants	Parent participation in:		Maintain the total number of meetings and parent participants	ELAC = +7 meetings; +106 participants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	site/District-level committees	DELAC: 5 meetings, 35 participants SSC: 42 meetings, 311 participants PAC: 6 meetings, 55 participants PIQE/PEP participants: 86 parents LCAP: 3 meetings, 3 parents (2023-24 meeting minutes)	ELAC: 45 meetings, 307 participants DELAC: 5 meetings, 57 participants SSC: 19 meetings, 153 participants PAC: 6 meetings, 58 participants PIQE/PEP participants: 122 parents LCAP: 4 meetings, 3 parents (2024-25 meeting minutes)			DELAC = 0 meetings; +22 participants SSC = -23 meetings; -158 participants PAC = 0 meetings; +3 participants PIQE/PEP = +36 participants LCAP = +1 meeting; 0 parents
4.3	Chronic Absenteeism Indicator	25.3% Chronically Absent. Status Level = Yellow (2023 Dashboard)	19.5% Chronically Absent. Status Level = Yellow (2024 Dashboard)		Decrease by at least 5.1% each year: 10% chronically absent/Green (Dashboard)	Decreased 5.8%
4.4	Attendance Rates	District = 92.69% (AERIES May 2024)	District = 93.01% Aeries (Aeries May 2025)		Increase 1% each year: District = 96% (AERIES May 2027)	Increased 0.32%
4.5	Social Media	Number of followers on social media (2024) Facebook: 7.5K Instagram: 7,296 X (Twitter): 1.3K (Discontinued)	Number of social media followers (2025) Facebook 8,054 Instagram 7,796		Number of followers on social media increase by 5% each year: Facebook: 8,682 Instagram: 8,446	Facebook = Increased 554 Instagram = Increased 500

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Parent Square Communication	10,448 Posts, 245,110 Direct Messages, 289 Alerts, 5,987 Auto Notices (2023-24)	10,569 Posts - 264,633 Direct Messages - 234 Alerts - 105,997 Auto-Notices (2024-25)		Maintain Parent Square Communication	Posts = Increased 121 Direct Messages = Increased 124 Alerts = Decreased 55 Auto Notices = Increased 100.010
4.7	FRC Event Parent Participation	28 Events: 1,410 of Participants (2023-24)	41 events: 968 Participants (2024-25)		Maintain the number of parent participants	Events = Increased 13 Participants = Decreased 442
4.8	FRC Family Referrals	1659 Student and Family Contacts (2023-24)	5,300 Student and Family Contacts (2024-25)		5% annual increase in student and family contacts: 1,920	Increased 3,641
4.9	Student Welfare Intervention	Total Number of Student Welfare Interventions for the 2023-24 School Year: 4,392 Student Welfare and Attendance Specialists	Total Number of Student Welfare Interventions for the 2024-25 School Year: 7,085 Student Welfare and Attendance Specialists		5% annual increase in student welfare interventions by Student Welfare and Attendance Specialists: 5,084	Increased 2,693

Goal Analysis [2024-25]

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

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

TUSD successfully implemented all actions within this goal.

Successful Implementation:

- Action 4.1 PIQE/PEP - Maintained all PIQE/PEP programs and added a Latino Literacy Parent program.

- Action 4.2 Parent Information Nights - Parent Information Nights and trainings were offered three times by our Family Resource Center. Additionally, school sites offered different parent information nights/events based on site culture and needs.
- Action 4.3 Community Liaisons - Community Liaisons were maintained at all TK-8 schools. Bilingual stipends and translation services were provided to assist with communication with non-English speaking families.
- Action 4.4 Communication - The District maintained the Director of Communication, including clerical support, and utilized Final Site and Parent Square for District-wide communication.
- Action 4.5 Family Resource Center - The District maintained the Family Resource Center and provided a variety of resources and services based on the needs and interests of TUSD students and families.
- Action 4.6 SARB - The Director of Student Services and the Student Welfare and Attendance Specialists held individual trainings/counseling with students and parents/guardians to develop restorative attendance plans, productive daily routines, and behavioral responses to improve student attendance. The District showed a significant decrease in chronic absenteeism and an increase in student

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

The District planned $1,456,150 in expenditures for this goal with estimated actual expenditures totaling $1,316,662. There were no material differences between budgeted and estimated actual expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative and qualitative data.

Strongly Effective:

- Action 4.1 PIQE/PEP - Increased participation in PIQE and implemented new Latino Literacy Parent Program. Additionally, our Parent & Family Engagement Local Indicator reflected an increase in building relationships.
- Action 4.3 Community Liaisons - Community Liaisons assisted with several referrals to the Family Resource Center, translations, de-escalation techniques, positive behavior, and strategies for positive attendance. As a result, there was a significant decrease (5.8%) in chronic absenteeism, an increase in attendance, including SED, EL, and FY students.
- Action 4.5 Family Resource Center - The Family Resource Center continues to add services and events and has seen an increase of over 3600 referrals. Although a number of events took place based on community interest, there was a decrease in the number of participants.
- Action 4.6 SARB - The Director of Student Services and the two Student Welfare Attendance Specialists provided counseling/parent trainings during student/parent conferences, home visits, and support services to families. As a result, attendance rates have increased and chronic absenteeism has decreased, particularly for the specific students who received home visits.

Effective:

- Action 4.2 Parent Information Nights - The family Resource Center has offered parent information nights and trainings. Participation rate at the site varies depending on the topic. The Parent & Family Engagement Local Indicator indicated an increase in building relationships. While participation increased for ELAC meetings, participation decreased in School Site Council meetings.
- Action 4.4 Communication - There has been an increase in social media followers as well as Parent Square notifications. The community has been notified of school and district events involving academics, health care, extra-curricular activities, & other topics pertinent to each site.

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.

There are no changes to the actions for the coming year. Priority 1 was removed as a state priority addressing this goal, as this was marked in error last year. Metric 4.5 will be changed to remove Twitter from our social media platform.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	PIQE/PEP	Maintain/expand parent involvement programs, such as Parent Institute for Quality Education (PIQE) or Parent Empowerment Program (PEP) to include all schools and promote parent participation & volunteerism.	$120,000.00	Yes
4.2	Parent Information Nights	Expand offerings of parent information nights & trainings, specifically focusing on unduplicated students & families at site & District levels (e.g. literacy, math, special education, Aeries, technology, college/career readiness, nutrition/health & wellness, safety, drug awareness, and social-emotional supports).	$43,754.00	Yes
4.3	Community Liaisons	A. Maintain Community Liaisons at all TK-8 sites to facilitate communication between schools & families. B. Provide bilingual stipends & translation services to assist with communication with non-English speaking families.	$753,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Communication	A. Maintain Director of Communication, Family Engagement & Outreach, including clerical support, to increase consistency of District & school communication and access to resources for families. B. Utilize programs, services, mailings, & materials to support District-wide communication.	$519,569.00	Yes
4.5	Family Resource Center	Maintain TUSD Family Resource Center to provide resources, programs, and services based on the needs and interests of TUSD's diverse scholars and families.	$20,000.00	Yes
4.6	SARB	Provide trainings/counseling classes for parents referred to SARB.	$14,272.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #5 was developed to support and maintain safety and security practices, trainings, and updates throughout TUSD to protect all TUSD community and minimize harm. Specific actions within this goal will help achieve the desired outcome of increased safety and security by monitoring and assessing security of all facilities, during and outside the regular school day, as well as collecting baseline data relative to safety of students, personnel, and facilities. Data collection, monitoring, and reporting will be critical steps to demonstrate effectiveness of actions within Goal 5.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Monthly & annual site inspections	Fall 10/15 - 100% Site Inspections Completed Spring 4/15 - 100% Site Inspections Completed 2023-2024 = 100% completion of monthly & annual site inspections.	Fall 10/15 - 100% Site Inspections Completed Spring 4/15 - 100% Site Inspections Completed 2024-2025 = 100% completion of monthly & annual site inspections.		100% completion of monthly & annual site inspections	No difference
5.2	Safety training participation	78.6% Participation in Keenan trainings. (23-24)	79.41% Participation in Keenan trainings. (24-25)		100% completion in Keenan trainings;	Keenan = Increased 0.81% Safety = No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% participation in campus supervisor & safety plan training;	100% participation in campus supervisor & safety plan training;		100% participation in campus supervisor & safety plan training;	
5.3	StopIT reports	Total Number of StopIT Reports for 2023-24 by subtype: Bullying/Cyberbullying = 80 Hate Crime/Discrimination = 8 Harassment/Intimidation = 17	Total Number of StopIT Reports for 2024-25 by subtype: Bullying/Cyberbullying =104 Hate Crime/Discrimination = 11 Harassment/Intimidation = 19		Reduce Number of StopIt Report by Incident by 10% Each Year from Baseline School Year. Total Number of StopIT Reports by Type: Bullying/Cyberbullying = 58 Hate Crime/Discrimination = 6 Harassment/Intimidation = 12	Bullying/Cyberbullying = Increased 24 Hate Crime/Discrimination = Increased 3 Harassment/Intimidation = Increased 2
5.4	California Healthy Kids Survey	Average percentages for grades 7, 9, 11: Connectedness: 52%; 56%; 50% School Perceived as Safe or Very Safe: 52%; 58%; 51% (2023-2024 CHKS)	Average percentages for grades 7, 9, 11: Connectedness: 57%; 52%; 57% School Perceived as Safe or Very Safe: 53%; 56%; 59% (2024-2025 CHKS)		Average percentages for grades 7, 9, 11: Connectedness: 70%; 70%; 70% School Perceived as Safe or Very Safe: 70%; 70%; 70% (CHKS)	Connectedness = +5%, -4%, +7% Safe/Very Safe = +1%, -2%, +8%
5.5	Suspension Rate	7.1% suspended at least once/Status Level: Orange (2023 Dashboard); Student Groups:	4.2% suspended at least once/Status Level: Green (2024 Dashboard);		3.0% suspended at least once/Green (Dashboard); Comparable rate	All = Decreased 2.9% African American = Decreased 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = 14.3% American Indian/Alaska Native = 10.7% Asian = 2.3% Filipino = 0% Hispanic/Latino = 8% Pacific Islander = 5.0% White = 5.5% Two or more Races = 7.8% ELs = 8.3% FY = 31% Homeless = 14.9% Socioeconomically Disadvantaged = 8.3% Students with Disabilities = 10.4% (2022-2023 DataQuest)	Student Groups: African American = 9.9% American Indian/Alaska Native = 6.1% Asian = 1.4% Filipino = no data. Hispanic/Latino = 4.6% Pacific Islander = 3.6% White = 3.5% Two or more Races = 4.4% ELs = 4.6% FY = 18.9% Homeless = 9.7% Socioeconomically Disadvantaged = 5.1% Students with Disabilities = 6.4% (2023-2024 DataQuest)		among all Student Groups (DataQuest): All Significant student groups fall within +/- 3% of the median significant student group score.	American Indian/Alaska Native = Decreased 4.6% Asian = Decreased o,9% Filipino = N/A Hispanic/Latino = Decreased 3.4% Pacific Islander = Decreased 1.4% White = Decreased 2% Two or More Races = Decreased 3.4% ELs = Decreased 3.7% FY = Decreased 12.1% Homeless = Decreased 5.2% SED = Decreased 3.2% SWD = Decreased 4%
5.6	Canine Contraband Service	% of Drug Related Suspensions: 16.38% (2023-24 Aeries)	% of Drug Related Suspensions: 16.8% (2024-25 Aeries)		Decrease the number of drug/contraband-related suspensions by 10%.	Increased 0.42%
5.7	LCAP Survey	Percentages of parents and staff who strongly agree & agree they are	Percentages of parents and staff who strongly agree & agree they are		Percentages of parents and staff who strongly agree & agree they are	Safe = +5.28%, +3.15% Connected =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		safe at school: 83.92%; 85.28% Percentages of parents and staff who strongly agree & agree they are connected to the school: Data to be collected (LCAP Survey January 2024)	safe at school: 89.2%; 88.43% Percentages of parents and staff who strongly agree & agree they are connected to the school: Data to be collected (LCAP Survey January 2025)		safe at school: 85%; 85% Percentages of parents and staff who strongly agree & agree they are connected to the school: 85%; 85% (LCAP Survey)	

Goal Analysis [2024-25]

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

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

TUSD successfully implemented a majority of actions within this goal.

Successful Implementation:

- Action 5.1 Facilities - All monthly and annual site inspections were completed.
- Action 5.2 Safety Trainings - All Keenan, campus supervisor, & safety plan trainings were offered in a timely manner.
- Action 5.4 Bell-to-Bell Security - All positions were implemented, and additional funding was utilized to support extra hours of campus supervision.
- Action 5.5 Safety Partnerships - All partnerships were maintained, which focused on improved emergency response procedures, and public relations & communication.
- Action 5.6 - Contraband Intervention - Services of the contraband canines were utilized two times during the year at the secondary sites.

Implementation Challenges:

- Action 5.3 SROs - SROs were maintained at both comprehensive high schools; however, a permanent SRO at TJHS was not implemented because of staffing issues with Turlock Police Department. Alternately, sub SROs were utilized, and oftentimes not present for the entire school day.

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

The District planned $6,905,510 in expenditures for this goal with estimated actual expenditures totaling $6,219,621. There were no material differences between budgeted and estimated actual expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 5, as demonstrated by both quantitative and qualitative data.

Strong Effectiveness:

- Action 5.1 Facilities - 100% completion of all monthly and annual site inspections.
- Action 5.2 Safety Trainings - There was a slight increase in participation of trainings. These trainings resulted addressing safety hazards in a timely manner and additional monitoring of safety/security procedures.

Effective:

- Action 5.3 SROs - SROs have reported to a number of incidents to ensure safety of all students. The number of StopIT reports for bullying and discrimination increased, but remained stagnant for harassment. Data from CHKS shows the number of students feeling safe or very safe on campus remained somewhat the same as prior year.
- Action 5.4 Bell-to-Bell Security - All sites used positions and additional funding to increase campus security. The number of StopIT reports for bullying and discrimination increased, but remained stagnant for harassment. Data from CHKS shows the number of students feeling safe or very safe on campus remained somewhat the same as prior year. Additionally, the number of suspensions decreased for all student groups.
- Action 5.5 Safety Partnerships - Increased participation in these meetings has led to better communication and response from all entities. According to the LCAP survey about 85% of parents and staff feel students are safe at school, while 70% of students report such on the CHKS.

Emerging Effectiveness

- Action 5.6 Contraband Intervention - The percentage of drug/contraband-related suspensions has increased slightly, 0.42%. However, there are case-by-case situations where the canine contraband services have proven effective.

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.

There are no changes to the goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	Maintain facilities in good repair by improving & implementing a District-standard for facilities, including a site-based custodial model, that is consistently applied on all campuses to support annual facility inspections.	$4,647,955.00	No
5.2	Safety Trainings	Provide training to staff to expand & improve understanding of facility maintenance & safety/security procedures & expectations. A. Keenan trainings B. Campus security	$5,000.00	Yes
5.3	SROs	Maintain School Resource Officers at both comprehensive schools and TJHS to support & increase campus security while being available for emergency responses at all schools in TUSD.	$500,000.00	Yes
5.4	Bell-to-Bell Security	A. Maintain funding to all sites to allow for additional hours of campus supervision to increase bell-to-bell security. B. Maintain Campus Supervisors at all schools & Campus Supervisor Coordinator outreach at secondary schools to support campus security.	$2,613,610.00	Yes
5.5	Safety Partnerships	Maintain partnerships to improve emergency response & procedures, including public relations and communications. A. City/University/District emergency response communication system B. City/University/District/TID meetings C. Knowledge Saves Lives D. Sandy Hook Promise	$37,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	Canine Contraband Service	Maintain use of contraband canines at secondary schools to increase student safety and serve as a deterrent for students bringing drugs and/or weapons on campus.	$4,800.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier: Utilize a multi-tiered system of supports (MTSS) to increase academic achievement, social-emotional learning, and improve student behavior to enhance student success and well-being while promoting College and Career Readiness for all Roselawn High School students.	Equity Multiplier Focus 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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A needs assessment was conducted at Roselawn High School to determine goal & actions for LCFF Equity Multiplier funding. Students & staff were surveyed seeking information related to career development options, academic achievement, and mental health supports/services. Discussions took place with Roselawn's ELAC where the committee identified the need for a Career Navigator for job placement. Additionally, the Roselawn staff (principal, teachers, counselor, paraeducators, clerical) met to provide input and evaluate the survey results. After receiving all input, Roselawn staff developed this goal to address the concern that students are performing at the lowest levels on the state indicators in both English Language Arts (ELA) and Mathematics. Additionally, Roselawn's suspension rate is in the red and its College and Career Indicator is very low. Specific actions within this goal focus on increasing rigor and relevance in the educational program at Roselawn in an effort to increase student engagement, achievement, and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension Rate - Roselawn	13.3% Suspended at least once. Color: Red (Dashboard 2023)	11.3% Suspended at least once. Color: Yellow (Dashboard 2024)		3.0% suspended at least once/Green (Dashboard); Comparable rate	Decreased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					among all Student Groups (DataQuest): All significant student groups fall within +/- 3% of the median significant student group score.	
6.2	ELA Indicator - Roselawn	146 points below standard. No performance color. (Dashboard 2023)	101 points below standard. Color: Orange (Dashboard 2024)		Increase 10 points annually - 116 points below standard	Increased 35 points
6.3	Math Indicator - Roselawn	225.7 points below standard. No performance color. (Dashboard 2023)	204.8 points below standard. Color: Orange (Dashboard 2024)		Increase 15 points annually - 180.7 points below standard	Increased 20.9 points
6.4	Attendance Rate - Roselawn	78.75% Attendance (Aeries - May 2024)	76.10% Attendance (Aeries - May 2025)		Increase 2% each year - 85% (AERIES May, 2027)	Decreased 2.65%

Goal Analysis [2024-25]

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

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

The first year of this additional funding came with some implementation challenges.

Successful Implementation:

- 6.1 MTSS SEL/Behavior Supports - A full-time Mental Health Clinician is staffed at Roselawn to support all students, particularly those needing Tier 2 and Tier 3 SEL and behavior needs.

Implementation Challenges:

- 6.2 ELA & Math Achievement - Professional development with project-based learning is not scheduled until summer. PLC time has been utilized to help guide instruction and math trainings have been provided focused on mathematical practices.
- 6.3 Career Ready Students - The Career Navigator position was filled and then vacated during Fall 2024, which postponed some of the necessary and planned work of the position. Following a gap of about two months, the position was filled again and has focused on providing necessary resources and supports such as mock job interviews and a Career Fair.

Modified Implementation:
- Action 6.4 CTE Courses - Additional FTE allotment for a CTE teacher was designated for implementation of a new Healthcare Pathway at Roselawn due to student interest in this career area. The teacher began in October 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.

Roselawn High School planned $338,941 for this goal, which was the entire amount allocated from CDE. Estimated actual expenditures totaled $237,907. Material differences are found in the following actions:
- Action 6.1 MTSS SEL: Estimated actual expenditures were lower than budgeted due to staff placement on the salary schedule for the Mental Health Clinician.
- Action 6.3 Career Ready Students: Estimated actual expenditures were lower than budgeted because the Career Navigator position was not filled for a portion of the school year.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 6, as demonstrated by both quantitative and qualitative data.

Strong Effectiveness:
- Action 6.1 MTSS SEL/Behavior Supports - Over 76 students were referred to the team with a 1% suspension rate. There were 26 SSTs completed and no student assessments for IEPs. Group counseling was conducted for over 20 students. The SEL curriculum has been implemented weekly during Dragon Time. While attendance slightly decreased, suspension rates decreased by 2%.

Effective:
- 6.4 CTE Courses - Several students have been placed in the Intro to Healthcare course, earing Basic Life Support certification and various Healthcare related certifications. However, this was not added until the second quarter of school. Having a full year of the course will provide more data on increased academic success and attendance.

Emerging Effectiveness:
- 6.2 ELA & Math Achievement - PLC time shifts ensure that cross-curricular times have the ability to plan for instruction. There is a team signed up to participate in the project-based learning training this summer. ELA & math scores both increased but are still at a low performance level.

- 6.3 Career Ready Students - The Career Navigator assisted with Senior Interviews, presentations on the labor outlook for the next fives years, and developed plans for career implementation after high school. Career soft skills development for all students and multiple business relationships with the communicated has created part-time job placement for eligible students. The CCI maintained at -1.3%.

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.

There are no changes to the goal, metrics, target outcomes, or actions for the coming year. However, due to the reduced funding for next year, no funding will be allocated to Action 2, and staff will work within the current system to implement supplemental curriculum to increase student engagement and achievement in ELA and math.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	MTSS SEL/Behavior Supports	Hire a full-time Mental Health Clinician to provide additional Tier 2 group interventions/supports and intensive 1:1 Tier 3 supports to address SEL and behavior needs.	$183,801.00	No
6.2	ELA & Math Achievement	Research & implement supplemental curriculum to increase student engagement and rigor of academic expectations (e.g. Project Based Learning, Project Lead the Way).		No
6.3	Career Ready Students	Hire a Career Navigator to increase connections with local business and employable skill development through certifications and career experiences.	$58,891.00	No
6.4	CTE Courses	Hire a 0.4 FTE CTE teacher to increase access to high-wage, high demand, industry-aligned courses in computer science/coding/gaming and/or health science. Provide professional development for CTE teacher to administer certification assessments.	$39,024.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$35,775,837	$3,476,604

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.264%	0.905%	$1,303,049.00	25.169%

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:** CTE **Need:** With our data indicating that fewer unduplicated students completed CTE pathways in comparison to all students, improving & expanding CTE pathways and dual enrollment will create more opportunities for our unduplicated students.	This exposure allows unduplicated students, who may not have access to such guidance outside of school, to explore potential career paths and make informed decisions about their futures. With a focus on increasing the number of unduplicated students participating in these programs, we are supporting them to be college and career ready. An LEA-wide approach ensures all students, regardless of background, have the chance to	1.1 CTE pathway completion 1.2 College/Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	discover their interests & aptitudes in CTE fields and prepare them for college & career.	
1.2	**Action:** MTSS **Need:** Based on our academic, suspension, & chronic absenteeism indicators, our EL, SED, and FY students need additional services to ensure they are fully supported to be successful students. **Scope:** LEA-wide	MTSS provides the structures and process to support our students that are struggling the most both academically and behaviorally, with a majority being those within our unduplicated student population. MTSS will be provided LEA-wide because it ensures all students receive the academic help they need to succeed, from Tier 1s foundational instruction to Tier 3's intensive intervention for those most challenged students, with a majority being those within our unduplicated student population.	1.3 ELA Indicator 1.4 Mathematics Indicator 1.5 Suspension Rate 1.6 Drop Out rates 1.11 CHKS 1.13 SWIS 1.30 Intervention Data
1.3	**Action:** Guaranteed & Viable Learning Experiences **Need:** Experiential learning offers EL, FY and SED students valuable opportunities to engage with real-world contexts, enhancing their understanding of academic concepts. Our academic indicators and attendance rates demonstrate the need to provide multiple ways to engage our students in learning and increase student outcomes. ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard	Guaranteed and viable learning experiences are needed to provide equal access an opportunity to to engage students in extended, enriched learning experiences outside of school. Recognizing that many of our unduplicated students do not have the opportunity or means to engage in such experiences, this action was developed to provide experiences that include STEM, historical periods, and agriculture as a means to increase engagement & hands-on learning among our unduplicated students. Learning experiences provided in all grades TK-8 provide increased engagement in student learning, specifically for our unduplicated pupils. Providing these district-wide ensures all students have access to at least one enrichment experience	1.7 Attendance rates 1.8 Chronic Absenteeism Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY: 112.1 points below standard Math Indicator Overall: 70.1 points below standard EL: 113.4 points below standard SED: 89.3 points below standard FY: 130.5 points below standard **Scope:** LEA-wide	which can increase student engagement in learning.	
1.4	**Action:** Summer school **Need:** Our Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard FY: 112.1 points below standard Math Indicator Overall: 70.1 points below standard EL: 113.4 points below standard SED: 89.3 points below standard FY: 130.5 points below standard	Summer programs specifically target the academic and social-emotional needs for unduplicated students across all grade spans - TK-6 summer school, ESY for qualified students with IEPs, and secondary summer school to provide access to credit recovery through Edgenuity. Focus for elementary summer school has been two-fold: project-based and a STEM focus to support hands-on learning, academic discourse, and collaboration. Focusing on engaging our unduplicated student population during the summer with these methods can prevent regression when they return to school. Likewise, an increasing number of unduplicated students in grades 7-12 have participated since the inception of this action, with approximately 80% demonstrating increased academic and positive behavior outcomes. While summer school can be a valuable tool for unduplicated students, extending it to all students creates a more enriching and equitable learning environment, and supports all students performing in red on the CA Dashboard.	1.30 Summer School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** STEM **Need:** TUSD would like to increase the number of unduplicated students participating in STEM courses, pathways, & activities. Currently, of the total STEM pathway students in grades 7-8, 38.9% are unduplicated students. Additionally, a total of 50% of unduplicated students have participated in one or more STEM courses. **Scope:** LEA-wide	By creating STEM pathways and activities, we can address the barriers faced by ELs, Foster Youth, and SED students, providing them with increased opportunities in STEM fields and ultimately, increasing student achievement. STEM-related activities/learning should be provided LEA-wide to ensure all students, have the opportunity to participate in specific STEM courses or activities to promote college and career readiness.	1.10 California Science Test
1.6	**Action:** College Program **Need:** Data shows that very few unduplicated students access concurrent enrollment opportunities at neighboring community colleges & the University in our community. We want to increase our enrollment and provide our EL, SED, and FY students the opportunity to be successful. **Scope:**	Tuition and materials are provided at no cost, which provides opportunities and access to EL, SED, and FY students. Schoolwide college courses level the playing field by ensuring everyone has the opportunity to earn college credit while still in high school. This can be a huge benefit for all students, regardless of background.	1.15 Early College Course Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.7	**Action:** Music **Need:** Data shows that FY and low income students have a lower participation rate in musical programs than that of other student groups. Increasing music inventory & maintenance will provide more opportunities and access for our unduplicated students to participate in TUSD's music program. **Scope:** LEA-wide	This allows unduplicated students, who may not have access to musical instruments/repair to participate in these programs and discover new courses of study. This action will be provided district-wide to ensure all students, including unduplicated students, have the opportunity to participate in TUSD's music programs which includes classroom music instruction, elementary band, choir, and orchestra ensembles, as well as comprehensive music education courses offered at the secondary level.	1.7 Attendance rates
1.8	**Action:** District assessments **Need:** Our academic indicators demonstrate the need to implement uniform district assessments in order to provide a comprehensive picture of student progress toward state standards for all students, including unduplicated students, allowing for targeted interventions when needed. ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard FY: 112.1 points below standard	Uniform district assessments specifically addresses unduplicated students by providing means to assess and monitor progress on achievement of state standards to determine intervention needs. Expenses for TUSD's assessment data management system, Pear Assessment, supports the development of site and District academic achievement goals & progress monitoring, specifically focusing on unduplicated students. While these assessment platforms are a valuable tool for unduplicated students, they also support the development of site and District academic achievement goals and progress monitoring systems, and are used to increase feedback and data related to all student achievement.	1.3 ELA Indicator 1.4 Mathematics Indicator 1.12 iReady Data

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
	Math Indicator Overall: 70.1 points below standard EL: 113.4 points below standard SED: 89.3 points below standard FY: 130.5 points below standard ELPI: 41.7% Making progress **Scope:** LEA-wide	Based on the above, this action will be implemented district wide to support meeting all students' needs.	
1.9	**Action:** BRIDGE **Need:** Data shows that 18.1% of Grade 10 students have not earned 80 or more credits, 84% of which are unduplicated students. This data reflects the need to have a modified program with additional resources to ensure students are on track to graduate. **Scope:** Schoolwide	Modifying the BRIDGE program & piloting an Independent Study model will meet the needs of our EL, FY, and SED by providing self-contained learning environments, to focus on meeting academic needs and behavioral supports of TUSD's students, a majority of which are unduplicated students, by providing self-contained learning environments, embedded technology, and positive student-teacher relationships. This action, while focused on unduplicated students, is implemented school-wide to keep all students on track with credits for transitioning back to their regular day schedule and program either through BRIDGE or independent study.	1.16 Credit Completion Progress
1.10	**Action:** Data Entry **Need:** Our academic indicators demonstrate that we need to identify the specific learning gaps and	This action supports the collection, organization, and accuracy of EL, FY, and SED student data as it pertains to identifying gaps in attendance, academic achievement and deficiencies, behavior, and interventions.	1.17 CALPADS

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
	strengths of our EL, FY and SED students, and provide the necessary interventions. ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard FY: 112.1 points below standard Math Indicator Overall: 70.1 points below standard EL: 113.4 points below standard SED: 89.3 points below standard FY: 130.5 points below standard **Scope:** LEA-wide	This is provided District-wide to ensure accuracy and consistent use of processes and procedures for all students.	
1.11	**Action:** Study Trip Transportation **Need:** Feedback from educational partners indicated that SED, FY, and EL students were not offered as many enrichment experiences as all students due to the high cost of transportation. **Scope:** LEA-wide	By providing study trip transportation, it unlocks enrichment experiences, college visits, and CTE pathways for under-represented and first-generation students (unduplicated students), who often lack access due to transportation barriers. An LEA-wide approach ensures all students, regardless of background, have the chance to discover college or career experiences.	1.2 College/Career Indicator 1.18 Study Trip Participation
1.12	**Action:** Concurrent opportunities **Need:**	Turlock Adult School's continued course offerings ensure credit-deficient students (predominantly EL, SED, & FY) have the opportunity to make-up credits and graduate on time.	1.9 Graduation Rates

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
	Maintaining course offerings with Turlock Adult School provides opportunities to make-up credits for credit-deficient students, a majority of which are unduplicated students. Of those who participated in concurrent enrollment, 87% were unduplicated students. **Scope:** Schoolwide	This action will be implemented school-wide to provide additional opportunities to complete graduation requirements through concurrent enrollment in Turlock Adult School for all students; however, data demonstrates this opportunity principally supports our unduplicated students.	
1.13	**Action:** District Farm **Need:** Our academic indicators and attendance rates demonstrate the need to provide multiple ways to engage our unduplicated students in learning and increase student outcomes. CAST scores Overall = 22.40% Met/Exceeded EL = 2.23% Met/Exceeded SED = 15.54% Met/Exceeded FY = 0% Met/Exceeded Continued development and expansion of TUSD's Farm will support agricultural education and enrichment as well as integrate NGSS learning with hands-on experiences which specifically supports our unduplicated students. **Scope:** LEA-wide	Using the Farm, as well as school gardens, as a learning lab for agriculture, STEM, and FFA projects, unduplicated students are provided opportunity and access which may have been limited to classroom experiences previously. TUSD's Farm has expanded CTE opportunities for unduplicated students through agriculture and culinary arts pathways as well. While the TUSD Farm is a valuable experience for unduplicated students, offering such experiences on an LEA-wide basis is important to ensure all students have access to such experiences.	1.10 California Science Test 1.19 Farm Attendance/Student Projects
1.14	**Action:** Outdoor Education	This experience allows unduplicated students, who may not have access to an outdoor educational	1.20 Outdoor Ed participation

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: Data reflects the need to provide multiple ways to engage our students in learning and increase student achievement in science. CAST scores Overall = 22.40% Met/Exceeded EL = 2.23% Met/Exceeded SED = 15.54% Met/Exceeded FY = 0% Met/Exceeded Providing 6th grade science camp will create more opportunities for hands-on learning for our unduplicated students. **Scope:** LEA-wide	experience other than this, the opportunity for hands-on science learning. This action is principally directed at TUSD's unduplicated students in an effort to provide equitable access to annual science camp for grade 6 students. This action will be implemented LEA-wide to ensure all 6th grade students have such an opportunity.	
1.15	**Action:** Educational Services **Need:** Feedback from educational partners reflect the need for student support services, particularly for FY and newcomers (EL), with onboarding, school supplies, counseling services, and educational plans. **Scope:** LEA-wide	To meet the needs of foster youth, Student Services conducts intake, behavioral, transportation, and graduation plan meetings as well as communicates with sites regarding needs for student success. Although focused on unduplicated students, including foster youth, this action will be implemented LEA-wide to ensure all students receive the necessary academic and social-emotional supports to be successful students.	1.13 SWIS Data 1.21 Foster Youth Data
1.16	**Action:** College/Career Counseling **Need:**	Counselors provide workshops to students/families school-wide to familiarize them with A-G requirements, college-entrance criteria, financial aid, 10-year plans, and resume/application	1.2 College/Career Indicator 1.22 College Workshop Participation

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
	College/Career Counselors at both high schools intentionally target unduplicated students due to their extenuating needs and struggles for accessing opportunities beyond high school, and as reflected by the College/Career Indicator: All = 44.3% prepared EL = 19.4% prepared SED = 37.4% prepared FY = Not reported **Scope:** Schoolwide	completion. Each site has a career center supported by classified staff to provide career-related resources. Although focused on unduplicated students, offering these services school-wide ensure all students receive vital information to choose their post-secondary paths.	
1.17	**Action:** PSAT **Need:** College & Career Indicator data reflects our unduplicated students are less prepared than that of all students: All = 44.3% prepared EL = 19.4% prepared SED = 37.4% prepared FY = Not reported This data reflects the need to engage unduplicated students in college and career preparation and planning. Additionally, this test provides further data on college readiness and potential scholarship opportunities. **Scope:**	This action was created specifically to engage unduplicated students in college and career preparation and planning. Recognizing the unique challenges these students may face, this initiative aims to provide them with the resources and support they need to explore their options. Although a majority of those interested in taking the PSAT/NMSQT are unduplicated students, this will be offered LEA-wide to ensure all interested students have the opportunity to take this assessment and analyze data from such.	1.23 PSAT

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.18	**Action:** Eligible Student Support **Need:** Currently, TUSD's unduplicated pupil percentage is about 71%. State Indicators show our FY, EL, and SED students are less successful both academically and behaviorally than all students. TUSD leverages supplemental and concentration grant funding to prioritize services for unduplicated students. These funds are allocated to each school site based on the unduplicated student population. This ensures school plans directly address the academic, social-emotional, and extended learning needs of these students through targeted programs and resources. **Scope:** LEA-wide	These funds are specifically used at each site with a focus to increase or improve services for our unduplicated students. Expenditures include actions that provide more opportunities and access for unduplicated students to be involved in hands-on learning experiences, co-curricular activities, as well as behavior & academic interventions. Although the focus is to increase or improve services for unduplicated students, the action will be implemented LEA-wide to ensure additional academic and social-emotional learning supports are available to all students regardless of their classification.	1.11 CHKS 1.12 iReady 1.14 ELPAC
1.21	**Action:** Universal Reading Diagnostic **Need:** Data shows that unduplicated students do not perform as well on ELA testing: ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard FY: 112.1 points below standard	This action focuses on our unduplicated students, specifically our English Learners. A universal reading diagnostic was implemented in an effort to provide interventions, a majority for EL students, that increase student literacy and academic achievement in reading. It is also used to support EL students with reclassification. Reading diagnostics are implemented LEA-wide to ensure necessary literacy interventions are identified in a consistent manner to each student's	1.3 ELA Indicator 1.12 iReady Data 1.24 Reclassification Rates

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
	This action identifies students in grades TK-11 who need intervention in order to read at grade level, with a majority being EL, FY, and SED students. **Scope:** LEA-wide	individual needs, regardless of student group classification.	
1.22	**Action:** Data Analyst **Need:** Our academic indicators demonstrate that we need to identify the specific learning gaps and strengths of our EL, FY and SED students, and provide the necessary interventions. ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard FY: 112.1 points below standard Math Indicator Overall: 70.1 points below standard EL: 113.4 points below standard SED: 89.3 points below standard FY: 130.5 points below standard This action reinforces TUSD's efforts to assess and monitor student academic and social emotional achievement intentionally focusing on the most in need of additional support, specifically unduplicated students.	Utilizing multiple databases, platforms, and TUSD-adopted programs, the Data Analyst proactively provides District and site administrators with actionable data to inform instructional practices, implement interventions, and improve communication and reporting, with the focus placed on those student groups in need, a majority of which are our unduplicated students. Data analysis will be provided LEA-wide to provide accurate and timely data to all school sites, with analysis on all student groups to ensure instructional goals & targeted interventions reach all students, while focusing on our unduplicated students.	1.25 Data Reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.23	**Action:** Student Welfare Attendance Specialists **Need:** Student Welfare Attendance Specialists provide supports to students at high school sites above the 55% unduplicated student threshold because data shows our unduplicated students have a higher chronic absenteeism rate than other students. **Scope:** Schoolwide	Student Welfare Attendance Specialists increase home visits, parent/guardian contacts, work with other site personnel, and address barriers to our unduplicated student attendance. The services of Student Welfare Attendance Specialists will be applied schoolwide to ensure consistent procedures & interventions, thereby increasing student attendance & addressing chronic absenteeism for any student in need.	1.8 Chronic Absenteeism Indicator
1.24	**Action:** Events & Recognitions **Need:** Based on our chronic absenteeism and suspension data, our EL, SED, and FY students can benefit more from positive recognition opportunities, and character education to develop social skills, and a sense of belonging in the community. Overall Suspension: 4.2% suspended at least once EL: 4.6% SED: 5.1% FY: 18.9% Overall Chronic Absenteeism: 19.5% EL: 19.2%	This action is geared toward supporting unduplicated students with recognition and opportunities throughout the schoolyear in an effort to highlight their successes and participation in the areas of academics, school community engagement, music, and positive character. Unduplicated students & families make-up the largest portion of attendees at these events due to the encouragement of staff, program scholarships, and refreshments that are provided. Additionally, many school events and programs recognize our unduplicated students who participate successfully in music, spelling bees, Science Olympiad, CTE, as well as character trait recognitions. Although a majority of recognitions involve unduplicated students, this action should be	1.26 Recognition Data

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
	SED: 23.2% FY: 26% **Scope:** LEA-wide	implemented LEA-wide to ensure all students are recognized for participation and achievement in a variety of programs, regardless of their student group classification.	
1.26	**Action:** Health Support **Need:** EL, SED, FY students may face barriers to accessing quality healthcare, including lack of insurance, and transportation issues, which can result in higher absenteeism rates and behavioral incidents, as evidenced by our data. Overall Suspension: 4.2% suspended at least once EL: 4.6% SED: 5.1% FY: 18.9% Overall Chronic Absenteeism: 19.5% EL: 19.2% SED: 23.2% FY: 26% **Scope:** LEA-wide	This action reinforces TUSD's efforts to support students' individual health needs, particularly unduplicated students, by maintaining medical and/or behavioral supports/personnel to accommodate medically, emotionally, and/or behaviorally fragile students. Expenses are provided for increased hours of health support to provide equitable services at TK-8 sites, LVNs and health materials, and Mental Health Clinicians. An LEA-wide approach ensures all students, regardless of student group classification, receive the medical and/or behavioral supports they need to succeed.	1.5 Suspension Rate 1.8 Chronic Absenteeism Indicator 1.13 SWIS
1.27	**Action:** Student Input **Need:**	Providing this student input regarding perceptions of school culture and climate can inform sites of needed supports/resources for specific student groups, including EL, SED and FY. Data collected	1.11 California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from educational partners indicated the need for EL, FY, and SED students to provide more input regarding school climate and feel connected to school. This action was created to engage students, particularly unduplicated students, in the assessment and measurement of student perceptions regarding school connectedness, healthy behaviors, and safety through the California Healthy Kids Survey. **Scope:** LEA-wide	informs District and school site supports through MTSS, counseling, substance use prevention, as well as social skills and building positive relationships among student groups. This action will be implemented LEA-wide to ensure proper data collection to compare results for unduplicated students against that of other student groups.	
1.28	**Action:** State Seal of Biliteracy **Need:** TUSD identified the need to increase the number of unduplicated students receiving this recognition so they are proportionate with their counterparts. **Scope:** LEA-wide	This action is geared toward supporting unduplicated students with recognitions and opportunities, specific to language achievement through the State Seal of Biliteracy program. To recognize students who demonstrate academic proficiency in English and at least one other language, TUSD provides support for staff participation in the identification process as well as annual student recognition of this achievement. This action is implemented LEA-wide to ensure all students have access & opportunity to earn this recognition, while focusing in increasing unduplicated student participation.	1.27 Seal of Biliteracy
2.1	**Action:** Home-to-School Transportation **Need:** Transportation allows all students, specifically our unduplicated students who represent	School bus transportation removes barriers for most of our riders (high-percentage of unduplicated students) by giving them access to desired schools, essential services, and stability, ultimately reducing absenteeism for vulnerable students.	2.1 Attendance Rates 2.2 Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	about 65% of our bus riders, access to choice schools/programs, and ensures students have access to learning, structure, food, counseling, and social activity. Additionally, providing transportation to Homeless & Foster Youth addresses one barrier of chronic absenteeism. **Scope:** Schoolwide	This action is provided schoolwide to ensure all students have access to learning, structure, food, counseling, and social activity. Transportation should not be a barrier to to learning.	
2.2	**Action:** HR Practices **Need:** Based on feedback from educational partners, EL, SED, and FY students are more apt to be engaged in learning when students can identify with their teacher's background and experiences, thereby reducing absenteeism and suspension rates. **Scope:** LEA-wide	By expanding teacher and administrator recruitment outside of the region, TUSD can attract backgrounds and experiences that our unduplicated students can identify with and view as role models, thereby increasing their engagement in curricular and co-curricular activities. By implementing these practices LEA-wide, application procedures are streamlined and consistent, and interview questions have been modified to increase opportunities for applicants to share their backgrounds and unique educational experiences as they relate to the needs of our students, particularly unduplicated students, and schools.	2.3 Staff Demographics
2.3	**Action:** Trainings & Materials **Need:** This action is specifically focused on TUSD's unduplicated students to ensure cultural responsiveness & awareness to students and families, thereby reducing suspension rates	Such efforts and work include relevant and timely equity trainings and presentations to our school and district communities that focus on equitable grading practices/policies and cultural responsiveness. Although focused on unduplicated students, these trainings should take place District-wide and	2.4 Trainings & Materials

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
	and chronic absenteeism of our EL, SED, and FY students. Overall Suspension: 4.2% suspended at least once EL: 4.6% SED: 5.1% FY: 18.9% Overall Chronic Absenteeism: 19.5% EL: 19.2% SED: 23.2% FY: 26% **Scope:** LEA-wide	include the Family Engagement & Outreach Advisory Council and Educational Services. This will ensure awareness from all educational partners of the needs of our school communities.	
2.4	**Action:** AP Testing **Need:** This action is principally directed to our low-income students to encourage more participation in AP courses and AP exams. Historically, low-income students enrolled in AP courses chose not to take the AP tests because of the fees associated with such. The District helps offset or completely relieve fees associated with AP exams and, as a result, has seen an increase in unduplicated students taking multiple AP exams. **Scope:** Schoolwide	This action is principally directed to our low-income students to encourage more participation in AP courses and AP exams by covering the fees associated with the exams. Additionally, this could increase the College Career Indicator for our SED students. This action will be implemented schoolwide to ensure all students have access to the AP exam regardless if they are low-income, and relieving all students of the financial barrier.	2.5 AP/Honors/GATE participation 2.6 AP results scoring 3 or higher

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Focused Student Supports **Need:** Our academic indicators reflect the need for increased academic achievement of our EL, SED, and FY students: ELA Indicator Overall: 34.4 points below standard EL: 83 points below standard SED: 53.2 points below standard FY: 112.1 points below standard Math Indicator Overall: 70.1 points below standard EL: 113.4 points below standard SED: 89.3 points below standard FY: 130.5 points below standard Conducting equity audits of instructional practices & procedures will ensure our unduplicated students are receiving appropriate Tier 1 instruction that relates to their specific needs. **Scope:** LEA-wide	This action is principally directed at TUSD's unduplicated students in order to increase academic achievement of EL, SED, and FY, including monitoring and collection of data with use of equity monitoring tool. By increasing monitoring of equitable instructional practices & procedures, this will ensure our unduplicated students are receiving the necessary instructional supports to be successful students. This action is implemented District-wide in order to analyze results of data collected. Results are analyzed & addressed within Principal Round Tables, the Family Engagement & Outreach Advisory Council, & Educational Services. While data and results primarily focus on our unduplicated students, all student groups are analyzed & appropriate practices are implemented.	2.2 Chronic Absenteeism 2.7 Suspension Rate 2.8 Expulsion Rate 2.9 SWIS 2.10 ELA Indicator 2.11 Math Indicator
3.1	**Action:** Highly Qualified Staff **Need:** Feedback from educational partners has included to the need to attract & retain highly	Because the needs of our unduplicated students are tremendous, greatest efforts toward securing highly skilled ELD and intervention teachers to increase support in literacy and math are made.	3.1 Basic Services & Conditions Local Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	qualified and professional staff that mirror the demographics of our schools, and to find the very best for our best-our students. **Scope:** LEA-wide	This action should be implemented LEA-wide because early recruitment for the subsequent school year supports our efforts to find the very best for all students. TUSD relies little on use of interns and non-compliant credentials to ensure that subject matter expertise is of high-quality so our unduplicated students benefit from subject matter competency and pedagogical practices.	
3.4	**Action:** Early Literacy Specialists **Need:** Early Literacy Specialists provide direct services in literacy with focus on unduplicated students. Both quantitative and qualitative data prove success of this direct service as evidenced by anecdotal reporting and increase 22.6% growth in reading among unduplicated elementary students for the 24-25 school year. **Scope:** LEA-wide	Literacy intervention will provide direct services to targeted students, a majority being unduplicated students, to ensure students are reading on grade level by Grade 3. Grade level 1 was initially targeted but has grown to include grade 2 due to the need and ability to accommodate more students, with a majority being unduplicated students. This action is provided LEA-wide because it ensures all elementary students receive necessary literacy interventions based on their individual needs. Although a majority of students who require this Tier 3 literacy intervention are unduplicated students, trained Specialists focus on the science of reading, phonics, and standards, which apply to all students.	3.6 iReady 3.7 ELA Indicator
3.5	**Action:** Professional Development **Need:** Academic Indicators demonstrate the need to ensure staff are supporting students in meeting state standards through high quality instruction, with specific attention to our unduplicated student groups. Professional	This action is principally directed at TUSD's unduplicated students in an effort to increase effective instruction to reduce the disparity in academic achievement as measured by CAASPP and local assessments. Training and professional development will support learning among all students District-wide; however, specific strategies to improve outcomes	3.5 ELPAC results 3.6 iReady 3.7 ELA Indicator 3.8 Professional Development/trainings 3.9 Math Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development is principally directed at TUSD's unduplicated students in an effort to increase effective instruction and reduce the disparity in academic achievement. **Scope:** LEA-wide	for English learners, low income, and foster youth students are a focus. To address identified needs, professional development includes such topics as content standards support, PLCs, trauma informed strategies, classroom management, social emotional curriculum, EL support, effective engagement strategies, and techniques for meeting exceptional needs.	
3.6	**Action:** Classroom Technology **Need:** Data shows that many unduplicated students do not have access to technology at home other than a cellular device, so provided 1:1 student to device ratio allows unduplicated students the access and opportunity for learning both in the classroom and at home. **Scope:** LEA-wide	This action principally focuses on TUSD's unduplicated population and their access and opportunity to learn with current relevant technology resources. Although the focus is to provide more current technology to unduplicated students, TUSD's goal is to provide all classrooms with technology to support effective teaching & learning. All classrooms are equipped with technology that supports teaching and learning and provides for equal access to demonstrate such. TUSD maintains a 1:1 student-to-device ratio as well as STEM-specific devices at all secondary sites, with focus on unduplicated students.	3.1 Basic Services & Conditions Local Indicator 3.10 Classroom Technology
3.8	**Action:** Professional Learning Communities **Need:** This action is specifically focuses on TUSD's unduplicated students to ensure consistent practices to support learning through effective implementation of TUSD's Professional Learning Communities (PLCs). With student academic achievement data indicating that unduplicated students are performing at lower	Effective implementation of PLCs include expectations for student learning and appropriate responses when students either failed to learn an identified standard or previously learned the standard. This practice focuses on our unduplicated students. Although primarily focused on unduplicated students, this action is implemented LEA-wide to ensure consistent practices to support learning are	3.4 EL Reclassification rate 3.6 iReady 3.7 ELA Indicator 3.9 Math Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels when compared to all students, PLCs collaborate to implement an effective multi-tiered system of support and specific interventions. **Scope:** LEA-wide	in place for all students, based on their individual needs.	
3.11	**Action:** Science of Reading **Need:** Data shows that ementary unduplicated students are reading at lower levels when compared to their peers. Increasing materials that align with the science of reading will support the goal of having students reading on grade level by the conclusion of third grade. **Scope:** LEA-wide	Providing high-quality reading materials based on scientific research ensures our EL, SED, and FY learners who may need extra support, have the resources they need to succeed in mastering phonics, reading skills, and reaching literacy standards. Increasing materials that align with the science of reading will be provided LEA-wide because it ensures all students have access to supports when learning to read. Focusing on elementary students District-wide, including TUSD's unduplicated pupils, will provide support to attainment of literacy standards, phonics, and reading skills for those who need it most.	3.6 iReady
3.12	**Action:** 21st Century Skills **Need:** With unduplicated students demonstrating disproportionately lower achievement on the academic, college & career, and graduation rate dashboard indicators, there is a need to develop 21st century skills so students become prepared and successful in post-secondary life.	This course & content was created to specifically target the needs of our unduplicated students as it relates to preparing for both high school expectations and life beyond, including educational and career goal setting, health and wellness, discovery of natural talents through Gallup Strengthsfinder), financial planning, employment systems and expectations, and college-career-military exploration.	3.11 A-G Completion Rate 3.12 Graduation Rate 3.13 College & Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	An LEA-wide approach ensures all students, regardless of background have the opportunities for career-planning, goal-setting, and real-life skills applications.	
3.13	**Action:** Writing Continuum **Need:** With unduplicated students demonstrating disproportionately lower achievement on the writing claims of CAASPP, the TUSD's Writing Continuum outlines our District's expectations for teaching writing consistently throughout the grade levels. **Scope:** LEA-wide	By implementing the writing continuum and training staff how to incorporate the continuum into classroom practice, EL and FY students will be exposed to specific writing lessons, prompts, samples, resources, and MLA information, with specific expectations at each grade level. This action will be implemented LEA-wide because it is a valuable tool for unduplicated students, but extending it to the entire student body helps support our students' writing efforts and successes.	3.7 ELA Indicator 3.14 CAASPP - Writing Claim
4.1	**Action:** PIQE/PEP **Need:** This action correlates with the College Program at PHS & THS, as it principally directs services and resources to TUSD's EL & low-income students & parents. The majority of parents who participate seek to understand higher education in order to provide their students opportunities they did not have, wanting to see their student become a first-generation college student/graduate. **Scope:**	Such topics include the following: college planning materials, post-secondary guidance, financial aid, and access to college campus visits. Increasing parent engagement only increases the overall success of their student, with a majority being EL students/families. This action should be implemented schoolwide as it promotes parent engagement by providing a consistent series of workshops and collaboratives to engage with school administrators and counselors.	4.1 Parent & Family Engagement Local Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.2	**Action:** Parent Information Nights **Need:** Feedback from our LCAP survey indicated the need to increase communication and family engagement, specifically amongst our unduplicated students/families. **Scope:** LEA-wide	This action directly provides services and supports to all TUSD parents, and specifically those of unduplicated students, to increase information, access, and opportunity for the student's educational experience and preparation for college, career, and military choices. Families are provided an array of resources and tools to expand their knowledge on how to best support their student in math, literacy, and special education. Likewise, workshops related to the use of technology, including digital citizenship, Aeries, college-career readiness, nutrition, safety, and social-emotional supports were provided based on survey feedback collected during the LCAP process. Information nights & training are provided both at the school & District level to ensure all students & families have access to this valuable information and play an active role in their student's education.	4.1 Parent & Family Engagement Local Indicator 4.2 Agendas & sign-in sheets documenting parent participation in site/District-level committees
4.3	**Action:** Community Liaisons **Need:** Based on data from our LCAP survey, students and families of our unduplicated students, specifically EL students, expressed the need for increased communication between schools and families to create awareness of student activities and resources available to students in need.	These positions at each TK-8 site will work to increase student attendance and decrease discipline infractions and SARB referrals, with a majority being our unduplicated students . Additionally, Liaisons will work with Elementary Counselors and the Family Resource Center to provide comprehensive supports to students and families where needs are greatest. While Community Liaisons can be a valuable tool for unduplicated students, extending them to the entire student body creates a more engaged & equitable learning environment that benefits all.	4.1 Parent & Family Engagement Local Indicator 4.3 Chronic Absenteeism Indicator 4.4 Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
4.4	**Action:** Communication **Need:** Based on data from our LCAP survey, students and families of our unduplicated students expressed the need for increased communication between the District and families to create awareness of programs and resources available to students. **Scope:** LEA-wide	Such work includes development of community partnerships, coordinated school counseling services, coordination with Community Liaisons, and communications related to internal and external services for TUSD students, with a majority being EL, FY, and SED students. This action will be implemented LEA-wide to ensure consistency of district & site communication, and access to resources for all families in need.	4.5 Social Media Followers 4.6 Parent Square Communication
4.5	**Action:** Family Resource Center **Need:** Based on feedback from our educational partners, EL, FY, and SED students and their families expressed the need for increased awareness of programs, services, and resources available to students in need. **Scope:** LEA-wide	This action provides TUSD's unduplicated students access to resources, programs, and services provided directly to students and their families. Such services as vaccination clinics, food & toiletry pantries, and community information nights fulfill student basic needs and keep students healthy which can lead to reduced absenteeism and overall success. An LEA-wide approach ensures all students, regardless of background, have access to supports and connections with school and community services. The FRC is centrally located at the District Office in proximity to Student Services in order to best accommodate TUSD's diverse scholar & family needs.	4.7 FRC parent participation 4.8 FRC family referrals

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
4.6	**Action:** SARB **Need:** Based on data from SARB hearings from the prior year, a majority of students who are referred to SARB are unduplicated students. TUSD will provide trainings/counseling classes for parents referred to SARB in order to address attendance concerns and decrease chronic absenteeism. **Scope:** LEA-wide	Impacted students and families, a majority being unduplicated students, are provided and array of resources and tools to expand their knowledge on how to best support their students' engagement and learning through regular, and positive school attendance. This action should be implemented LEA-wide to provides services and supports to those TUSD parents who have been referred to the School Attendance Review Board, regardless of background, to increase information, access, and opportunity for their student's educational experience.	4.3 Chronic Absenteeism Indicator 4.4 Attendance Rates 4.9 Student Welfare Intervention
5.2	**Action:** Safety Trainings **Need:** Survey data collected showed that unduplicated students do not perceive school as safe as their peers. Providing safety trainings to staff is one effort to keeps schools schools safe and students unharmed. **Scope:** LEA-wide	Providing safety trainings, particularly with campus supervisors, increases consistent use of practices & procedures which can improve school climate and culture for our EL, SED, and FY students. Safety trainings should be provided to all staff in the form of annual trainings and refreshers as they relate to safety/security practices and procedures and expectations for maintaining such, thereby increasing safety perceptions of all students. Trainings will be provided by Knowledge Saves Lives, StopIT!, TUSD's SROs, & Keenan.	5.2 Safety Training Participation
5.3	**Action:** SROs **Need:** Survey data collected showed that unduplicated students do not perceive school as safe as their peers. Providing SROs will	Our unduplicated students continue to access SROs with concerns related to after-school needs, episodes of bullying/harassment, and accessing programs on campus. SROs are stationed at PHS, THS, & TJHS, although they are accessible to all other 13	5.3 StopIT Reports 5.4 CHKS 5.5 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support student safety & security, including our unduplicated student population, at our comprehensive high school and junior high campuses. **Scope:** Schoolwide	schools throughout the District for emergency responses. SROs support campus supervisors in efforts to maintain systems, build relationships with students, and hold students accountable for the sake of being successful & responsible.	
5.4	**Action:** Bell-to-Bell Security **Need:** Survey data collected showed that unduplicated students do not perceive school as safe as their peers. Providing increased campus supervision supports our unduplicated student population safety & security. **Scope:** LEA-wide	Unduplicated students have directly benefited from these additional resources because of the increased relationships formed and their "go-to's" in the event of reporting a concern or seeking guidance/support related to safety and/or well-being. This action will be implemented LEA-wide to provide appropriate supervision as determined by the individual needs of the site. Additional hours for campus supervision will provide bell-to-bell coverage District-wide from start to finish of each school day. Campus Supervisor Coordinators will provide additional support to unduplicated students with concerns related to episodes of bullying/harassment, safety, and availability of opportunities for curricular and co-curricular involvement.	5.3 StopIT reports 5.4 CHKS 5.5 Suspension Rate
5.5	**Action:** Safety Partnerships **Need:** Survey data collected showed that unduplicated students do not perceive school as safe as their peers. Maintaining safety	Relationships, response, & communication geared to our unduplicated students & families will lessen fears regarding safety. This work is supported with a number of partnerships that work to increase communication throughout the District and community as well as relevant, critical trainings, that support safe, secure schools with threat assessments and response.	5.2 Safety Training participation 5.4 CHKS 5.5 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	partnerships is one effort to keeps schools schools safe and students unharmed. **Scope:** LEA-wide	Safety partnerships, while principally targeting unduplicated students, will be implemented district-wide to improve emergency response for keeping all students and school communities safe and secure.	
5.6	**Action:** Canine Contraband Service **Need:** Data has shown that unduplicated students have a higher suspension rate for contraband-related offenses in comparison to their peers. **Scope:** Schoolwide	To support positive well-being and healthy behaviors, focused on unduplicated students, TUSD utilizes contraband canines to deter students from bringing drugs and/or weapons to school and/or engaging in unhealthy, drug-type activities. An LEA-side approach ensures all students, regardless of background, receive the same deterrent from bringing drugs and/or weapons to school, and thereby increase the safety perception for all students on campus.	5.4 CHKS 5.5 Suspension Rates 5.6 Canine Contraband Service

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
3.3	**Action:** English Learners **Need:** With only 41.7% of EL students making progress towards English language	These supports include increased staffing to accommodate a newcomer EL academy and additional periods of support, including SDAIE college prep courses at the secondary schools. ELD teachers support students' academic	3.3 English Learner Progress Indicator 3.4 EL Reclassification Rate 3.5 ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency, there is a need to provide EL students with direct services and resources related to standards-based ELD instruction. **Scope:** Limited to Unduplicated Student Group(s)	experiences and acclimation for the high number of refugee students as well as LTELs.	

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.

Additional Concentration Grant Funding

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

All TUSD school sites have above a 55% unduplicated pupil percentage with the exception of Walnut (44.9%). TUSD plans to use the additional concentration grant add-on funding to maintain the increased the number of the following positions whose work will focus on sites with an unduplicated student enrollment greater than 55%:Campus Supervisors, EL Paraeducators, Reading/Math Intervention Teachers, and Community Liaisons.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:71.3	1:17.8
Staff-to-student ratio of certificated staff providing direct services to students	1:19.4	1:16.1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	147,442,690	35,775,837	24.264%	0.905%	25.169%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$42,921,245.00	$14,104,845.00	$22,450.00	$966,808.00	$58,015,348.00	$47,997,088.00	$10,018,260.00

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	CTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$4,048,693.00	$630,371.00	$4,199,564.00	$479,500.00			$4,679,064.00	
1	1.2	MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,094,933.00	$360,294.00	$3,755,227.00	$2,700,000.00			$6,455,227.00	
1	1.3	Guaranteed & Viable Learning Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades TK-8	Ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.4	Summer school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,520,886.00	$50,000.00	$1,700,000.00	$870,886.00			$2,570,886.00	
1	1.5	STEM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$66,893.00	$55,000.00	$121,893.00				$121,893.00	
1	1.6	College Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS Grades 11, 12	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.7	Music	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.8	District assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$228,650.00	$228,650.00				$228,650.00	

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	1.9	BRIDGE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS	Ongoing	$256,721.00	$0.00	$256,721.00				$256,721.00	
1	1.10	Data Entry	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$18,000.00	$68,000.00				$68,000.00	
1	1.11	Study Trip Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.12	Concurrent opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.13	District Farm	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,722.00	$30,000.00	$230,722.00				$230,722.00	
1	1.14	Outdoor Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grade 6	Ongoing	$85,162.00	$300,000.00	$385,162.00				$385,162.00	
1	1.15	Educational Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,941,175.00	$10,500.00	$3,676,186.00	$3,275,489.00			$6,951,675.00	
1	1.16	College/Career Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS	Ongoing	$465,980.00	$0.00	$465,980.00				$465,980.00	
1	1.17	PSAT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 8-11	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.18	Eligible Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$659,625.00	$659,625.00	$1,319,250.00				$1,319,250.00	
1	1.19	SLPAs	Students with Disabilities	No			All Schools	Ongoing	$738,995.00	$0.00		$738,995.00			$738,995.00	

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	1.20	SPED Case Managers	Students with Disabilities	No			All Schools	Ongoing	$147,508.00	$0.00	$147,508.00				$147,508.00	
1	1.21	Universal Reading Diagnostic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$171,500.00	$171,500.00				$171,500.00	
1	1.22	Data Analyst	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$126,614.00	$0.00	$126,614.00				$126,614.00	
1	1.23	Student Welfare Attendance Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS, RHS	Ongoing	$215,583.00	$0.00	$215,583.00				$215,583.00	
1	1.24	Events & Recognitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,000.00	$45,000.00	$50,000.00			$60,000.00	$110,000.00	
1	1.25	Community Resources	All	No			All Schools	Ongoing	$0.00	$22,450.00			$22,450.00		$22,450.00	
1	1.26	Health Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$5,771,991.00	$0.00	$3,511,113.00	$2,260,878.00			$5,771,991.00	
1	1.27	Student Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 5, 7, 9, 11	Ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.28	State Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grade 12	Ongoing	$2,500.00	$6,500.00	$9,000.00				$9,000.00	
1	1.29	Support Networks	Students with Disabilities English Learners, Foster Youth, Homeless	No			All Schools	Three years	$0.00	$0.00	$0.00				$0.00	
2	2.1	Home-to-School Transportation	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Osborn, Walnut, Wakefield, Julien, Dutcher	Ongoing	$3,506,878.00	$60,000.00	$3,566,878.00				$3,566,878.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	HR Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,081,318.00	$5,000.00	$1,086,318.00				$1,086,318.00	
2	2.3	Trainings & Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$125,000.00	$100,000.00	$25,000.00			$125,000.00	
2	2.4	AP Testing	Low Income	Yes	School wide	Low Income	Grades 9-12	Ongoing	$0.00	$145,000.00	$145,000.00				$145,000.00	
2	2.5	Ethnic Studies	All	No			Specific Schools: THS, PHS, RHS	Two Years	$53,665.00	$53,512.00		$107,177.00			$107,177.00	
2	2.6	Focused Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$392,711.00	$0.00	$392,711.00				$392,711.00	
3	3.1	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,400.00	$10,000.00	$12,400.00				$12,400.00	
3	3.2	Teacher Induction	All	No			All Schools	Ongoing	$500,000.00	$67,207.00				$567,207.00	$567,207.00	
3	3.3	English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,710,836.00	$0.00	$1,371,235.00			$339,601.00	$1,710,836.00	
3	3.4	Early Literacy Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades K-2	Ongoing	$1,433,442.00	$0.00	$1,433,442.00				$1,433,442.00	
3	3.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$354,002.00	$505,204.00	$594,002.00	$265,204.00			$859,206.00	
3	3.6	Classroom Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,300,000.00	$1,300,000.00				$1,300,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Technology Staff	All	No			All Schools	Ongoing	$996,203.00	$0.00	$996,203.00				$996,203.00	
3	3.8	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$449,829.00	$0.00	$449,829.00				$449,829.00	
3	3.9	Curriculum	All	No			All Schools	Ongoing	$0.00	$3,100,000.00		$3,100,000.00			$3,100,000.00	
3	3.10	State & Federal Reviews	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.11	Science of Reading	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades TK-6	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.12	21st Century Skills	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Grade 9	Ongoing	$1,147,744.00	$0.00	$1,147,744.00				$1,147,744.00	
3	3.13	Writing Continuum	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
4	4.1	PIQE/PEP	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
4	4.2	Parent Information Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$43,754.00	$43,754.00				$43,754.00	
4	4.3	Community Liaisons	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Grades TK-8	Ongoing	$753,850.00	$0.00	$753,850.00				$753,850.00	
4	4.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$354,448.00	$165,121.00	$519,569.00				$519,569.00	
4	4.5	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.6	SARB	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$14,272.00	$14,272.00				$14,272.00	
5	5.1	Facilities	All	No			All Schools	Ongoing	$3,897,955.00	$750,000.00	$4,647,955.00				$4,647,955.00	
5	5.2	Safety Trainings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.3	SROs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PHS, THS, TJHS	Ongoing	$0.00	$500,000.00	$500,000.00				$500,000.00	
5	5.4	Bell-to-Bell Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,613,610.00	$0.00	$2,613,610.00				$2,613,610.00	
5	5.5	Safety Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$37,000.00	$37,000.00				$37,000.00	
5	5.6	Canine Contraband Service	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS, RHS	Ongoing	$0.00	$4,800.00	$4,800.00				$4,800.00	
6	6.1	MTSS SEL/Behavior Supports	All	No			Specific Schools: Roselawn High School	Ongoing	$183,801.00	$0.00		$183,801.00			$183,801.00	
6	6.2	ELA & Math Achievement	All	No			Specific Schools: Roselawn High School	Ongoing								
6	6.3	Career Ready Students	All	No			Specific Schools: Roselawn High School	Ongoing	$58,891.00	$0.00		$58,891.00			$58,891.00	
6	6.4	CTE Courses	All	No			Specific Schools:	Ongoing	$39,024.00	$0.00		$39,024.00			$39,024.00	

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
							Roselawn High School									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
147,442,690	35,775,837	24.264%	0.905%	25.169%	$37,119,579.00	0.000%	25.176 %	**Total:**	$37,119,579.00
								LEA-wide Total:	$28,541,788.00
								Limited Total:	$1,371,235.00
								Schoolwide Total:	$7,206,556.00

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**	CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$4,199,564.00	
1	**1.2**	MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,755,227.00	
1	**1.3**	Guaranteed & Viable Learning Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades TK-8	$120,000.00	
1	**1.4**	Summer school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,700,000.00	
1	**1.5**	STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,893.00	
1	**1.6**	College Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS Grades 11, 12	$25,000.00	

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	1.7	Music	Yes	LEA-wide	Foster Youth Low Income	All Schools	$75,000.00	
1	1.8	District assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,650.00	
1	1.9	BRIDGE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS	$256,721.00	
1	1.10	Data Entry	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,000.00	
1	1.11	Study Trip Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.12	Concurrent opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS	$5,000.00	
1	1.13	District Farm	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,722.00	
1	1.14	Outdoor Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Grade 6	$385,162.00	
1	1.15	Educational Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,676,186.00	
1	1.16	College/Career Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS	$465,980.00	
1	1.17	PSAT	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 8-11	$10,000.00	
1	1.18	Eligible Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,319,250.00	
1	1.21	Universal Reading Diagnostic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,500.00	

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 (%)
1	1.22	Data Analyst	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,614.00	
1	1.23	Student Welfare Attendance Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS, RHS	$215,583.00	
1	1.24	Events & Recognitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.26	Health Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,511,113.00	
1	1.27	Student Input	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 5, 7, 9, 11	$7,000.00	
1	1.28	State Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	Grade 12	$9,000.00	
2	2.1	Home-to-School Transportation	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Osborn, Walnut, Wakefield, Julien, Dutcher	$3,566,878.00	
2	2.2	HR Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,086,318.00	
2	2.3	Trainings & Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.4	AP Testing	Yes	Schoolwide	Low Income	Grades 9-12	$145,000.00	
2	2.6	Focused Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$392,711.00	
3	3.1	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,400.00	
3	3.3	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,371,235.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Early Literacy Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades K-2	$1,433,442.00	
3	3.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$594,002.00	
3	3.6	Classroom Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,300,000.00	
3	3.7	Technology Staff				All Schools	$996,203.00	
3	3.8	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$449,829.00	
3	3.11	Science of Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades TK-6	$50,000.00	
3	3.12	21st Century Skills	Yes	Schoolwide	English Learners Foster Youth Low Income	Grade 9	$1,147,744.00	
3	3.13	Writing Continuum	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	
4	4.1	PIQE/PEP	Yes	Schoolwide	English Learners Low Income	All Schools	$120,000.00	
4	4.2	Parent Information Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,754.00	
4	4.3	Community Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades TK-8	$753,850.00	
4	4.4	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$519,569.00	
4	4.5	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.6	SARB	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,272.00	

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 (%)
5	5.2	Safety Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.3	SROs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PHS, THS, TJHS	$500,000.00	
5	5.4	Bell-to-Bell Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,613,610.00	
5	5.5	Safety Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,000.00	
5	5.6	Canine Contraband Service	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: THS, PHS, RHS	$4,800.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$56,718,148.00	$53,176,292.00

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**	CTE	Yes	$4,582,525.00	$4,712,225.00
1	**1.2**	MTSS	Yes	$6,129,295.00	$6,421,608.00
1	**1.3**	Guaranteed & Viable Learning Experiences	Yes	$100,000.00	$109,401.00
1	**1.4**	Summer school	Yes	$2,850,000.00	$2,250,504.00
1	**1.5**	STEM	Yes	$121,435.00	$122,243.00
1	**1.6**	College Program	Yes	$22,000.00	$23,123.00
1	**1.7**	Music	Yes	$75,000.00	$71,425.00
1	**1.8**	District assessments	Yes	$318,000.00	$251,887.00
1	**1.9**	BRIDGE	Yes	$346,740.00	$359,157.00
1	**1.10**	Data Entry	Yes	$68,000.00	$61,843.00
1	**1.11**	Study Trip Transportation	Yes	$100,000.00	$94,404.00

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	1.12	Concurrent opportunities	Yes	$10,000.00	$10,000.00
1	1.13	District Farm	Yes	$235,225.00	$257,251.00
1	1.14	Outdoor Education	Yes	$392,255.00	$390,000.00
1	1.15	Educational Services	Yes	$6,631,952.00	$6,635,350.00
1	1.16	College/Career Counseling	Yes	$459,815.00	$471,228.00
1	1.17	PSAT	Yes	$25,000.00	$1,000.00
1	1.18	Eligible Student Support	Yes	$1,331,250.00	$1,241,520.00
1	1.19	SLPAs	No	$567,820.00	$878,328.00
1	1.20	SPED Case Managers	No	$135,850.00	$55,495.00
1	1.21	Universal Reading Diagnostic	Yes	$205,000.00	$138,252.00
1	1.22	Data Analyst	Yes	$125,940.00	$127,461.00
1	1.23	Student Welfare Attendance Specialists	Yes	$209,715.00	$214,076.00
1	1.24	Events & Recognitions	Yes	$132,500.00	$114,140.00

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	1.25	Community Resources	No	$22,450.00	$10,757.00
1	1.26	Health Support	Yes	$5,527,945.00	$5,719,208.00
1	1.27	Student Input	Yes	$12,000.00	$5,482.00
1	1.28	State Seal of Biliteracy	Yes	$10,000.00	$6,858.00
1	1.29	Support Networks	No	$0.00	$0.00
2	2.1	Home-to-School Transportation	Yes	$3,479,610.00	$3,403,923.00
2	2.2	HR Practices	Yes	$987,360.00	$871,449.00
2	2.3	Diversity & Inclusion Supports	Yes	$100,000.00	$90,000.00
2	2.4	AP Testing	Yes	$30,000.00	$144,000.00
2	2.5	Ethnic Studies	No	$123,665.00	$67,543.00
2	2.6	Equity Audits	Yes	$287,415.00	$263,513.00
3	3.1	Highly Qualified Staff	Yes	$12,400.00	$6,614.00
3	3.2	Teacher Induction	No	$575,000.00	$492,736.00
3	3.3	English Learners	Yes	$1,605,075.00	$1,599,825.00

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)
3	3.4	Early Literacy Specialists	Yes	$1,362,895.00	$1,217,117.00
3	3.5	Professional Development	Yes	$1,585,000.00	$1,339,986.00
3	3.6	Classroom Technology	Yes	$1,500,000.00	$1,317,265.00
3	3.7	Technology Staff	No	$862,475.00	$951,110.00
3	3.8	Professional Learning Communities	Yes	$447,560.00	$370,009.00
3	3.9	Curriculum	No	$3,100,000.00	$1,400,956.00
3	3.10	State & Federal Reviews	No	$10,000.00	$4,920.00
3	3.11	Decodables	Yes	$50,000.00	$0.00
3	3.12	21st Century Skills	Yes	$1,146,380.00	$1,106,910.00
3	3.13	Writing Continuum	Yes	$5,000.00	$0.00
4	4.1	PIQE/PEP	Yes	$120,000.00	$103,650.00
4	4.2	Parent Information Nights	Yes	$37,250.00	$6,170.00
4	4.3	Community Liaisons	Yes	$737,600.00	$665,124.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	Communication	Yes	$513,075.00	$507,514.00
4	**4.5**	Family Resource Center	Yes	$20,000.00	$19,379.00
4	**4.6**	SARB	Yes	$28,225.00	$14,825.00
5	**5.1**	Facilities	No	$3,778,330.00	$3,090,518.00
5	**5.2**	Safety Trainings	Yes	$5,000.00	$1,972.00
5	**5.3**	SROs	Yes	$445,725.00	$446,610.00
5	**5.4**	Bell-to-Bell Security	Yes	$2,643,435.00	$2,639,536.00
5	**5.5**	Safety Partnerships	Yes	$28,700.00	$36,665.00
5	**5.6**	Canine Contraband Service	Yes	$4,320.00	$4,320.00
6	**6.1**	MTSS SEL/Behavior Supports	No	$191,250.00	$141,996.00
6	**6.2**	ELA & Math Achievement	No	$17,000.00	$9,044.00
6	**6.3**	Career Ready Students	No	$79,691.00	$42,564.00
6	**6.4**	CTE Courses	No	$51,000.00	$44,303.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$35,174,855	$39,647,146.00	$33,871,806.00	$5,775,340.00	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	CTE	Yes	$3,950,905.00	$4,282,225.00		
1	1.2	MTSS	Yes	$6,129,295.00	$3,709,412.00		
1	1.3	Guaranteed & Viable Learning Experiences	Yes	$100,000.00	$109,401.00		
1	1.4	Summer school	Yes	$2,850,000.00	$0.00		
1	1.5	STEM	Yes	$121,435.00	$122,223.00		
1	1.6	College Program	Yes	$22,000.00	$23,123.00		
1	1.7	Music	Yes	$75,000.00	$71,425.00		
1	1.8	District assessments	Yes	$318,000.00	$251,887.00		
1	1.9	BRIDGE	Yes	$346,740.00	$359,157.00		
1	1.10	Data Entry	Yes	$68,000.00	$61,843.00		
1	1.11	Study Trip Transportation	Yes	$100,000.00	$94,404.00		
1	1.12	Concurrent opportunities	Yes	$10,000.00	$10,000.00		
1	1.13	District Farm	Yes	$235,225.00	$257,251.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Outdoor Education	Yes	$392,255.00	$390,000.00		
1	1.15	Educational Services	Yes	$4,439,192.00	$3,382,360.00		
1	1.16	College/Career Counseling	Yes	$459,815.00	$471,228.00		
1	1.17	PSAT	Yes	$25,000.00	$1,0000.00		
1	1.18	Eligible Student Support	Yes	$1,331,250.00	$1,241,520.00		
1	1.21	Universal Reading Diagnostic	Yes	$205,000.00	$138,252.00		
1	1.22	Data Analyst	Yes	$125,940.00	$127,461.00		
1	1.23	Student Welfare Attendance Specialists	Yes	$209,715.00	$214,076.00		
1	1.24	Events & Recognitions	Yes	$42,500.00	$43,180.00		
1	1.26	Health Support	Yes	$2,338,735.00	$3,655,713.00		
1	1.27	Student Input	Yes	$12,000.00	$5,482.00		
1	1.28	State Seal of Biliteracy	Yes	$10,000.00	$6,848.00		
2	2.1	Home-to-School Transportation	Yes	$3,479,610.00	$3,403,923.00		
2	2.2	HR Practices	Yes	$987,360.00	$871,449.00		
2	2.3	Diversity & Inclusion Supports	Yes	$50,000.00	$0.00		
2	2.4	AP Testing	Yes	$30,000.00	$144,000.00		
2	2.6	Equity Audits	Yes	$287,415.00	$263,513.00		
3	3.1	Highly Qualified Staff	Yes	$12,400.00	$6,614.00		
3	3.3	English Learners	Yes	$1,062,194.00	$1,174,423.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Early Literacy Specialists	Yes	$1,362,895.00	$1,217,117.00		
3	3.5	Professional Development	Yes	$725,000.00	$512,347.00		
3	3.6	Classroom Technology	Yes	$1,500,000.00	$1,317,265.00		
3	3.8	Professional Learning Communities	Yes	$447,560.00	$370,009.00		
3	3.11	Decodables	Yes	$50,000.00	$0.00		
3	3.12	21st Century Skills	Yes	$1,146,380.00	$1,106,910.00		
3	3.13	Writing Continuum	Yes	$5,000.00	$0.00		
4	4.1	PIQE/PEP	Yes	$120,000.00	$103,650.00		
4	4.2	Parent Information Nights	Yes	$37,250.00	$6,170.00		
4	4.3	Community Liaisons	Yes	$737,600.00	$665,124.00		
4	4.4	Communication	Yes	$513,075.00	$507,514.00		
4	4.5	Family Resource Center	Yes	$20,000.00	$19,379.00		
4	4.6	SARB	Yes	$28,225.00	$14,825.00		
5	5.2	Safety Trainings	Yes	$5,000.00	$1,972.00		
5	5.3	SROs	Yes	$445,725.00	$446,610.00		
5	5.4	Bell-to-Bell Security	Yes	$2,643,435.00	$2,639536.00		
5	5.5	Safety Partnerships	Yes	$28,700.00	$36,665.00		
5	5.6	Canine Contraband Service	Yes	$4,320.00	$4,320.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$143,942,243	$35,174,855	0.00%	24.437%	$33,871,806.00	0.000%	23.532%	$1,303,049.00	0.905%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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