



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Prepare each student for college and careers and ensure each student meets grade level standards with a focus on narrowing the achievement gap between each student group using accelerated learning and tiered supports.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1a	Teachers Credentialing and Assignments Percentage of teachers appropriately assigned and fully credentialed in the subject areas for which they are teaching.	89.1% 2023-2024 Human Resources/Certificated Personnel Report	89.1% 2024-25 Human Resources/Certificated Personnel Report		89.17% 2025-26 Human Resources/Certificated Personnel Report	94%
1b	Access to Instructional Materials Percent of students who have sufficient access to standards-aligned instructional materials	100% 2023-24 Williams Act Adopted Resolution #23-01	100% 2024-25 Williams Act Adopted Resolution #24-03		100% 2025-26 Williams Act Adopted Resolution #25-02	100%
2a 2b	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELA/ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4 ELD: 4	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELA/ELD: 4 Math: 4 NGSS: 4 History: 4 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 4		NA 2026 Local Indicator Priority 2 Data will be presented in the Year 2 Outcome.	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELA/ELD: 5 Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 5 Math: 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Math: 4 NGSS: 4 History: 4 2024 Local Indicator, Priority 2 Reflection Tool	ELD: 4 Math: 4 NGSS: 4 History: 4 2025 Local Indicator, Priority 2 Reflection Tool			NGSS: 5 History: 5
4a	Statewide Assessment (SBAC & CAST) Participation Rate and Percentage of students meeting or exceeding standard by student subgroup: Participation Rate: -ELA -Math -Science Met or Exceeded: ELA Grades 3-8 & 11 English Learners-(EL) Socio-Economically Disadvantaged-(SED) Student with Disability-(SWD) Homeless-(HOM) Foster Youth-(FY) Math Grades 3-8, & 11 English Learners-(EL) Socio-Economically Disadvantaged-(SED) Student with Disability-(SWD) Homeless-(HOM) Foster Youth-(FY) Science (CAST) Grades 5,8,11, & 12	Participation Rate: 99% - English Language Arts (ELA) 98% - Math 98% - Science Met or Exceeded in ELA All Students: 39.77% EL: 11.92% LTEL : 5.28% SED : 31.03% SWD : 11.53% HOM : 26.55% FY: 8.70% AA: 30.41%* AS: 57.2%* HIS: 30.63%* WH: 47.64%* Met or Exceeded in Math: All Students: 25.40% EL : 9.18% LTEL 2.02% SED : 18.03% SWD: 8.11% HOM : 15.27% FY: 17.39% AA: 13.16%* AS: 44.26%* HIS: 17.72%*	Participation Rate: 99% - English Language Arts (ELA) 98% - Math 97% - Science Met or Exceeded in ELA All Students: 39.48% EL: 10.67% LTEL: 5.09% SED: 32.97% SWD: 9.51% HOM: 20.69% FY:10.00% AA: n/a AS: n/a HIS: n/a WH: n/a Met or Exceeded in Math: All Students: 26.07% EL: 7.68% LTEL: 1.50% SED: 20.38% SWD: 8.96% HOM: 14.62% FY: 11.12% AA: n/a AS: n/a		Participation Rate: 99% - English Language Arts (ELA) 98% - Math 98% - Science Met or Exceeded in ELA All Students: 40.98% EL: 8.99% LTEL: 4.26% SED: 33.85% SWD: 10.01% HOM: 21.41% FY: 15.0% AA: 26.42% AS: 57.46% HIS: 32.41% WH: 50.53% Met or Exceeded in Math: All Students: 28.46% EL: 8.38% LTEL: 2.12% SED: 22.37% SWD: 9.48% HOM: 12.18% FY: 15.0% AA: 13.93% AS: 47.68%	Participation Rate: 99% - ELA 99% - Math 99% - Science Met or Exceeded in ELA All Students: 49.77% EL : 21.92% LTEL : 15.28% SED : 41.03% SWD : 21.53% HOM : 36.55% FY: 18.70% AA: 36.41% AS: 63.2% HIS: 36.63% WH: 53.64% Met or Exceeded in Math: All Students: 35.40% EL : 19.18% LTEL : 12.02% SED : 28.03% SWD : 18.11% HOM : 25.27% FY: 27.39% AA: 19.16% AS: 50.26% HIS: 23.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	English Learners-(EL) Socio-Economically Disadvantaged-(SED) Student with Disability-(SWD) Homeless-(HOM) Foster Youth-(FY)	WH: 33.45%* Met or Exceeded in Science: All Students: 24.37% EL : 2.24% LTEL : 1.22% SED : 15.48% SWD : 4.18% HOM : 11.91% FY: fewer than 11 students tested, so data was suppressed for student privacy 2022-23 CAASPP Report *2023-24 CAASPP Report	HIS: n/a WH: n/a Met or Exceeded in Science: All Students: 26.21% EL : 2.10% LTEL : 0.00% SED : 20.29% SWD : 8.53% HOM : 12.42% FY: fewer than 11 students tested, so data was suppressed for student privacy 2023-24 CAASPP Report		HIS: 20.15% WH: 35.58% Met or Exceeded in Science: All Students: 26.13% EL : 2.64% LTEL : 1.90% SED : 20.28% SWD : 3.81% HOM : 9.90% FY: fewer than 11 students tested, so data was suppressed for student privacy 2024-25 CAASPP Report	WH: 39.45% Met or Exceeded in Science: All Students: 34.37% EL : 12.24% LTEL : 11.22% SED : 25.48% SWD : 14.18% HOM : 21.91% FY: 10%
4b	A-G Completion Percent of students who meet CSU/UC A-G college entrance requirements	All Students: 31.0% EL : 8.1% SED : 21.7% HOM : 11% LTEL: 6.6%* FY: Fewer than 11 students, data was suppressed for student privacy 2023 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report) 2024 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)*	All Students: 28.6% EL : 6.5% SED : 20.4% HOM : 5.8% LTEL: NA FY: Fewer than 11 students, data was suppressed for student privacy 2024 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)		All Students: 31.4% EL : 9.1% SED : 26.4% HOM : 12.4% LTEL: 8.80% FY: Fewer than 11 students, data was suppressed for student privacy 2025 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)	All Students: 36.0% EL : 13.9% SED : 26.7% HOM : 16% FY: 10% LTEL: 10% FY: TBD
4c	Career Technical Education (CTE)	All Students: 10.5%	All Students: 13.5%		All Students: 13.5%	All Students: 15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Percent of students successfully complete CTE Pathway or Program of study aligned with SBE approved CTE Standards and Frameworks	EL : 4.9% SED : 8.7% HOM : 5.0% LTEL: 12.8%* FY: Fewer than 11 students tested, so data was suppressed for student privacy 2023 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report) 2024 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)*	EL : 10.1% SED : 12.7% HOM : 9.6% LTEL: NA FY: Fewer than 11 students tested, so data was suppressed for student privacy 2024 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)		EL : 7.6% SED : 13% HOM : 15.2% LTEL: 10.0% FY: Fewer than 11 students tested, so data was suppressed for student privacy 2025 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)	EL : 9.9% SED : 13.7% HOM : 10.0% LTEL: 16.3% FY: TBD
4d	A-G and CTE Completion Percentage of students who successfully complete both A-G requirements (4B) and a CTE Pathway (4c)	All Students: 2.9% EL : .4% SED : 1.7% HOM : 2.0% LTEL: 0.4%* FY: Fewer than 11 students tested, so data was suppressed for student privacy 2023 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report) 2024 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)*	All Students: 3.4% EL : 0.6% SED : 2.2% HOM : 0.0% LTEL: NA FY: Fewer than 11 students tested, so data was suppressed for student privacy 2024 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)		All Students: 4.0% EL : 0.9% SED : 3.7% HOM : 5.7% LTEL: 1.2% FY: Fewer than 11 students tested, so data was suppressed for student privacy 2025 CDE Dashboard (Met UC/CSU Requirements and CTE Pathway Completion Report)	All Students: 7.0% EL : 5.4% SED : 6.7% HOM : 7.0% LTEL: 3.9% FY: TBD
4e	EL Progress	All EL Students: 53.4%	All EL Students: 46.7%		All EL Students: 45.2%	All EL Students: 63.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC	EL: 46.7%* LTEL: 52.5%* 2023 CDE Dashboard-English Learner Progress Indicator (ELPI) 2024 CDE Dashboard-English Learner Progress Indicator (ELPI)*	EL: NA LTEL: NA 2024 CDE Dashboard-English Learner Progress Indicator (ELPI)*		EL: 45.2% LTEL: 46.6% 2025 CDE Dashboard-English Learner Progress Indicator (ELPI)	EL: 52.7% LTEL: 58.5%
4f	EL Reclassification Rate Percent of English Learners (EL) students who meet Tracy USD standards to be reclassified as Fluent English Proficient.	14.3% 2023-2024 Ellevation Report	14.3% 2024-25 Ellevation Report.		NA EL Reclassification Data will be reported at Year 2 Outcome.	24.3%
4g	AP Exams Percent of students passing at least one Advanced Placement (AP) exam with a score of 3 or higher.	65% 2022-23 AP 5-Year Score Summary Report	62.8% 2023-24 AP 5-Year Score Summary Report		76.5% 2024-25 AP 5-Year Score Summary Report	71%
4h	College Preparedness Percentage of students who demonstrate college preparedness by meeting/exceeding standard on the 11th grade CAASPP Early Assessment Program (EAP) exam in Math and English Language Arts	ELA All: 56.70% EL : 9.36% LTEL : 10% SED : 47.94% HOM : 40% *FY: Fewer than 11 students tested, so data was suppressed for student privacy Math All: 23.30% EL : 1.42% LTEL : 1.02% SED : 12.48%	ELA All: 53.80% EL : 9.66% LTEL : 9.86% SED : 47.01% HOM : 30.19% *FY: Fewer than 11 students tested, so data was suppressed for student privacy Math All: 23.20% EL : 2.00% LTEL : 1.41%		ELA All: 57.92% EL : 11.02% LTEL : 10.91% SED : 51.13% HOM : 30.91% *FY: Fewer than 11 students tested, so data was suppressed for student privacy Math All: 25.51% EL : 1.59% LTEL : 1.82%	ELA All: 61.70% EL : 14.36% LTEL : 15% SED : 52.94% HOM : 45% *FY: Fewer than 11 students tested, so data was suppressed for student privacy Math All: 28.30% EL : 6.42% LTEL : 6.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		HOM : 13.04% *FY: Fewer than 11 students tested, so data was suppressed for student privacy 2022-23 CAASPP	SED : 15.40% HOM : 9.26% *FY: Fewer than 11 students tested, so data was suppressed for student privacy 2023-2024 CAASPP		SED : 18.82% HOM : 5.17% *FY: Fewer than 11 students tested, so data was suppressed for student privacy 2024-2025 CAASPP	SED : 17.48% HOM : 18.04% *FY: Fewer than 11 students tested, so data was suppressed for student privacy 2026-27 CAASPP
5c	Middle school drop out rate is the percentage of students in grades 7-8 who stop coming to school and who do not enroll in another school.	1% 2022-23 CALPADS 1.12 2022-23 CALPADS 1.1	1.1% 2023-24 CALPADS 1.12 2023-24 CALPADS 1.1		1.12% 2024-25 CALPADS 1.12 2024-25 CALPADS 1.1	0%
5d	High school drop out rate is the percentage of pupils in grades 9-12 who stop coming to school and who do not enroll in another school.	8.9% 2022-23 DataQuest, 4-year Adjusted Cohort Graduation Rates & Outcomes, 4-year Adjusted Cohort Dat	9.3% 2023-24 DataQuest - Dropout rates will be further analyzed in the Year 1 Outcomes, based on 2024-25 DataQuest reporting.		4.6% 2024-25 DataQuest, 4-year Adjusted Cohort Graduation Rates & Outcomes, 4-year Adjusted Cohort Dat	3.9%
5e	High School Graduation Rate Percentage of students in a four-year cohort who meet Tracy USD graduation requirement	All Students: 87.9% EL : 77.7% SED : 84.5% HOM: 77.0% SWD: 72.3% LTEL: 83.3%* FY: Less than 11 students - data not displayed for privacy 2023 CDE Dashboard 2024 CDE Dashboard*	All Students: 88.2% EL : 80.8% SED : 87.1% HOM: 80.8% SWD: 72.3% LTEL: NA FY: Less than 11 students - data not displayed for privacy 2024 CDE Dashboard		All Students: 92.1% EL : 87.1% SED : 91.9% HOM: 84.4% SWD: 72.3% LTEL: 90.4% FY: Less than 11 students - data not displayed for privacy 2025 CDE Dashboard	All Students: 92.9% EL : 82.7% SED : 89.5% HOM : 82.0% SWD: 74.3% LTEL: 86.9% FY: TBD
7a 7b 7c	Broad Course of Study- Visual & Performing Arts	All Students:41.6% EL: 25.8% LTEL: 38.5% SED: 41.2%	All Students: 44% EL: 27% LTEL: 28% SED: 43.8%		NA Broad Course of Study- Visual &	All Students: 46.6% EL 30.8% LTEL : 43.5% SED :46.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>Percentage of students in grades spans 7 - 12 enrolled in a Visual and Performing Arts program/course.</p> <p>Other examples of data that could be used to measure enrollment in a broad course of study include enrollment in courses or programs such as Advanced Placement, dual enrollment, AVID, CTE, GATE, IB, VAPA, Ag and others.</p>	<p>HOM: 41.4 % FY: 55.6% SWD: 44.4% *</p> <p>Aeries Analytics, P2, 2023-24 Aeries Analytics, P2, 2024-25*</p>	<p>HOM: 44.4% FY: 41.2% SWD: NA</p> <p>Aeries Analytics, P2, 2024-25</p>		Performing Arts Data will be reported in the Year 2 Outcome.	<p>SWD : 47.1% HOM: 46.4 % FY: 60.6% SWD: %</p>
8a	<p>Local Assessment-Fastbridge (FB)</p> <p>Percentage of students in grades 2nd-12th who score at the College Pathway (CP) or Low Risk (LR) level on the aReading and aMath Assessment:</p>	<p>aMath/CP All Students: 18% EL : 4% LTEL : 1% SED : 18% SWD : 5% HOM : 6% FY : 15%</p> <p>aMath/LR All Students: 25% EL : 14% LTEL : 9% SED : 25% SWD : 10% HOM : 11% FY : 18%</p> <p>aReading/CP All Students: 14% EL : 1% LTEL : 0% SED : 14% SWD : 3% HOM : 4% FY : 3%</p> <p>aReading/LR All Students: 25% EL : 10% LTEL : 6% SED : 25% SWD : 8%</p>	<p>aMath/CP All Students: 19.47% EL : 3.84% LTEL : 2.01% SED : 13.81% SWD : 5.72% HOM : 7.05% FY : 16.39%</p> <p>aMath/LR All Students: 25.06% EL : 13.05% LTEL : 13.16% SED : 23.40% SWD : 10.39% HOM : 11.58% FY : 31.15%</p> <p>aReading/CP All Students: 17.52% EL : 1.99% LTEL : 2.55% SED : 12.81% SWD : 4.36% HOM : 5.05% FY : 9.52%</p> <p>aReading/LR All Students: 26.71% EL : 21.83% LTEL : 8.73% SED : 24.52%</p>		<p>NA</p> <p>Local Assessment-Fastbridge (FB) Spring 2026 data will be reported in the Year 2 outcome.</p>	<p>aMath/CP All Students: 28% EL : 14% LTEL : 11% SED: 28% SWD: 15% HOM : 16% FY : 25%</p> <p>aMath/LR All Students: 35% EL : 24% LTEL : 19% SED : 35% SWD : 20% HOM : 21% FY : 28%</p> <p>aReading/CP All Students: 24% EL : 11% LTEL : 10% SED: 24% SWD : 13% HOM : 14% FY : 13%</p> <p>aReading/LR All Students: 35% EL : 30%* LTEL : 16% SED : 35%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		HOM : 9% FY : 31% Spring 2024 Data	SWD : 9.09% HOM : 10.61% FY : 34.92% Spring 2025 Data 2024-25 Local Assessment- Fastbridge (FB) Spring 2025 data are not available. Spring 2025 FB data will be reported in the Year 1 outcome.			SWD : 18% HOM : 19% FY : 41%
8b	3rd Grade Reading Percentage of all 3rd Grade Students Reading at grade level (lexile Score of 645 and above):	Fall 2023: All Students: 22% EL : 5% SED : 21% SWD : 10% HOM : 10% FY: 13% Spring 2024: All Students: 33% EL : 12% SED : 31 % SWD : 14% HOM : 15% FY: Fewer than 11 students tested, so data was suppressed for student privacy.* Spring 2025: FY: 41.67%** Spring 2025 data for FY = Baseline Data, due to number of tested students is greater than 11.**	Fall 2024 All: 21% EL: 0%* SED: 17%* SWD: 8%* HOM: 7%* FY: Fewer than 11 students tested, so data was suppressed for student privacy.* Spring 2025: All: 39.45% EL: 13.41% SED: 34.35% SWD: 14.52% HOM: 14.89% FY: NA Spring 2025 data for FY = Baseline Data, due to number of tested students is greater than 11.		Percentage of 3rd Grade Students Reading at Grade level on the Fastbridge Assessment (Lexile Score of 645 and above) Fall/Winter 2025: Fall 2025: All: 21% EL: 2% SED: 18% SWD: 8% HOM: 7% FY: 0% Spring 2026: NA 3rd Grade Reading Spring 2026 data will be reported in the Year 2 outcome.	Fall 2026: All Students: 32% EL : 15% SED : 31% SWD : 20% HOM : 20% FY: 23% Spring 2027: All Students:43 % EL : 22% SED : 41% SWD : 24% HOM : 25% FY: 47.67%***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
8c	7th and 8th Grade ELA Proficiency Percentage of 7th-8th grade students meeting proficiency in ELA, based upon CAASPP results.	Grade 7 ELA : All: 33.52% EL: 4.62% SED: 26.26% LTEL: 3.41%* FY: Fewer than 11 students tested, so data was suppressed for student privacy Grade 8 ELA: All: 35.23% EL: 4.04% SED: 27.38% LTEL: 2.7%* FY: Fewer than 11 students tested, so data was suppressed for student privacy 2023 CAASPP Results 2024 CAASPP Results*	Grade 7 ELA: All: 35.83% EL: 5.31% SED: 30.08% LTEL: NA FY: Fewer than 11 students tested, so data was suppressed for student privacy Grade 8 ELA: All: 39.07% EL: 5.16% SED: 34.40% LTEL: NA FY: Fewer than 11 students tested, so data was suppressed for student privacy 2024 CAASPP Results		Grades 7-8, 2025 CAASPP Results Grade 7 ELA CAASPP Proficiency Rate All: 38.48% EL: 3.11% SED: 30.50% LTEL: 1.19% FY: Fewer than 11 students tested, so data was suppressed for student privacy Grade 8 ELA CAASPP Proficiency Rate All: 41.57% EL: 2.26% SED: 36.46% LTEL: 3.45% FY: Fewer than 11 students tested, so data was suppressed for student privacy	Grade 7 ELA : All: 43% EL: 15% SED: 36% LTEL: 9.41% FY: NA Grade 8 ELA: All: 45% EL: 15% SED: 37% LTEL: 8.7% FY: NA

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Basic Services for Students Provide all basic school services defined in TUSD resolution 10-04 for each student to learn; clarifying the primary and secondary purposes of the Tracy Unified School District.	No	Fully Implemented	1a		\$132,000,000.00	\$66,000,000
1.2	Staffing/Supplemental Services for Students	Yes	Fully Implemented	1b, 4b		\$10,574,130.00	\$4,457,221.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Students will receive extra instructional minutes beyond the state's minimum requirement to increase learning and narrow the achievement gap.</p> <p>LREBG Action</p> <p>Support students by providing a variety of increased instructional support personnel to supplement core ELA and Math instruction at Tiers 1 and 2. These supports include staffing paraeducator 1 personnel to support all schools in the areas of ELA and math, increased time and access to school libraries each day, and staffing teacher librarian positions at three district schools that present the greatest improvement need.</p> <p>Studies have shown that students who receive supplemental instructional support in the areas of ELA and Math are more likely to improve performance outcomes on state and local indicators. Additionally, research shows that increased exposure to early literacy and numeracy will increase students likelihood of mastering core foundational concepts in ELA and math that contribute to closing the achievement gap.</p> <p>Metric being used to monitor the action: Metric 4a</p> <p>LREBG Funds supporting this action \$10,783,074 in total through 2027-28. 2025-26 = \$2,435,722.00 2026-27 = \$4,099,578.00 2027-28 = \$4,247,775.00</p>						
1.3	<p>Additional Teaching Positions Provide additional K-3 teaching positions to ensure a 1:24 class size ratio for all</p>	Yes	Fully Implemented	1a	enrollment/class list spreadsheets	\$5,237,659.00	\$2,618,829.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	elementary classrooms in the District to ensure each student will read at grade level by 3rd grade.						
1.4	LCAP Clerk Typist Provide Clerk Typist II position in Continuous Improvement to support LCAP implementation, monitoring and evaluation of student data and outcomes.	No	Fully Implemented		payroll	\$78,188.00	\$25,288.21
1.5	EL Program Build a comprehensive system to support the needs of all English Learners throughout the district. TUSD will ensure proper staffing, training, and materials to support both English Learners (EL) and Long Term English Learners (LTEL). The EL Coordinator will lead the process to provide training and professional development for site ELD coordinators, EL teachers, and support staff. Funding is included to provide the necessary resources to ensure proper implementation of the ELPAC test for students who are required to take it. Specific training centers on analysis of student performance to align instruction, intended to support students' reclassification as English proficient (RFEP). Allow necessary time for EL team members to collaborate and develop language acquisition strategies for students. These strategies will then be implemented during designated and integrated EL instruction. In doing so, we are weaving EL support into the larger district framework of MTSS, such that EL and LTEL students receive EL support across all three tiers of support.	Yes	Fully Implemented	2a, 4a, 4e, 4b, 4f, 8c, 8d	payroll, sign in sheets, DLAC/ELAC agendas	\$697,583.00	\$456,086.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>Professional Development Provide the necessary professional development and training for employees, to provide high quality instruction and feedback for students across all content areas.</p> <p>Participation includes attending workshops, collaborating with grade/content alike colleagues within the PLC framework, and deepening our understanding of high capacity instructional pedagogy. Using the tools learned within these professional development cycles, we provide high capacity Tier 1 instruction for all students (with needed differentiation included), timely support and intervention (at the Tier 2 level), and necessary remediation for students who need to master key skills/standards from the current academic school year and prior.</p> <p>The content areas to receive the most targeted attention include English Language Arts, Math, and Science (STEM). More specifically, providing these training opportunities within the PLC framework allows the district to place concerted effort to meet all students needs (including those identified as unduplicated).</p> <p>This action also creates the conditions for school site administrators to receive evaluation training. This process is invaluable, since evaluation is a crucial component of providing high capacity instruction for district students.</p> <p>LREBG Action</p> <p>Provide professional development and coaching opportunities for staff members to sustain an MTSS system, centered on improving ELA and math performance</p>	Yes	Partially Implemented	2a, 4a	time sheets, agendas	\$11,066,681.72	\$7,803,566.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>outcomes at Tiers 1, 2, and 3. Staff will learn the process for Universal Design of Learning (UDL) to maximize instructional design and outcomes in ELA and math for all students. The intent for this UDL implementation is to improve student outcomes in ELA and math and help to close the achievement gap.</p> <p>Studies have shown that the UDL framework helps to create a more flexible learning environment for both teachers and students. Research further demonstrates that by eliminating some of the barriers to traditional classroom instructional design we will better equip all students to learn at high levels. This approach to instructional design and curricular implementation is crucially important for the LEA to improve performance outcomes in ELA and math, helping to contribute to closing the achievement gap.</p> <p>Metric being used to monitor the action: Metric 4a and Metric 4b.</p> <p>LREBG Funds supporting this action \$679,346.72 per year through 2027-28. 2025-26 = \$679,346.72 2026-27 = \$0.00 2027-28 = \$0.00</p>						
1.7	<p>Teachers on Special Assignment (TOSA) Employ Teachers on Special Assignment (TOSA) to provide professional development support for teachers and instruction in all core curricular areas to improve student outcomes and narrow the achievement gap.</p>	Yes	Partially Implemented	8d	time cards, sign in sheets, agendas	\$742,705.00	\$326,953.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	<p>Instructional Materials Plan the adoption, evaluation, and selection of a new core curriculum and purchase newly adopted instructional materials to improve student outcomes and narrow the achievement gap.</p> <p>To support this process, the district will create specific steering committees that support TUSD initiatives to improve student outcomes and narrow achievement gaps among student groups.</p>	No	Fully Implemented	2a, 4a	teacher evaluations, sign in sheets	\$4,510,000.00	\$361,888.51
1.9	<p>Intervention Allocate funding to support students from grades PK - 12 with timely Tier 2 intervention. These actions provide the resources for students to improve skills development in reading, language, writing, math and science. Within the MTSS, our data indicate that students need targeted and timely support to meet/exceed academic learning targets.</p> <p>These funds are used to supplement core reading instruction, by providing a computer based and supplemental intervention system for middle school aged students. In doing so, we minimize the number of students beginning high school without requisite literacy skills.</p> <p>Aligned with core academics, these funds are used in part to support a broad course of study--including music, arts, STEM based learning, supports to minimize behavioral issues within the school (i.e., social emotional learning, restorative practices, etc.).</p>	Yes	Fully Implemented	8d, 4 e, 4f	payroll, intervention schedules at sites	\$5,191,786.88	\$1,427,994.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	AVID Program Provide AVID sections to all PK-8th, 6-8th, and 9-12th grade schools to improve the percentage of students meeting A-G completion rates.	Yes	Partially Implemented	4b, 4d, 4g, 4h	bus driver shortage	\$450,000.00	\$78,144.64
1.11	High School Transition Supports Provide a comprehensive incoming 9th Grade Summer Bridge to High School and Freshman Seminar program to improve high school drop out rates and narrow the achievement gap.	Yes	Partially Implemented	4b,4d,4a,4h, 5a, 5b, 5c,7a		\$199,944.00	\$30,211.84
1.12	Summer School Intervention Provide students in grades TK-8 summer intervention to provide support in ELA/ELD, Math, and Science to improve literacy outcomes and ensure college and career readiness.	Yes	Partially Implemented	4b,4d,4a,4h, 5a, 5b, 5c,7a		\$259,050.00	\$225,848.49
1.13	High School Credit Recovery Opportunities Provide targeted credit recovery opportunities in summer and throughout the school year for students in grades 9-12th to increase the high school graduation rate.	Yes	Partially Implemented	4b,4d,4a,4h, 5a, 5b, 5c,7a		\$3,222,655.00	\$1,358,566.14
1.14	Special Education Program Provide inclusion training for both teachers and paraprofessionals to support students receiving special education services. Partner with the SELPA for program/technical support and participate in the SELPA's Professional Learning offerings.	No	Partially Implemented	4b,4d,4a,4h, 5a, 5b, 5c,	time sheets, student progress trackers	\$806,855.00	\$360,541.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Allocate resources to sustain Special Education teachers on special assignment (TOSA) and program specialists. They will provide inclusion training and support for staff to maximize the amount of time students who qualify for special education services remain in the general classroom. In addition, SpEd TOSAs and Program Specialists participate in community/parent outreach. In particular, this partnership helps guarantee students who qualify for special education supports receive all of the supports they are entitled to.						
1.15	College and Career Opportunities Increase awareness and provide Career Technical Education (CTE) programs that integrate core academic, technical, and occupational knowledge to provide students with a pathway to college and/or careers.	Yes	Fully Implemented	4b, 4d		\$4,487,127.00	\$1,617,101.15
1.16	Technology Commitment Purchase technology to support teaching and learning through the implementation of CA State Standards per the TUSD Technology Plan. Provide ongoing training opportunities that will improve outcomes for students and narrow the achievement gap.	Yes	Partially Implemented		enrollment data	\$2,590,000.00	\$856,993.21
1.17	Supplemental Intervention Opportunities LREBG Action Support students by providing a variety of supports intended to improve performance	No	Partially Implemented	4a, 8a, 8d		\$270,780.00	\$50,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>outcomes in ELA and math. These supports include providing staffing for one STEM Coordinator (primarily assigned to support math instruction) and Teachers on Special Assignment to support ELA and math instruction. Additional supports include providing a reading diagnostic program to identify benchmarks and monitor reading progress for PreK - 3rd grade students. Lastly, the district will provide supports to students by partnering with the SJCOE to conduct a needs assessment for future LREBG funding priorities. The county will consider the district's improvement and growth in the areas of ELA and math performance, coupled with needs related to chronic absenteeism.</p> <p>Support students with increased access to class content tutoring across all core content areas. Using a digital platform will all students to access the specific support each needs as necessary.</p> <p>Supplemental student support resources have been shown to improve students learning outcomes by providing ongoing training to school staff members. The training sessions provided by district STEM (math) Coordinators and TOSAs target ongoing instructional best practices. Research further indicates that when students receive instructional best practices of essential standards in ELA and math, performance outcomes improve. This is intended to contribute to a narrowing of the achievement gap.</p> <p>Metric being used to monitor the action: Metric 5e.</p> <p>LREBG Funds supporting this action \$390,780.00 per year through 2027-28. 2025-26 = \$270,780.00 2026-27 = \$60,000.00 2027-28 = \$60,000.00</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.23							

Goal 2

Goal Description

Provide a safe and equitable learning environment for each student and staff member.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1c	School Facilities Percentage of school facilities maintained in good repair or exemplary condition based on evaluation of each school site, using the Facilities Inspection Tool (FIT).	100% 2023-24 FIT Report	100% 2024-25 FIT Report		100% 2025-26 FIT Report	100%
3a 3b 3c	Parent Involvement Number of parent responses to the district LCAP Survey Self reflection on Parent and Family Engagement: Building Relationships (Question #4) Seeking Input for Decision Making (Question #9 and #11) Local Indicator, Priority 3 Reflection Tool Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Survey Responses-1615 2024 LCAP Survey Building Relationships, Question #4=4 Seeking Input for Decision-Making #9=5 Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4- - Full Implementation Q9 - Rate the LEA's progress in building capacity of and	Survey Responses-1103 2025 LCAP Survey Building Relationships, Question #4=3 Seeking Input for Decision-Making #9=4 Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 4 - Full Implementation Q9 - Rate the LEA's progress in building capacity of and		NA Parent Involvement-2025-26 LCAP Survey data will be reported in the Year 2 outcome. 2026 Local Indicator Priority 3 Data will be reported in the Year 2 Outcome.	Survey Responses-4000 Building Relationships, Question #4=5 Seeking Input for Decision-Making #9=5 Q4 - Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families 5 - Full Implementation and Sustainability Q9 - Rate the LEA's progress in building capacity of and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>supporting principals and staff to effectively engage families in advisory groups with decision-making</p> <p>5 - Full Implementation and Sustainability</p> <p>Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>5 - Full Implementation and Sustainability</p> <p>Local Indicator, Priority 3 Self-Reflection Tool</p>	<p>supporting principals and staff to effectively engage families in advisory groups with decision-making</p> <p>4- Full Implementation</p> <p>Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>4 - Full Implementation</p> <p>Local Indicator, Priority 3 Self-Reflection Tool</p>			<p>supporting principals and staff to effectively engage families in advisory groups with decision-making</p> <p>5 - Full Implementation and Sustainability</p> <p>Q11- Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>5 - Full Implementation and Sustainability</p>
5a	<p>School Attendance Rate</p> <p>The percentage of pupils attending school daily on average.</p>	<p>ALL Students: 81.3%</p> <p>EL: 79.4%</p> <p>LTEL: 87.8%</p> <p>SED: 79.4%</p> <p>SWD: 71.8%</p> <p>HOM: 70.7%</p> <p>FY: 91.8%</p> <p>2023-24 P2, Aeries</p>	<p>ALL Students: 83.3%</p> <p>EL: 82.1%</p> <p>LTEL: 80.8%</p> <p>SED: 81.4%</p> <p>SWD: 75.7%</p> <p>HOM: 75.4%</p> <p>FY: 86%</p> <p>2024-25 P2, Aeries</p>		<p>NA</p> <p>School Attendance Rate will be reported in the Year 2 outcome.</p>	<p>ALL Students: 86.3%</p> <p>EL: 84.4%</p> <p>LTEL: 92.8%</p> <p>SED: 84.4%</p> <p>SWD: 76.8%</p> <p>HOM: 75.7%</p> <p>FY: 96.8%</p>
5b	<p>Chronic Absenteeism Rate</p> <p>Percentage of students K-8 identified as chronically absent-pupils who are absent from school 10% or more for the total number</p>	<p>ALL Students: 25.2%</p> <p>EL: 24.9%</p> <p>LTEL: 24.7%*</p> <p>SED: 30%</p> <p>SWD: 33.5%</p> <p>HOM: 35.6%</p> <p>FY: 34.2%</p>	<p>ALL Students: 22.7%</p> <p>EL: 20.8%</p> <p>LTEL: n/a</p> <p>SED: 24.8%</p> <p>SWD: 32.3%</p> <p>HOM: 34.9%</p> <p>FY: 22.8%</p>		<p>ALL Students: 23%</p> <p>EL: 19.8%</p> <p>LTEL: 20.7</p> <p>SED: 25.2%</p> <p>SWD: 32.1%</p> <p>HOM: 33.6%</p> <p>FY: 36.7%</p>	<p>ALL Students: 20.2%</p> <p>EL: 19.9%</p> <p>LTEL: 10%</p> <p>SED: 25%</p> <p>SWD: 28.2%</p> <p>HOM: 30.6%</p> <p>FY: 23.8%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	of days that they are enrolled in school.	AA: 34.9%* AS: 13.6%* FIL: 10.9%* HIS: 24.4%* TMR: 24.1%* WH: 21.5%* Fall 2023 CA School Dashboard *Fall 2024 CA School Dashboard	AA: n/a AS: n/a FIL: n/a HIS: n/a TMR: n/a WH: n/a Fall 2024 CA School Dashboard		AA: 41.1% AS: 14.2% FIL: 13% HIS: 24.5% TMR: 25.7% WH: 20.1% Fall 2025 CA School Dashboard	AA: 29.9% AS: 8.6% FIL: 5.9% HIS: 19.4% TMR: 19.1% WH: 16.5%
6a	Suspension Rate Percentage of students who are suspended at least once during the academic year.	All Students: 8.6% EL: 9.6% LTEL: 15.2%* FY: 24.1% HOM: 11.3% SED: 10.4% SWD: 12.3% 2023 CA School Dashboard 2024 CA School Dashboard *	All Students: 8.2% EL: 8.4% LTEL: n/a FY: 14% HOM: 9.6% SED: 9.4% SWD: 11.8% 2024 CA School Dashboard		All Students: 7.8% EL: 8.1% LTEL: 11.9% FY: 25.3% HOM: 11.1% SED: 9% SWD: 11.7% Fall 2025 CA School Dashboard	All Students: 5.6% EL: 6.8% LTEL: 13.2% FY: 19.7% HOM: 8.5% SED: 7.5% SWD: 10.2%
6b	Expulsion Rates Percentage of students who are expelled from the district during the academic year.	All Students: 0.4% EL: 0.5 % FY: 0% HOM: 0.3% SED: 0.5% SWD: 0.5% 2022-2023 DataQuest	All Students: 0.4% EL: 0.5% FY: 0% HOM: 0.2% SED: 0.6% SWD: 0.8% 2023-2024 DataQuest		All Students: 0.4% EL: 0.3% FY: 1.2% HOM: 0.6% SED: 0.5% SWD: 0.5% 2024-2025 Data Quest	All Students: 0.1% EL: 0.1% FY: 0% HOM: 0% SED: 0.2% SWD: 0.1%
6c	Safety & School Connectedness Percentage of students parents and teachers who feel the school is safe. Percentage of students parents and teachers who feel connected to the school. Data is based on the district's annual LCAP survey- responses	Feel Safe at School: Students: 77.11% Parents: 92.31% Teachers: 84.71% Feel Connected to School: Students: 78.85% Parents: 90.38%	Feel Safe at School: Students: 74.53% Parents: 89.24% Teachers: 87.63% Feel Connected to School: Students: 75.10%		NA Safety & School Connectedness - 2025-26 LCAP District Survey data will be reported in the Year 2 outcome.	Feel Safe at School: Students: 84.11% Parents: 99.31% Teachers: 91.71% Feel Connected to School: Students: 85.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	that agree with questions aligned to safety and connectedness	Teachers: 84.38 % 2024 District LCAP Survey	Parents: 83.49% Teachers: 84.84% 2025 District LCAP Survey			Parents: 97.38% Teachers: 90.38 %

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Facilities Inspect Tool Report (FIT) Complete deferred maintenance at non-bonded schools per district timeline to meet facility District standards and to address areas identified from the FIT Report to ensure students and staff have safe learning environments.	No	Fully Implemented	1c	FIT report	\$300,000.00	\$300,000.00
2.2	SEL Programs and Services Provide materials, resources, and professional development to support social emotional education and behavioral well-being. This action is intended to ensure that staff members are equipped with the tools to meet students non-academic needs.	Yes	Fully Implemented	5a, b, 6c	attendance, grade, and social-emotional tracking records, LCAP survey data climate	\$386,130.00	\$126,011.15
2.3	Parent Engagement Provide bilingual parent liaisons and one bilingual clerk typist to serve the district and school sites to support parent outreach efforts and increase two-way communication and dialog between parents and the school to improve parent involvement and improve student attendance rates.	Yes	Fully Implemented	5 a, b, 6c	attendance, grades, social emotional tracking records	\$775,133.00	\$312,666.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>MTSS Provide the necessary professional development training, resources, and materials to support the district MTSS. Equip staff with the tools and training to support student across all three tiers of non-academic need.</p> <p>Provide CPI training for all staff to ensure students and staff feel safe and connected to school and improve expulsion rates.</p> <p>Implement and sustain Tier I Social/Emotional Learning curriculum to support positive behavior at school, and life-skill development to decrease student suspension rates.</p> <p>Provide Tier 2 & Tier 3 social/emotional, mental health, and academic and behavioral support through contracted outside agencies for students in grades TK-12 to improve attendance rates and decrease chronic absenteeism.</p>	Yes	Fully Implemented	3a, 6c	sign in sheets/agendas	\$4,241,969.32	\$110,475
2.5	<p>Supplemental Chronic Absenteeism Supports LREBG Action</p> <p>Support students by providing a variety of increased supports to mitigate chronic absenteeism. These supports include leveraging the current work of school site Assistant Principals to track students' daily attendance and monitor absenteeism trends. APs will proactively communicate with students, families, and the Student Services department to provide supports for students to improve broad attendance which will positively affect (reduce) chronic absenteeism rates.</p>	No	Partially Implemented	6c	sign in sheets, agenda	\$1,057,391.27	\$528,695.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Research consistently indicates positive correlation between improved regular school attendance which decreased chronic absenteeism and improved performance in the areas of ELA and Math. Our goal is to use the interpersonal connections between site APs and both students and families to improve attendance and reduce chronic absenteeism rates for all students, while working to narrow the achievement gap for priority student groups.</p> <p>Metric being used to monitor the action: Metric 5b</p> <p>LREBG Funds supporting this action \$3,280,555.86 per year through 2027-28. 2025-26 = \$1,057,391.27 2026-27 = \$1,110,260.56 2027-28 = \$1,112,904.03</p>						

Goal 3

Goal Description

By the end of the 2026-2027 academic year, 1% of students, including students identified as Hispanic, English Learner, LTEL, and/or Socio-Economically Disadvantaged, graduating from George & Evelyn Stein Continuation High School in 2027 will meet the standard of College & Career Ready.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4e	EL Progress Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC	All Students: 21.4% EL: 21.4% LTEL: 22.2% 2024 CA School Dashboard	All Students: NA EL: NA LTEL: NA		All Students: 25.9% EL: 25.9% LTEL: 31.8% 2025 CA School Dashboard	All Students: 23.4% EL: 23.4% LTEL: 24.2%
5a	Graduation Rate Percentage of students who received a high school diploma within four or five years of entering ninth grade.	ALL: 82.1% EL: 80.4% SED: 80.2% HIS: 80.5% LTEL: 84.6%* 2023 CA School Dashboard 2024 CA School Dashboard*	ALL 83.7% EL: 82.6% SED: 83.8% HIS: 84.4% LTEL: NA		ALL: 89.1% EL: 92.2% SED: 88.8% HIS: 95.4% LTEL: 95.5% 2025 CA School Dashboard	ALL: 87.1% EL: 85.4% SED: 85.2% HIS: 85.5% LTEL: 87.6%
8a	College/Career Preparation Percentage of students who meet the requirement to be identified as "prepared" on the California School Dashboard	ALL: 0% HIS: 0%* EL: 0%* LTEL: 0%* SED: 0%* 2023 CA Dashboard 2024 CA Dashboard *	ALL: 0% HIS: NA EL: NA LTEL: NA SED: NA		ALL: 1.6% HIS: 2.4% EL: 2.1% LTEL: 2.4% SED: 1.8% 2025 CA Dashboard	ALL: 1% HIS: 1% EL: 1% LTEL: 1% SED: 1%
8b	CTE Enrollment Percentage of students enrolled in CTE Barbering Program on CBEDS day.	ALL: NA EL: NA SED: NA HIS: NA LTEL: NA Student Information System	ALL: NA EL: NA SED: NA HIS: NA LTEL: NA		ALL: 0% EL: 0% SED: 0% HIS: 0% LTEL: 0% Student Information System	ALL: 10% EL: 10% SED: 10% HIS: 10% LTEL: 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Academic and SEL Support Academic & Life-Skill Transition Counseling support and training for students and staff to increase graduation rates.	No	Partially Implemented			\$60,000.00	\$4,500
3.2	CTE Program Purchase CTE curriculum and professional development, including life-skill components, supplies, and additional resources to increase college/career readiness for students.	No	Partially Implemented			\$165,916.72	\$31,176.24

Goal 4

Goal Description

By the end of the 2025-2026 academic year, improve school climate conditions at Duncan Russell Community Day School for Socio-Economically Disadvantaged and Hispanic students by reducing suspension rates by 5.5%.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6a	Pupil Suspension by Student Group- the percentage of pupils who are suspended at least once during the academic year	ALL: 34.9% HIS: 35.5% SED: 37.5% SWD: 45.5% 2023 CA School Dashboard	ALL: 22.2% HIS: 25.0% SED: 22.2% SWD: 25.0% 2024 CA School Dashboard		ALL: 23.5% HIS: 14.3% SED: 23.3% SWD: 20.0% 2025 CA School Dashboard	ALL: 17.2% HIS: 17.2% SED: 17.2% SWD: 17.2%
6c	LCAP Student Survey Duncan Russell (Question 38) Percentage of responses that "agree" or "strongly agree" with question relating to school safety.	Safety: 66.67% Survey Response for 2024	Safety: 78.29% Survey Response for 2025		NA LCAP Student Survey Data will be reported in the Year 2 Outcome.	Safety: 88.29%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Curriculum Provide Social-Emotional, Life-Skills, Anger Management Curriculum.	No	Planned			\$46,647.37	\$10,216.60
4.2	Professional Development Provide teacher and staff training aligned to the Social-Emotional, Life-Skills, and Anger Management Curriculum.	No	Fully Implemented		Timesheets, conference literature, curriculum resources	\$10,000.00	\$4,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		